

**COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
43500 MONTEREY AVE.
PALM DESERT, CA 92260
WEDNESDAY, FEBRUARY 12, 2014
MINUTES**

- I. Chair Broughton called the meeting to order at 9:33 a.m. and asked Trustee Wilson to lead the pledge of allegiance.

President Kinnamon called the roll:

Present: Trustee Becky Broughton
Trustee Michael O'Neill
Trustee Mary Jane Sanchez-Fulton
Trustee Bonnie Stefan
Trustee Aurora Wilson
Student Trustee Andrew Campbell - will join the meeting at 10:30 after closed session

Parliamentarian: Carlos Maldonado

II. CONFIRMATION OF AGENDA:

The agenda was confirmed as presented.

III. CLOSED SESSION: 9:35 a.m. to 10:15 a.m.

1. **CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Mr. Stan Dupree

IV. OPEN SESSION 10:30 a.m.

No reportable action taken in closed session.

V. PROCLAMATION FOR WOMEN'S HISTORY MONTH

Lisa Howell, Vice President Administrative Services, read the proclamation for Women's History Month.

VI. PUBLIC COMMENTS (Agenda Items):

Annica Dawe and Cynthia Flores from Brandman University addressed the board. They thanked College of the Desert for their collaboration with Brandman University and updated the members on Brandman.

Chair Broughton asked the indulgence of the board in allowing Dean Jim Berg to introduce Russell “Tres” Dean, who will be approved for Tenure status today. Dr. Berg introduced Professor Dean, who holds a bachelor's degree and master's degree from Moorhead State University in Kentucky. He joined the COD faculty as a fulltime temporary faculty member for one year and joined the tenure track after a national search. Professor Dean has been involved in directing plays on campus, from comedy to drama, and he has introduced improvisation workshops and performances to the campus. He has helped rejuvenate the student drama club. He proposed the Associate of Arts for Transfer degree that was approved by the Chancellor's Office this year. He helped plan and will host the Entertainment Technology Symposium that takes place Friday, February 14.

VII. APPROVE THE MINUTES OF:

There were no corrections to the minutes of the January 17, 2014 meeting and they stand approved.

VIII. REPORTS

- A. ASCOD: Eleanor Campbell was present and gave a brief report.
- B. C.O.D.A.A.: Cathy Levitt was present and gave a brief report.
- C. COLLEGE OF THE DESERT ALUMNI ASSOCIATION: Gene Marchu was not able to attend but submitted a written report.
- D. CSEA - Lauro Jimenez was present and gave a brief report
- E. COLLEGE OF THE DESERT FOUNDATION: Jim Hummer was present and gave a brief report.
- F. ACADEMIC SENATE: Douglas Redman was present and gave a brief report.
- G. FACULTY ASSOCIATION: Geoff Hagopian was present and gave a brief report.
- H. GOVERNING BOARD
 - **Trustee O'Neill** thanked Dr. Soccio for an outstanding FLEX event. He thanked the Alumni Association for their generous contributions for the staff recognition ceremony. He also thanked the COD Foundation for the wonderful dinner put on for all faculty/staff. He thanked Dr. Kinnamon, Lisa Howell and Steve Renew for the new building plaques. He took a self-tour of the Communication Building and he thanked Dean Tony DiSalvo for his time in showing him around. He commended the user groups and the architects for providing a very nurturing environment.

He attended the following:

- Adjunct recognition ceremony

- Donald Cravens historical photographic gallery at the Marks Arts Center and he recommends everyone see this show as it is very moving.

Trustee O'Neill, as the representative on the Foundation Board he updated the members on the Foundation. He said we are very fortunate to have such a dedicated group of Foundation Board members and he thanked all those that contribute their time. He distributed a copy of the December financials. The Chili-Cook Off was an outstanding success and \$94,000 was raised. Step Out For COD has also been a success financially. The 30/30 challenge announcement is forthcoming.

Trustee O'Neill read an email from Dr. William Crow of the University of Georgia that Foundation Board President Donna Jean Darby had received. It reads: He compiled data on the fundraising efforts of 850 2-year colleges and their foundations. Based on the IRS 990 for tax years 2009-2012 the College of the Desert Foundation ranked 26th and in terms of annual fundraising they rank 64th.

Trustee Wilson attended the following:

- President's FLEX event and she thought it an incredible event.
- The Community College League Trustee conference in Sacramento. This was a wonderful opportunity to meet her trustee colleagues and learn of their colleges and the challenges they face. She was accompanied by Trustees Broughton and Stefan
- COD Foundation meeting at the invite of Foundation Board President Donna Jean Darby and she agreed with Trustee O'Neill regarding his comments about all the great work of the Foundation board members.
- The Women's Leaders Forum at the invitation of Donna Jean Darby. Donna MacMillan, a Foundation member was an award recipient.
- Lunch meeting with Douglas Redman to learn more about the senate.
- Friends of the College of the Desert Library author event.
- Modern Jazz concert at the Pollock Theatre and commended Professor Fesmire for a great event as the music was great.
- Friends of the Library annual book author event and the Friends group raised \$5,000.
- President's Circle Reception with the Donald Cravens photo exhibition. She commended Lisa Soccio on an outstanding job.
- The Foundation Scholarship and Donor Reception. There were three recipients of the Roy and Pat Wilson Memorial Scholarship.

Trustee Stefan commented on an AARP article she came across regarding educational opportunities for older adults. They were advocating for additional funds for older adults as it was left out of the Governor's budget. She attended the following:

- Adjunct Recognition event and she thanked the adjunct faculty for all they do. She also commended Lisa Soccio for the Donald Cravens photography exhibit shown at the Marks Art Center.
- The Pollock Theatre for the showing of "No Place on Earth". She was very moved by the film.
- Cash for College at Amistad High School.

She is looking forward to the grand opening of the new Indio Campus.

Trustee Sanchez is looking forward to the Indio grand opening. She thanked Juan Lujan for his vision and commitment to the college. She attended the following:

- The Educational Workforce event with several staff members: Daniel Martinez, Ken Lira, John Jaramillo and Christyann Anderson.
- FAFSA event at Pathways to Success
- Dr. Carreon Mixer and fundraiser – she thanked the board for putting on such a successful event and their continued dedication in providing scholarships to all of our Coachella Valley students.
- Martin Luther King event
- Many of our valley high schools participated in a workshop at COD. She thanked John Jaramillo and his staff for putting it on.
- Meet the faculty with the students.
- 50th Anniversary of SCORE – she thanked Dr. George and Cynthia Flores for staffing the booth.

She thanked Palm Springs Unified School District for the educational forum they put on for Spanish speakers.

Student Trustee Campbell thanked the Annenberg Foundation for hosting COD students and enabling them to speak with Supreme Court Justice Anthony Kennedy. He also thanked Carlos Maldonado for coordinating the trip. He attended a “Meet the Faculty” event, which was well attended. He has met with several students about their concerns about an advanced film class that was cancelled. He would like to know how it is decided to cancel a class.

Trustee Broughton commented on a great FLEX. She thanked all faculty and staff involved in it as they put a lot of time and effort into the event. She attended the CCLC conference and thanked Trustee Stefan for providing handouts from the conference for the other members. She learned a lot.

She thanked Dr. Nery and Anna Davies for attending the Thermal community meeting. She recently received a newsletter from IID and noted that COD was not mentioned. She also attended the Agenda Review meeting and looks forward to the Indio Grand Opening. She also commented that College of the Desert reaches out to every part of our community. She was at Staples recently and the young man helping her check out told his story about being a COD architecture student.

IX. ADMINISTRATIVE REPORTS

1. President

Dr. Kinnamon thanked Dr. Berg for attending today’s meeting in place of Executive Vice President Anna Davies. He also thanked and acknowledged the work of Dr. Soccio, the FLEX committee, and staff for an outstanding program. He thanked Jim Hummer, Executive Director of the Foundation and all those involved with the wonderful staff event held at Desert Willow.

The Executive Cabinet met recently off-campus to discuss goals and objectives. He has circulated some of these goals and objectives to some of the campus groups and it will be distributed campus-wide soon. This group then met with the Academic Senate Executive Committee and he continues to be impressed with the leadership who are committed to students and the future of College of the Desert.

He joined sixteen College of the Desert Students, three adjunct faculty, Carlos Maldonado, The Chair and Vice Chair of the California Community Colleges Board of Governors at the Annenberg Estate to meet with Supreme Court Justice Anthony Kennedy. Justice Kennedy interacted with the students on matters related to the U.S. Constitution and Miranda rights. The event was videotaped and they plan on distributing it to over 26,000 educational institutions. Needless to say this was an opportunity of a lifetime, for both the students and himself. He thanked Carlos Maldonado for coordinating this visit and ensuring its success.

We have a new class from Bukkyo University and it is exciting to see how that program has grown and he thanked Christina Delgado for her efforts.

He thanked Dr. Berg, the Foundation and Lisa Soccio for the exhibit now in our Marks Art Gallery. The exhibit includes one of our students Mark Mannoichi and the work of Donald Cravens, courtesy of Peggy Cravens.

Saturday is a celebration of life for Dr. Cheryl Imes at the Center for Spiritual Living.

He invited everyone to the Indio Grand Opening on Friday, February 28 from 1:00 – 2:00. He acknowledge Vice President Howell, Steve Renew and Mac McGinnis for ensuring the facility opens on time.

He has agreed to chair an accreditation team, with Pam Hunter, to San Joaquin Delta CCD in March.

At the last meeting we discussed New Market Tax Credits and are looking at additional funds from that of \$1.5M. He asked Ms. Howell to address the new market tax credits. Ms. Howell introduced Mr. David Cohan, who presented a Power Point on New Market Tax Credits.

Dr. Kinnamon will ask our Executive Vice President Anna Davies to bring a presentation on different programs and how decisions are made regarding classes.

X. CLOSED SESSION

1. PERSONNEL

- a. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
(Government Code Section 54957)
- b. PUBLIC EMPLOYEE APPOINTMENT**
(Government Code Section 54957)

Title: Director of Education Center

2. CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION:

Section 54956.9 (d)(2/3/4) Specify number of potential cases: 6

3. CONFERENCE WITH REAL PROPERTY NEGOTIATORS: Property: Parcel Numbers: 669 330 047, 611 211 002, 611 211 008, 611 211 009, 611 211 010, 611 211 015, 717 270 016, 717 270 017, 717 270 020, 717 270 227, 664 190 021, 502 190 003, 502 190 004, 502 190 008, 502 190 015, 502 190 019, 502 190 020

Agency Negotiator or Designee: Dr. Joel Kinnamon

4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent/President

In closed session the Board of Trustees took action to appoint Mr. Scott Cooper as Director of Education Centers. The motion was made by Trustee Sanchez and seconded by Trustee Wilson. The motion passed with all members voting aye.

Chair Broughton introduced Mr. Cooper and he thanked the Board for trusting him in this position. He looks forward to serving our students in the various location and providing a quality education for these College of the Desert students.

XI. CONSENT AGENDA

A. BOARD OF TRUSTEES

1. Proclamation: Women's History Month

B. HUMAN RESOURCES

1. Employment Group C Appointments
2. Proposal from CTA to DCCD – 2nd Reading
3. Employment Group A Appointments
4. Professional Advancement – Faculty
5. Resignation/Retirement – Classified
6. Termination – Classified
7. Transfer – Classified to Confidential

C. ADMINISTRATIVE SERVICES

1. Purchase Orders and Contracts for Supplies, Services and Construction
2. Warrants
3. Payroll
4. Gift/Donation to the District
5. Out-of-State/Country Travel
6. Change Orders – Measure B Bond Projects

7. Engagement Letter

Motion by Trustee Stefan, second by Student Trustee Campbell, to approve the consent agenda as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson

No: None

Absent: None

Abstain: None

Motion carried unanimously.

XII. INTRODUCTION OF NEW FULL-TIME STAFF

Stan Dupree introduced John Ramont, Director of Fiscal Services, and Anessa Diaz, bi-lingual Senior Office Assistant at PaCE.

XIII. ACTION AGENDA

A. BOARD OF TRUSTEES

1. Self-Evaluation & Discussion on Facilitator

The Board Chair reminded everyone to turn in their evaluations. Trustee Stefan briefly reviewed the packet she brought from the league's conference.

Trustee Sanchez-Fulton commented there is a training for trustees and she was not able to attend due to exhausting her travel allocation. Trustee Stefan said there is a lot of training available online now.

Trustee O’Neill questioned why we continue to use the evaluation document. What can we do to plan on a different document or a different method for next year’s self-evaluation. Chair Broughton asked Vice Chair Stefan if she would work with her to discuss the possibility of a facilitator and changing the document.

Trustee Sanchez-Fulton commented there have been discussions about having a retreat and she asked for an update. Trustee Stefan commented the league training suggests that once the committee is formed and makes recommendations a retreat is held to align the Board’s and President’s goals.

Student Trustee Campbell asked if the future student trustee could be included in the Retreat. Elections will take place in April and if the new student trustee is in place they will be included. He also suggested the student trustee be included in the Board's travel budget.

Chair Broughton asked the members to email the Board's assistant any information about a facilitator or ways that would be more effective.

Trustee Sanchez-Fulton asked what the timeline is. Chair Broughton said we need to receive everyone's evaluations first, then a retreat will be discussed.

B. HUMAN RESOURCES

1. Resolution #021214-1 – Transfer of Responsibility

Motion by Trustee Stefan, second by Trustee O'Neill, to approve the resolution as presented.

Discussion: Mr. Stan Dupree introduced Suzanna Trowbridge of Riverside Schools Risk Management Authority, who explained this transfer.

Roll Call Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson

No: None

Absent: None

Abstain: None

Motion carried unanimously.

2. Granting of Tenure

Motion by Student Trustee Campbell, second by Trustee Wilson, to approve the granting of tenure as presented.

Discussion: Student Trustee Campbell congratulated Tres Dean on attaining tenure. Trustee Sanchez-Fulton commented it is great to bring performing arts to the college.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson

No: None

Absent: None

Abstain: None

Motion carried unanimously.

C. ADMINISTRATIVE SERVICES

1. Resolution #021214-2 – Budget Adjustments

Motion by Trustee Stefan, second by Trustee O’Neill to approve the resolution as presented.

Discussion: Trustee Sanchez-Fulton asked what the physical (*sic*) implications are and what does “other outgo” mean. Lisa Howell, Vice President Administrative Services, explained this is something other than a normal expenditure. It may be a transfer or other indirect cost.

Roll Call Vote

Yes: Andrew Campbell, Becky Broughton, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. 2013-2014 CCFS-311Q/Quarterly Financial Status Report

Motion by Trustee O’Neill, second by Trustee Stefan, to approve the 311Q as presented.

Discussion: Lisa Howell reviewed a power point presentation with the members.

Trustee O’Neill asked if the state is paying us apportionment on time. Ms. Howell reported the state has reduced the number of deferrals and the 14/15 budget currently proposes eliminating the deferrals. He also asked if we are fairly secure in relation to the cap being fluid. Ms. Howell said there is more money and there will be growth funding. She has heard the northern California community colleges are not obtaining growth due to declining FTES.

Trustee Sanchez-Fulton asked what our reserve is. Ms. Howell reported we are at 7.5%. The minimum is 5%. The budget sub-committee is discussing what an adequate reserve is.

Trustee Stefan heard the Chancellor speak at the conference and he was pleased with the Governor’s budget.

Trustee Sanchez-Fulton asked about the Prop 30 funds. Ms. Howell said we will be projecting the impact of those funds in our multi-year projections.

Student Trustee Campbell asked if there is a student representative on the budget committee. Ms. Howell didn’t think there is but thought there could be and will look into it.

Trustee O'Neill asked about the "yes" next to #11 "significant fiscal problems" that must be addressed this year. Ms. Howell said this is in regards to the FTES issue.

Student Trustee Campbell asked if there will there be classes added. Ms. Howell said the college will be reviewing and evaluating all the data in order to decide.

Chair Broughton commented on the slide that indicates more money will be available to colleges that have strategies that align with the Governor's plan. The board has to look to the President to lead them and work together to be a stronger college.

Dr. Kinnamon had distributed a 24-month agenda and this is tied directly to the direction the state is going.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

Trustee Sanchez-Fulton commented that some community colleges have a budget committee of the board. Dr. Kinnamon suggested once we have a facilitator they can help us determine what mechanisms can be set in place to assist the board.

Trustee Stefan commented when we did the 5-year plan for the budget we did have some board members attend those meetings. If they sit on the budget committee on an annual basis, the committee doesn't do as much brainstorming.

3. Resolution #021214-3 – Authorized Signatures

Motion by Trustee Stefan, second by Trustee O'Neill, to approve the resolution as presented.

Discussion: None.

Roll Call Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton,
Bonnie Stefan, Aurora Wilson
No: None
Absent: None
Abstain: None

Motion carried unanimously.

4. Certification of Signatures

Motion by Student Trustee Campbell, second by Trustee O'Neill, to approve the certification of signatures as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, Michael O'Neill, Mary Jane Sanchez-Fulton,
Bonnie Stefan, Aurora Wilson

No: None

Absent: None

Abstain: None

Motion carried unanimously.

XV. ADJOURN

Motion by Trustee O'Neill, second by Trustee Stefan to adjourn the meeting. Meeting adjourned at 2:36 p.m.


By: Mary Jane Sanchez-Fulton, Clerk

**DESERT COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

**Meeting Date: 2/12/2014
ITEM #: 1**

AREA: Human Resources

**TITLE: RESOLUTION #021214-1:
TRANSFER OF RESPONSIBILITY**

<input type="checkbox"/> CONSENT
<input checked="" type="checkbox"/> ACTION
<input type="checkbox"/> INFORMATION

**RESOLUTION OF THE BOARD OF COLLEGE OF THE DESERT TO TRANSFER
RESPONSIBILITY FOR AND ADMINISTRATION OF EXISTING AND POTENTIAL
POOLED SELF-INSURANCE WORKERS' COMPENSATION CLAIMS TO
RIVERSIDE SCHOOLS RISK MANAGEMENT AUTHORITY**

WHEREAS, school districts have determined there is a need for affordable coverage by combining their respective efforts to establish, operate and maintain a Joint Powers Agency for workers' compensation coverage; and,

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them; and,

WHEREAS, College of the Desert is a member of Riverside Schools Risk Management Authority for workers' compensation coverage and is a member of Community College-County Superintendent Self-Insurance Program Employees where workers compensation coverage was self-funded from July 1, 1978 to June 30, 1995 and funded workers' compensation coverage through June 30, 2010; and,

WHEREAS, Community College-County Superintendent Self-Insurance Program for Employees Joint Powers Authority and Riverside Schools Risk Management Authority Joint Powers Authority are merging with the remaining entity Riverside Schools Risk Management Authority

NOW, THEREFORE, BE IT RESOLVED that District agrees to transferring responsibility for and administration of existing and potential pooled self-insurance workers' compensation claims from Community College-County Superintendent Self-Insurance Program Employees to the Riverside Schools Risk Management Authority JPA.

PASSED AND ADOPTED by the Board of Directors, College of the Desert on this, the 12th day of February, 2014 by the following vote:

AYES: 5

NOES: 0

ABSENT: 0

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE)

I, Becky Broughton, Chair of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting held on said date.


Chair of the Governing Board

RIVERSIDE COUNTY OFFICE OF EDUCATION

COMMUNITY COLLEGE DISTRICTS

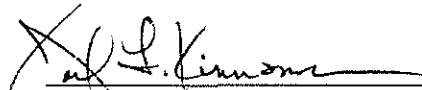
RESOLUTION #021214-2 FOR BUDGET ADJUSTMENTS

WHEREAS the governing board of the Desert Community College District has determined that income in the amount of \$114,314 is assured to said District in a different amount than previously budgeted, as is reflected on the attached page (agenda item);

WHEREAS the governing board of the Desert Community College District can show just cause for the budget adjustment of such funds.

NOW THEREFORE BE IT RESOLVED such funds to be appropriated according to the schedule on the attached page.

This is an exact copy of Resolution adopted by the governing board at the regular meeting on February 12, 2014.


Secretary, Board of Trustees or
Authorized Agent of the Board



Desert Community College District
Financial Update
Second Quarter Ending December 31, 2013

Lisa Howell
Vice President, Administrative Services

Financial Reporting Sequence

- ✓ COD Tentative Budget Adoption June
- ✓ State Budget Adoption June
- ✓ First Quarter Financial Report October
- ✓ Governor's Proposed Budget 2014-15 January
- ✓ Second Quarter Financial Report February
- Third Quarter Financial Report April
- Governor's May Revise May
- Fourth Quarter Financial Report July
- State Budget Adoption ???
- Fourth Quarter Financial Report July
- Annual Financial and Budget Report September

Budget and Financial Information as of December 31, 2013

Description	Activity thru December 31, 2013	% of Budget
Total Unrestricted Revenues	\$19,796,287	50.0%
Total Unrestricted Expenditures	\$20,653,671	51.6%
Cash	\$18,273,393	

- ❑ 2012-13 Revenues were reported as 47.6% of Budget at 2nd Quarter
- ❑ 2012-13 Expenditures were reported as 50.9% of Budget at 2nd Quarter
- ❑ Cash reported as of December 31, 2012 was \$ \$9,469,678

Governor's Proposed Budget

2014-15
February 2014

Budget Update –February 2014

Good news for the California Budget

- Current Estimates indicate the year to year gaps between spending and revenues have been erased for the foreseeable future
- Debt has been reduced

There are still major risks

- Debt has been reduced but not eliminated
 - Over \$300 billion debt remains
- Concern about sustainability of revenues
 - Capital gains make up a significant amount of revenues
 - Impacts of Proposition 30 – temporary taxes
 - Sales tax increase terminates at the end of 2016
 - Income tax increase terminates at end 2018
- Threat of recession

Budget Update –February 2014

LAO Projections of General Fund Condition

General Fund and Education Projection Account Combined in Millions

	2012-13	2013-14	2014-15
Prior-year fund balances	-\$1,637	\$852	\$3,061
Revenues and transfers	\$99,841	\$101,847	\$107,617
Expenditures	<u>\$97,352</u>	<u>\$99,639</u>	<u>\$104,736</u>
Ending fund balance	\$852	\$3,061	\$6,242
Encumbrances	618	618	618
Reserve	\$234	\$2,443	\$5,624

2009-10 Revenues and transfers were \$86,920

Budget Update –February 2014

- Governor's long-term plan moves away from funding higher education based upon enrollment targets
 - Enrollment funding does not
 - Encourage institutions to focus on critical outcomes
 - Encourage better integration

Budget Update – February 2014

- **What does that mean?**
 - Our revenue model is likely to change in future years
- **More money will be available for colleges that....**
 - Have strategies in place to align with Governor's plan
- **One thing is certain...to receive more money**
 - Will require a change in the way we operate

Budget Update –February 2014

Community College Impacts -

- .86% cost-of-living adjustment (\$48.5 M)
- 3% enrollment growth restoration (\$155.2 M)
- \$100 M augmentation for continued expansion of Student Success and Support Program (formerly matriculation)
- \$100 M for “to close achievement gaps in access and achievement in underrepresented students
- \$87.5 M for scheduled maintenance (one-time funds)
- \$87.5 M for instructional equipment (one-time funds)
- \$592.4 M to eliminate all cash deferrals
- \$1.1M to additional staffing for the Chancellor’s Office
- \$2.5M for local technical assistance (Chancellor’s Office)
- \$50M for incentive award program for UC, CSU and CCC



College of the Desert
Budget Review
February 2014

Budget Update – February 12, 2014

A look at our Budget – past and present
in millions

UNRESTRICTED FUND 11	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Budget
Revenues	\$40.1	\$37.7	\$37.2	\$40.3
Expenditures	<u>38.2</u>	<u>36.6</u>	<u>36.2</u>	<u>40.0</u>
Surplus / (Deficit)	\$1.9	\$1.1	\$1.0	\$.3
Transfers	<u>(\$1.6)</u>	<u>(\$1.7)</u>	<u>(\$1.6)</u>	<u>(1.4)</u>
Increase / Decrease to Fund Balance	\$.3	(\$.6)	(\$.7)	(\$1.1)
Beginning Balance	\$8.1	\$8.4	\$7.8	\$7.1
Ending Balance	\$8.4	\$7.8	\$7.1	\$6.0

Budget Update – February 12, 2014

A look at our Budget – past and present
in millions

RESTRICTED FUND 12	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Budget
Revenues	\$9.6	\$9.7	\$9.1	\$11.2
Expenditures	<u>10.2</u>	<u>10.3</u>	<u>10.6</u>	<u>13.1</u>
Surplus / (Deficit)	(\$.6)	(\$.6)	(\$1.5)	(\$1.9)
Transfers	<u>\$.6</u>	<u>\$.4</u>	<u>\$.4</u>	<u>\$.2</u>
Increase / Decrease to Fund Balance	\$0	(\$.2)	(\$1.1)	(\$1.7)
Beginning Balance	\$3.3	\$3.3	\$3.1	\$2.0
Ending Balance	\$3.3	\$3.1	\$2.0	\$.3

Budget Update –February 12, 2014

A look at our Budget – past and present
in millions

COMBINED FUND 10	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Budget
Revenues	\$49.7	\$47.4	\$46.2	\$51.5
Expenditures	<u>48.3</u>	<u>46.9</u>	<u>46.8</u>	<u>53.1</u>
Surplus / (Deficit)	\$1.3	\$.5	(\$.6)	(\$1.6)
Transfers	<u>(\$1.0)</u>	<u>(\$1.3)</u>	<u>(\$1.3)</u>	<u>(1.2)</u>
Increase / Decrease to Fund Balance	\$.3	(\$.8)	(\$1.8)	(\$2.8)
Beginning Balance	\$11.4	\$11.7	\$10.9	\$9.1
Ending Balance	\$11.7	\$10.9	\$9.1	\$6.3

Budget Update – February 12, 2014

Commitment to Staff

in millions

UNRESTRICTED FUND 11	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Budget
Salaries and Benefits	\$32.7	\$31.5	\$30.8	\$33.6
Total Expenditures (excluding transfers)	\$38.2	\$36.6	\$36.2	\$40.0*
% Committed	85.6%	86.1%	85.1%	84.0%

**2013-14 budget projects that all appropriated expenditures will be expended*

Budget Update – February 12, 2014

COLLEGE OF THE DESERT Budget Calendar

Governor's Proposed Budget	January 10th
Budget Committee Meeting	February 10th
Base Budget Projection	March 1st
Budget Committee Meeting	March 10th
Budget Committee Meeting	April 14 th
Budget Committee Meeting	May 12 th
Governor's May Revise	May 15 th
Budget Committee Meeting	June 9 th
COD Tentative Budget Adoption	June 19th
State Budget Adoption	???
COD Final Budget Adoption	September 19th

Budget Update –February 12, 2014

COLLEGE OF THE DESERT **Budget Committee Members**

Lisa Howell, Chair

Douglas Redman

Denise Diamond

Lauro Jimenez

Misti Santana

Kevin Snyder

Dr. Catherine Levitt

Dr. Joel Kinnamon

Anna Davies

Stan Dupree

John Jaramillo

John Ramont

VP Administrative Services

Academic Senate President

CTA

CSEA

Confidential

Supervisors

CODAA

College President

VP Student Success & Student Learning

Executive Director , HR & Labor Relations

Dean, School of Applied Sciences & Business

Director of Fiscal Services

Budget Update –February 12, 2014

Final Thoughts on Governor's 2014-15 Proposed Budget...

- Economic Recovery continues to occur
 - 2012-13 and 2013-14 fiscal years are stronger than projected
 - Surpluses projected to continue
- Continued focus on education –
 - \$10B dedicated to education
 - \$1B for community colleges
- Reserves
 - \$1.7 B set aside for rainy day fund or reserve
 - First time since 2007



Introduction to New Markets Tax Credits

PeaksCo LLC

new markets tax credit
financing & consulting

real estate development,
investment & consulting

David Cohan
Portland, Maine
Palm Springs, California
207-766-5642
dlcohan@peaksco.com

Introduction

The New Markets Tax Credit Program:

The Bottom Line to a Complex Tool:

- NMTCs can provide a significant subsidy to a project or organization.
- Subsidy comes through a complex tax structure and results in mostly unrestricted real dollars.
- COD's initial NMTTC transaction will result in approx. ±\$1.75 million of subsidy that never needs to be repaid. *(And more is possible.)*

Introduction

The New Markets Tax Credit Program:

- Established to help attract capital to historically underserved projects and communities.
- Projects must be in eligible low-income areas primarily designated by census tracts.
- Provides an incentive to investors in the form of a 39% federal income tax credit paid over seven years for investing capital into qualified projects.

New Markets Tax Credits

Some Key NMTC Guidelines

- The types of projects and businesses eligible to use NMTCs is quite broad, but there are specific prohibitions against gambling, golf courses, liquor stores, financial institutions, farming husbandry, businesses dealing primarily with intangible assets, and others.
- Projects can be undertaken by either for-profit or nonprofit entities.

New Markets Tax Credits **Components of a “Model” NMTC Project**

- Strong economic development and/or community impact (direct or indirect):
 - Projects should help create or retain jobs; act as the catalyst for larger or additional development or redevelopment, infuse sources of new investment capital into an under-served, low-income area; and create new access to community services such as education, healthcare, child & elder care.

Some Basics

Who Has New Markets Tax Credits?

- NMTCs are available through certified Community Development Entities (CDEs) that have received an “allocation” of New Markets Tax Credit capacity.
- Border Communities Capital Corporation (BCCC) is the CDE “Allocatee” participating in the COD Indio Campus NMTC financing.

NMTCs

The 39% Federal Income Tax Credit

- Calculated on the amount provided by the investor as the qualified equity investment (the “QEI”).
- Realized over seven (7) years.
- $39\% = 5\% + 5\% + 5\%$ (Years 1 – 3)
 $+ 6\% + 6\% + 6\% + 6\%$ (Years 4 – 7)

New Markets Tax Credits

Example: Actual Dollars Calculation

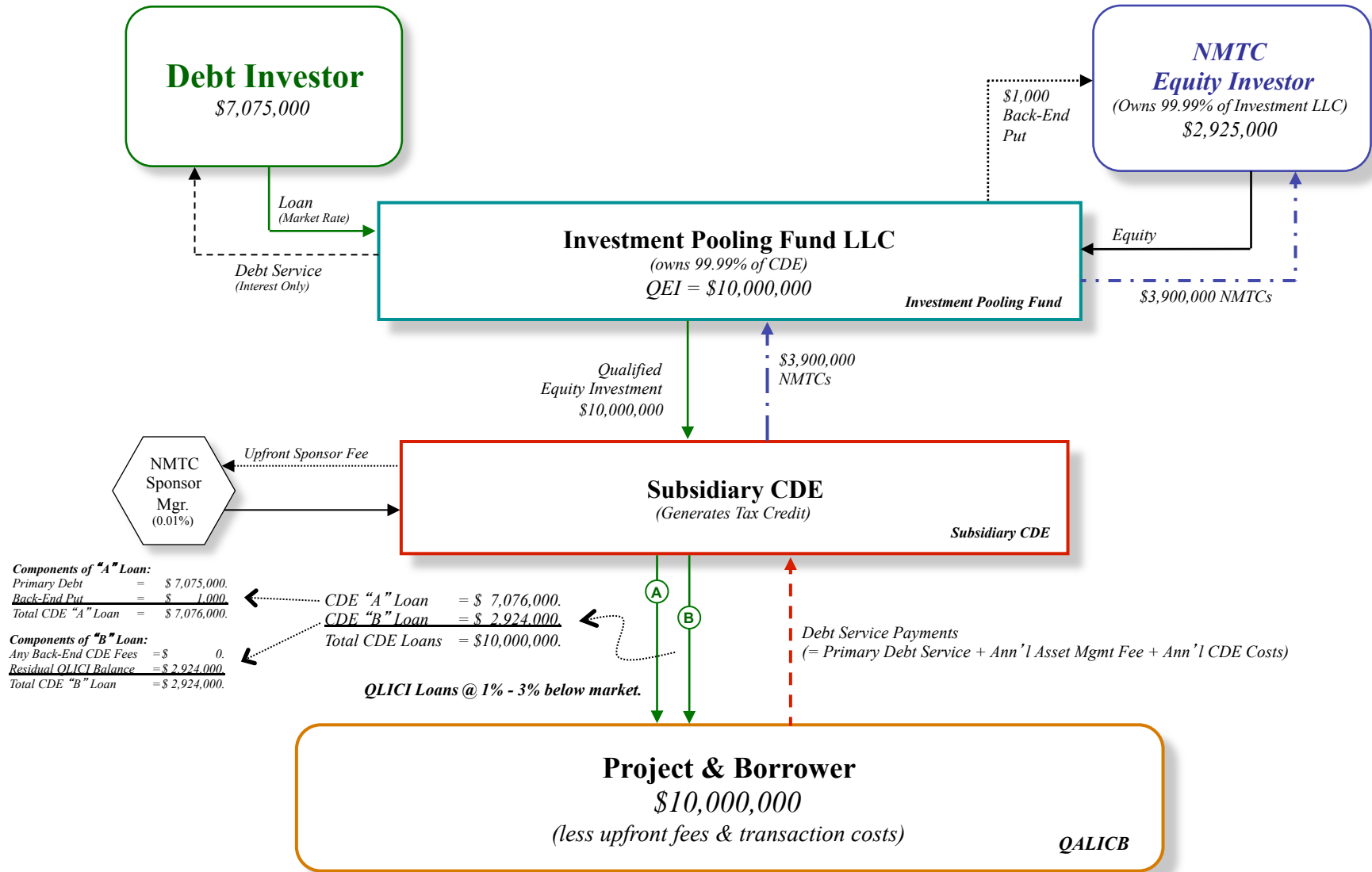
Allocation	\$10,000,000
NMTC %	39%
NMTCs Generated	\$3,900,000
NMTC Pricing	\$0.80
Gross \$ Generated	\$3,120,000
~Front-End Net \$ %	75%
Net \$ Generated	\$2,340,000

New Markets Tax Credits

COD EVC Actual Dollars Calculation

Allocation	\$9,300,000
NMTC %	39%
NMTCs Generated	\$3,627,000
NMTC Pricing	\$0.80
Gross \$ Generated	\$2,901,600
<i>Less: 7-Year Total of All & Fees Transaction Costs</i>	<i>(\$1,140,700)</i>
Est. Net \$ Generated	\$1,760,400

NMTC Leveraged Deal Structure



New Markets Tax Credits **Need for a Strategic NMTC Approach**

- The demand for NMTCs has grown exponentially as capital markets have recognized the value of the program and sponsors have learned how to more effectively apply the benefits to low-income communities.
- The marketplace has grown increasingly more competitive for developers and businesses seeking NMTCs capacity and for allocatees applying for NMTC authority from the U.S. Treasury Department.

New Markets Tax Credits

Need for a Strategic NMTC Approach

- Structuring a New Markets Tax Credit transaction can be complex and can involve significant transaction costs for legal expenses, tax opinions, and specialized financial modeling.
- Assistance from NMTC experienced legal, tax, accounting and other professionals can reduce associated transaction expenses and increase the likelihood of successfully closing on a New Markets Tax Credit enhanced financing in a timely manner.

New Markets Tax Credits

Need for a Strategic NMTC Approach

- The New Markets Tax Credit sector is very sensitive to its own calendar that has particular allocatee deadlines and milestones relating to the NMTC application process.
- Timing can be a critical factor in approaching a potential NMTC sponsor to help increase the chances of finding available allocation for projects.
- Those projects and developers that are able to craft a project's "triple bottom-line" to be most attractive to potential NMTC sponsors and can present complete introductory packages to such sponsors will have the most success in securing New Markets Tax Credit allocation.

Introduction to New Markets Tax Credits

PeaksCo LLC

new markets tax credit
financing & consulting

real estate development,
investment & consulting

David Cohan
Portland, Maine
Palm Springs, California
207-766-5642
dlcohan@peaksco.com

Academic Senate Board Report

February 2014

Thank you for the opportunity to update you on the happenings of the Academic Senate. Here is a list of items since my last report:

1. This last Saturday, President Kinnamon's Executive Team and the Senate Executive Team meet for our regular semester retreat. It was an excellent meeting. We discussed communication, Student Success as well as other important topics.
2. The Sabbatical Review Committee reviewed and approved 8 sabbatical requests. Those requests will be forwarded to Dr. Kinnamon for his consideration.
3. The Accreditation Taskforce has been busy working to prepare our March 15th accreditation update. The team led by Dr. Nery and Professor Bitanga has done an outstanding job.
4. Work on revising the Technology Master Plan is continuing.
5. Spring registration. There has been a lot of discussion concerning the Spring Registration Process. The Senate Executive Team and Dr. Kinnamon's Executive Team have had discussions on the issue. Some of the process worked well, and some of the process did not work well. Ms. Davies and I sent out a joint email requesting input from faculty and administration on the good and bad of the process. I contacted Mr. Maldonado and requested he capture the student's perspective for us. I will be compiling the list of items and we will form a taskforce to address the items that did not go well and shore up the items that worked well. We will make the necessary improvements for the Summer registration.

Thank you again for this opportunity.

CODFA Report to the Board of Trustees

2/12/2014

The Faculty Association had a successful campaign with CTA/NEA and The Standard, which ended in January. Approx. 12 faculty are now covered with Disability Insurance/ more Life Insurance, which are not part of our COD benefit package.

The Association has met with HR this week regarding **Dual Enrollment** and hopes to have a clarifying MOU in place this week. We have been very patient and operating in good faith in waiting for the Administration to make decisions on this important issue to faculty.

Today, is the 2nd reading of the Faculty Association Sunshine bargaining items. It is standard procedure for bargaining to take place in the Spring semester. The next step in the process is for the Association to be notified by Administration of the particulars that are needed to plan for Spring bargaining in a timely manner. The sooner we hear from Administration, the smoother the coordination for both faculty and administration will go.

The Administration has offered a SERP, Supplemental Employees Retirement Program, and although we do not negotiate a SERP, we look forward to our mutual cooperation for the good of all.

The Faculty Association has been able to offer assistance to students already this semester through our Student Emergency Fund. The funds come from the Faculty Association account and are held at the Foundation. We look forward to our continued cooperation with the Foundation on behalf of students.

The Faculty Association actively participates in the College Council, the President's cabinet, the Budget sub committee and the Health and Welfare committee. These groups have regularly scheduled meetings, which are important in keeping all of us aware of the needs of the college. Additionally, we work closely with HR to keep the lines of communication open on behalf of the full time faculty.

Desert Community College District
Board of Trustees Meeting
February 12, 2014
CODAA Report

Attached is a copy of a recently released report from the House Education and the Workforce Committee. Entitled “The Just-In-Time Professor,” the document marks the first time Congress has formally acknowledged the unfair and exploitative conditions of the over one million contingent faculty at U.S. institutions of higher education.

The report concludes that “consistent with news reports and other research...contingent faculty earn low salaries with few or no benefits, are forced to carry on harried schedules to make ends meet, have no clear path for career growth, and enjoy little to no job security. The contingent faculty trend appears to mirror trends in the general labor market toward a flexible, “just-in-time” workforce, with lower compensation and unpredictable schedules for what were once considered middle-class jobs. The trend should be of concern to policymakers both because of what it means for the living standards and work lives of those individuals we expect to educate the next generation of scientists, entrepreneurs, and other highly skilled workers, and what it may mean for the quality of higher education itself.”ⁱ

While the report is lengthy, we urge every member of this Board to read it. The personal examples provided therein by adjuncts across the country are typical of the plight of COD adjuncts and should be of concern to anyone who cares about education.

ⁱ “*The Just-in-Time Professor*,” House Committee on Education and the Workforce, page 2.

THE JUST-IN-TIME PROFESSOR

A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education

House Committee on Education and the Workforce

Democratic Staff

January 2014



Table of Contents

1. Introduction	1
2. A growing, visible trend that dims many workers' prospects for stable, full-time employment	3
3. Low pay at a piece rate	5
4. Long hours and harried commutes from one job to another	10
5. Access to employer-provided benefits, like health care and retirement, is rare	16
6. Job instability and unpredictable course loads	21
7. Problems with career advancement and professional support	23
8. Adjuncts are highly skilled	25
9. The impact on teaching	27
10. Engaging in self-help	30
11. Conclusion	32
12. References	33

Introduction

The post-secondary academic workforce has undergone a remarkable change over the last several decades. The tenure-track college professor with a stable salary, firmly grounded in the middle or upper-middle class, is becoming rare. Taking her place is the contingent faculty: non-tenure-track teachers, such as part-time adjuncts or graduate instructors, with no job security from one semester to the next, working at a piece rate with few or no benefits across multiple workplaces, and far too often struggling to make ends meet. In 1970, adjuncts made up 20 percent of all higher education faculty. Today, they represent half.¹

Increasing the number of Americans who obtain a college degree or other post-secondary credentials is a key to growing and strengthening the middle class and ensuring the country's global competitiveness. Yet the expanding use of contingent faculty to achieve this goal presents a paradox. These instructors are highly educated workers who overwhelmingly have post-graduate degrees. They perform work critical to our national efforts to lift the next generation's economic prospects. In 2009, CNN Money ranked college professor as the third best job in America, citing increasing job growth prospects.² The Bureau of Labor Statistics predicts post-secondary teachers as having faster than average employment growth over the next decade.³ Having played by the rules and obtained employment in a highly skilled, in-demand field, these workers should be living middle-class lives. But, as will be seen in this report, many often live on the edge of poverty.

More than one million people are now working as contingent faculty and instructors at U.S. institutions of higher education, providing a cheap labor source even while students' tuition has skyrocketed. Traditionally, adjuncts were experienced professionals who were still working in or recently retired from their industry outside of academia, with time on their hands to teach a class or two at the university or community college. Adjunct work supplemented their income; teaching was not their main job. Such adjuncts still exist. But national trends indicate that schools are increasingly relying on adjuncts and other contingent faculty members, rather than full-time, tenure-track professors, to do the bulk of the work of educating students. Today, being a part-time adjunct at several schools is the way many instructors cobble together full-time employment in higher education.

In November 2013, the House Committee on Education and the Workforce Democrats launched an eForum to invite contingent faculty and instructors around the country to comment via email on their working conditions, how those conditions affect their ability to earn a living and have a successful career, and how those conditions may affect students and their attainment of educational goals.

Over the course of six weeks, the eForum received 845 responses. Participants hailed from 41 of 50 states. Some have been working as contingent faculty for more than thirty years, while others have just begun, with only one semester under their belt. They are employed by private and public two- and four-year institutions.

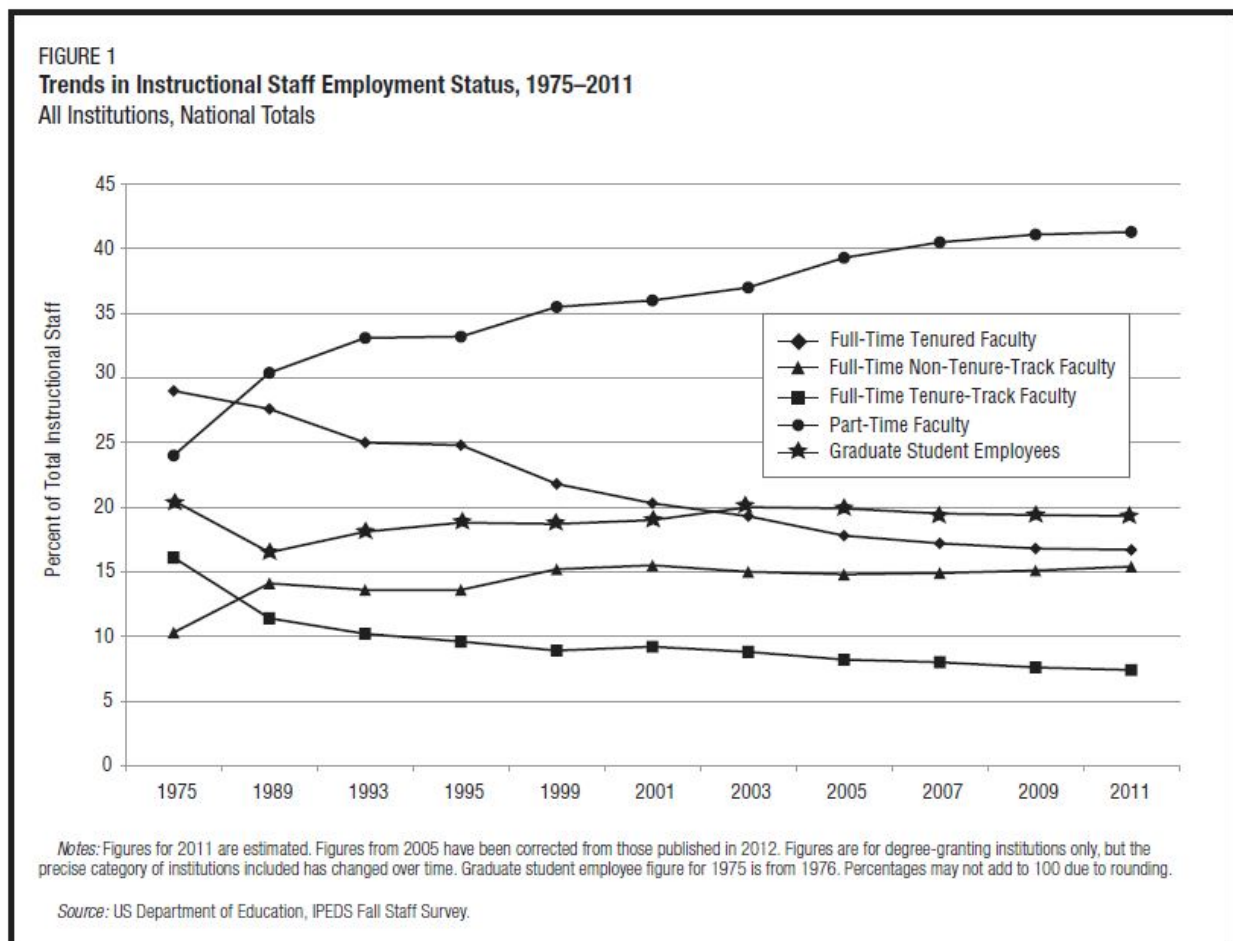
This report summarizes the responses, providing a snapshot of life as contingent faculty. Because many of these workers fear retaliation for speaking out about working conditions, respondents' names and institutions have been omitted from this report.

The eForum responses were consistent with news reports and other research that indicate contingent faculty earn low salaries with few or no benefits, are forced to carry on harried schedules to make ends meet, have no clear path for career growth, and enjoy little to no job security. The contingent faculty trend appears to mirror trends in the general labor market toward a flexible, "just-in-time" workforce, with lower compensation and unpredictable schedules for what were once considered middle-class jobs. The trend should be of concern to policymakers both because of what it means for the living standards and work lives of those individuals we expect to educate the next generation of scientists, entrepreneurs, and other highly skilled workers, and what it may mean for the quality of higher education itself.

A growing, visible trend that dims many workers' prospects for stable, full-time employment

Data show that there has been an increase in the hiring of contingent professors in all institution types. In 1969, the number of professors working part time was just 18.5 percent.⁴ The number of part-time faculty has grown by more than 300 percent from 1975 to 2011.⁵ According to U.S. Department of Education data, the number of contingent faculty (these include part-time or adjunct faculty members, full-time non-tenure-track faculty members or graduate student assistants) in degree granting two- and four-year institutions of higher education is more than 1.3 million people, or 75.5 percent of the instruction workforce.⁶ Researchers have found the trends in pay, benefits, and working conditions for adjunct faculty members to be consistent across institution type.

The following chart from a recent report from the American Association of University Professors (AAUP) illustrates the shift away from tenured or tenure-track faculty toward part-time and other contingent faculty.⁷



Many eForum respondents noted that the trend toward using more contingent faculty is very visible and dimming their prospects for career growth.

At [my school] 82% of faculty are "part-time" and the trend is only getting worse.

There are really no opportunities for advancement because there [are] very few full-time opportunities available, most likely because the schools are using more and more adjunct instructors instead of adding the higher-paid full-time positions (with or without tenure).

My hope is that once I receive the degree I will get a full-time position, but I realize that this may not happen as universities continue to cut faculty positions and pay and move to using more adjunct instructors.

Nevertheless, many respondents clearly hold out hope that they will secure a rare tenure-track, or at least full-time, position. As others have reported on why adjuncts remain in the profession despite poor working conditions, a recurring theme throughout the responses was the instructors' dedication to their students.⁸ Adjunct faculty are often not adjunct in the purest form of the word, meaning they are not hoping to teach in a purely temporary or auxiliary capacity with their institution. Teaching is often their core passion and career goal. "I believe in what I'm doing," "I love my students," and "we love teaching and helping our students succeed," were common refrains from respondents.

Low pay at a piece rate

Generally, adjunct work is piece work. These contingent faculty usually are paid a piece rate, a fixed amount of compensation for each unit produced, regardless of how much time it takes to produce. In this case, the unit of production is a college course.

The Coalition on the Academic Workforce (CAW) estimates that the median pay for a standard three-credit course is \$2,700.⁹ Adjunct faculty income therefore depends on the sheer number of courses they teach each year.¹⁰

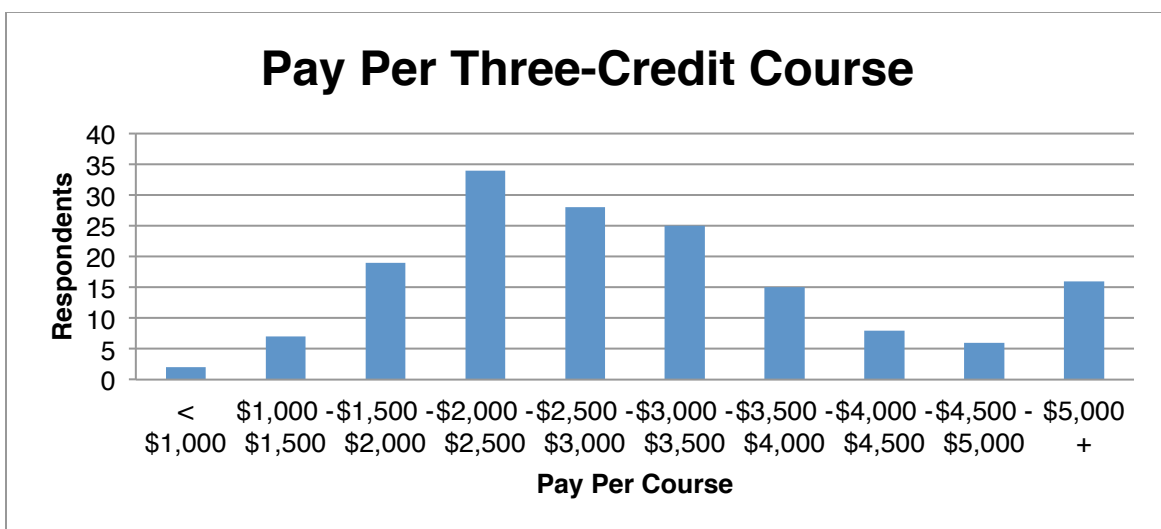
I am not reimbursed for any amount of prep time, grading, office hours, website building, or other duties that require me to interact with students on a daily basis.

Adjuncts are compensated per course at a fraction of the payment full-time professors receive for the same courses. We are not paid for our hours preparing class, grading, and providing office hours.

There is no way to earn a living as an adjunct faculty member. \$1,200 a term, with four terms a year, is \$4,800 taxed...

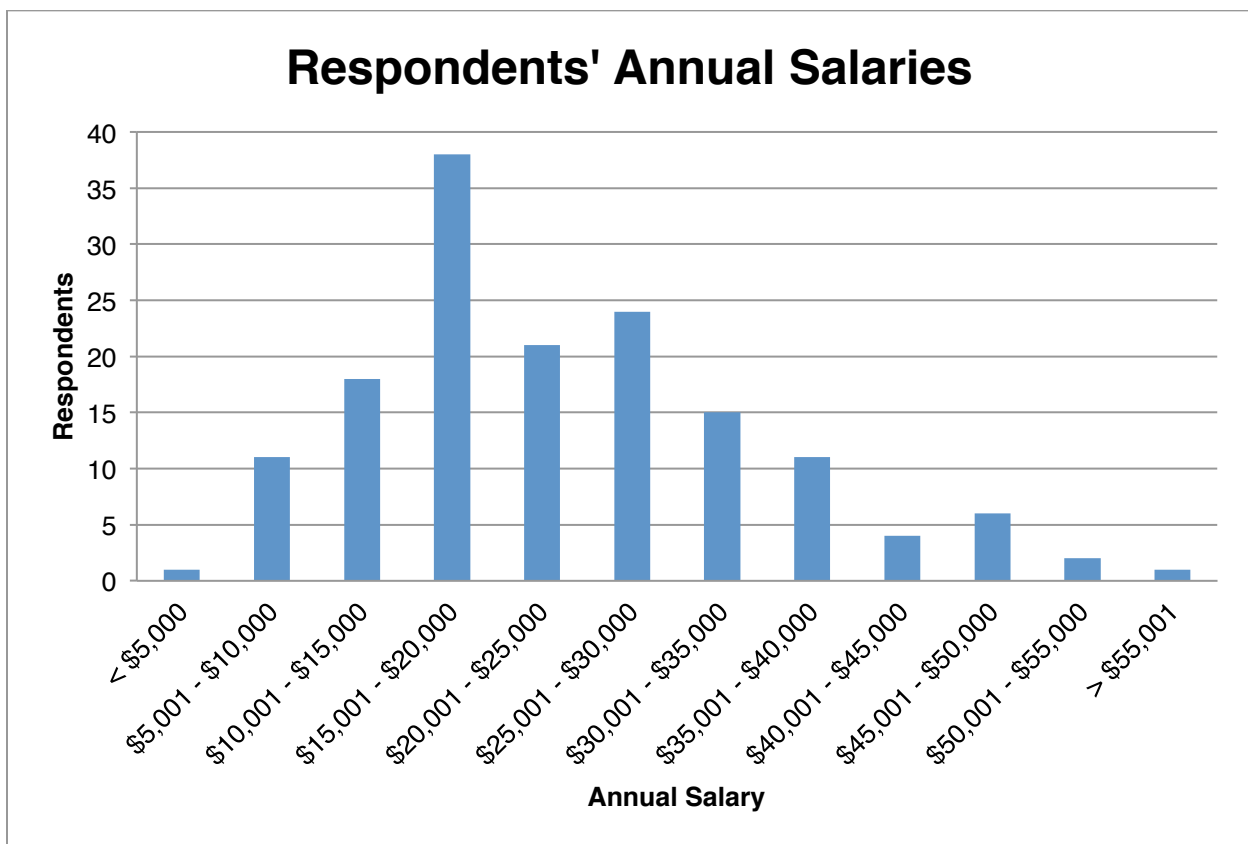
My university pays 2100 per class which means even if I work at 100%, 10 classes per academic year, I would only make 21,000.

One-hundred and sixty respondents supplied information on how much they are paid per course. The reported rates are displayed in the following chart.



Of the one hundred and fifty-two respondents who provided their estimated annual teaching salary, the average was \$24,926. The median was \$22,041. In contrast, the median pay for a full-time faculty member is \$47,500.¹¹ In order to garner comparable wages, an adjunct would have to teach nearly seventeen courses per year. To put this in perspective, researchers consider a full course load for an academic year to be eight courses.¹²

Respondents reported annual salaries that ranged from \$5,000 to \$55,000. A large number of respondents reported making between \$15,000 and \$20,000 per year, at or mostly below the federal poverty line for a family of three (\$19,530) or well below the poverty line for a family of four (\$23,550). For many, a career in higher education has meant relying on help from family members and the government to make ends meet. Indeed, many respondents explained that, without a spouse's income, they would not be able to continue teaching.



One respondent, who works for a for-profit online university, broke down his remuneration from students' tuition:

Considering that students pay \$565 per course, and that there are approximately 20 students per class, adjuncts are paid approximately 4% of what the university takes in even though we execute the core requirements of the university. As an open enrollment university with 86% Title IV students, dedicated adjuncts must provide extensive, time-consuming feedback frequently up to 20 hours per week, which averages a wage of less than \$10 per hour.

When there were a bounty of courses I was able to earn \$30,000 yearly by accepting every course offered and working nightly and weekends, but as a result of declining enrollment my current salary is approx. \$7,000 per year... Unable to pay back \$110,000 in original student loan debt and with the deferred interest inexorably increasing to the point where I may never be able to repay the loan, I am slowly entering the ranks of a deadbeat defaulter in spite of a doctorate...

Respondents explained that their low salaries left them unable to assist their own family in paying for higher education.

Teaching two courses per semester—assuming my upcoming Spring classes won't be cancelled or reassigned—I'll earn \$8,000 this year. That is not a typo. This is well below the federal poverty level for an individual. I now qualify for Medicaid under the Affordable Care act in my state ... and I have already applied for coverage.

Growing up in a poor neighborhood ... I believed earning several college degrees would be my path out of poverty—but that is no longer the case.

Even though I'm a first-generation college graduate, and I teach at an institution of higher learning, I can't afford to help pay tuition for family members who are currently enrolled toward degree programs: college tuition costs more than I earn in a semester.

Other respondents described an existence on the edge of poverty.

Despite all the work I do, I earn very little. Typical compensation is approximately \$2300-2500 per class. In 2012, as a result of working at three institutions, my income was approximately \$25,000. My husband and I live, like so many other American families, from paycheck to paycheck, praying that our only working car will not break down, that I will not get sick and be unable to work, and that we will be able to make our house payments.

A part-time teacher recounted how he and his partner fell over the edge, while carrying an “adjuncting load” of five classes spread over two schools:

During this, we lost our home. We could no longer afford to make the payments on my poverty wages and my domestic partner's wages from her job. We moved in with a friend and now had to commute an hour each way and a half hour between schools. I was driving three hours a day and teaching five days a week switching colleges during the day. I had no office space, so I often carried all of my work with me. Piles and piles of manilla [sic] folders in the back of my failing car. A car I couldn't afford to take care of but was basically working out of. It is a run down Nissan that cost \$60 a tank to fill and I was filling it two to three times a week, paying for childcare for my son who made it out of the hospital in good health and paying for my child support for two boys. I was now making \$3000 a class and able to make \$15000 for that semester.

A Persian Gulf veteran who worked his way through college and graduate school, earning a Ph.D. to become a contingent professor who has garnered teaching and writing awards relayed:

I love what I do. I work incredible hours (my shortest work week is probably 50+ hours), and always through the weekends. I am lucky enough to have health insurance (which is over 1/10th of my total income), yet I probably make a tad over what someone on full benefits unemployment makes. I'll tell you straight--I make 28000 before taxes...My homelife [sic] is a disaster--I never buy anything new, and often my bills are paid late or not at all. Think about what YOU could buy with less than 2000 a month--it's not much, let me tell you, and we haven't even begun to discuss the nature of student loans...

Adjuncts and other part-time instructors have turned to public assistance programs such as food stamps and Medicaid.

Because I was also the sole support of my two children (both of whom are gifted and honors students, I am proud to report), I relied on Medicaid to pay for the medical bills of my daughter. And, during the time I taught at the community college, I earned so little that I sold my plasma on Tuesdays and Thursdays to pay for her daycare costs. Seriously, my plasma paid for her daycare because I taught English as adjunct faculty.

My salary is abysmal. I have been forced to rely on food stamps and other welfare programs.

If I do not find a full time position within a year of completing my PhD, I will be leaving the profession unable to use the degree to which I've devoted over a decade of my life (from 1st degree until now). But with two small children, living with food stamps in my mother-in-law's house, I just can't continue to subject my family to this. It is beyond embarrassing.

While teaching ... I found myself making so little money that I had to apply for food stamps and Medicaid to support myself, my wife, and our two young children (about ages 3 and 6 at the time).

Respondents' stories squared with an increasing number of press reports about the low pay of adjunct faculty.

Since fall of 2010, when the 52-year-old started adjuncting, Cerasoli has had to rely on the kindness of friends to survive because her pay is so meager. Over the past six months she's had to move four times. Her annual salary for teaching five courses per semester is around \$22,000 before taxes. Because she has no health insurance, she goes to a specialty clinic in Manhattan, where she has racked up thousands of dollars in medical bills.¹³

The death of a long-time, part-time professor in Pittsburgh is gathering the attention of instructors nationwide. The trend of relying on part-time faculty has been in the works for decades, and Margaret Mary Vojtko's story is seen by some as a tragic byproduct...After 25 years of teaching French at Duquesne, the university had not renewed her contract. As a part-time professor, she had been earning about \$10,000 a year, and had no health insurance....Vojtko died Sept. 1 after a heart attack at the age of 83, destitute and nearly homeless.¹⁴

As one respondent put it: "I can tell you first hand the high cost of a college education is not due to adjunct compensation."

But these low incomes do pose taxpayer costs. According to analysis by the Congressional Research Service, a family of three in California relying solely on the median adjunct salary would qualify for, among other things, Medicaid, an earned income tax credit, a child tax credit, and food stamps, costing taxpayers \$13,645 per year.

Long hours and harried commutes from one job to another

Many eForum respondents described daunting workloads. Because they are paid based on courses taught, making ends meet requires a complicated juggling of multiple courses, often at multiple schools, sometimes with additional non-academic jobs squeezed in between.

The typical course load for adjunct faculty is difficult to ascertain from the eForum responses. Respondents stated that they rarely have a typical set of courses assigned to them per semester, as they work on a semester-to-semester contract and the course loads can change unpredictably. In fact, having such unstable course loads was a commonly reported cause for financial stress. Respondents reported teaching anywhere from one to ten courses per semester.

Many semesters I have taught 2 or 3 courses, some semesters 5 courses.

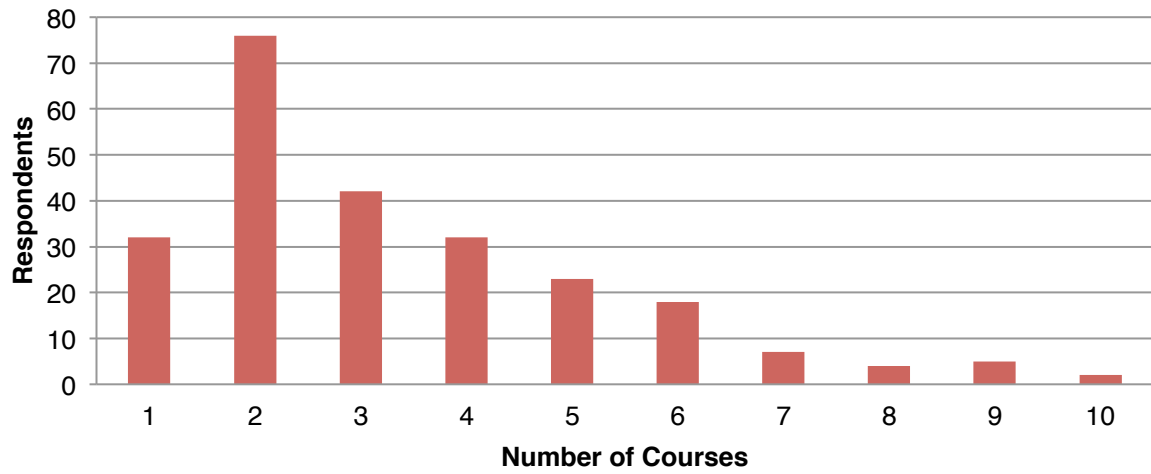
I teach 4 classes, which is 12 credit hours. That takes me about 30 hours per week for about 45 weeks of the year.

I hold my obligatory "office hours" in a bustling copy room, while teaching everything from intro courses to senior theses, teaching seven or eight courses a semester.

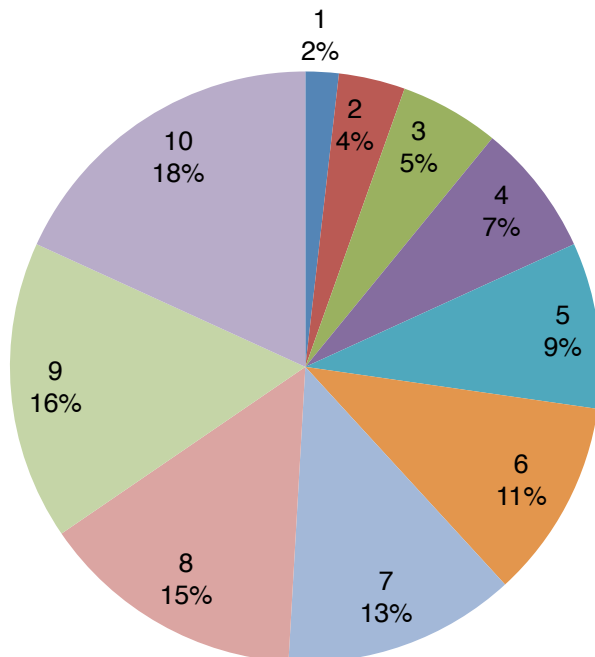
I have worked for several online schools to put together enough money to make ends meet, and I don't feel like this is an effective way to teach my students.

The charts below show the distribution of the number of courses taught per semester by those respondents who provided such information.

Number of Three-Credit Courses Taught Per Semester



Number of Classes Taught Per Semester



Many respondents wanted to be clear how much time was spent working on each class outside of actual lecture time.

People often labor under the misapprehension that adjuncts only work during their class hours. In fact, adjuncts work many more hours than those in the class. Because I teach developmental reading, I give gradable homework in almost every class. That means I am grading papers as many as five hours a day depending on the assignment. I am also preparing lessons on a regular basis. I am constantly looking for connections to the readings to which students can respond. I don't have an office; much to my husband's chagrin, I am usually surrounded by stacks of papers. Although there are copy machines available on campus, I have no access to secretarial help and so must not only write but also duplicate the worksheets I give my students. Without an office, I must find other time and space to meet with students.

One respondent explained that he taught five courses in one year at a public college then his course load inexplicably fell to just one for the next semester. With \$2,500 per online course and over thirty students, he explained how that rate squared with the hours of work required:

As this is a lot of students I decided to figure out my hourly wage. Considering that I must have the class ready 2 weeks prior to start of class and that work begins actually 4 weeks earlier. So assume 2 hours per day for the 2 weeks of prep for 28 hours of effort. I have to respond to student questions for the next two weeks usually this is light another 3 hours. Once class starts it is between 3-5 hours a night for responding to students and grading work. If we go low at 3 hours for 8 weeks is another 168 hours of work. Add the earlier and ... we are at 199 hours. This comes to an hourly salary of approximately \$12.56.

At such a piece rate, as adjuncts attempt to compile enough courses to earn a more decent living, their hours of work can spiral out of control. One respondent explained:

Once I had proven myself as an instructor, in fall of 2012, I was given 4 classes to teach at the major university and 2 classes at the community college. In order to maximize my productivity I slept in smaller 3 or 4 hour shifts Monday through Sunday, I did a break from working for 3 days over the Thanksgiving holiday. Then last winter I taught 5 classes at university and 2 classes at the community college. I didn't sleep in shifts that semester, but I did work 12 hour days Sunday through Thursday and took a small break on Friday and Saturday only working 4-6 hours on those days.

Others told similar stories.

I teach in three community colleges ... My income is adequate, but to earn it, I must drive sometimes 4 hours a day, working at three colleges (three email addresses, three sets of deadlines, three sets of keys, three copy codes, three policies and procedures, three bookstores, three course assignment protocols), and spend nearly every waking hour grading, preparing, driving, or teaching.

This respondent went on to explain that she had incurred \$90,000 in student loan debt acquiring her graduate education. After more than ten years of working as an adjunct and making loan payments, her debt still stands at \$87,000.

As noted in the responses above contingent faculty often work at multiple schools piecing together different courses in order to make a living. Of the two hundred and seventeen respondents who gave information about the number of schools where they taught, the term “freeway flyer” was an accurate descriptor for 89 percent of the respondents. 48 percent taught at two institutions, 27 percent taught at three institutions, and 13 percent taught at four or more institutions.

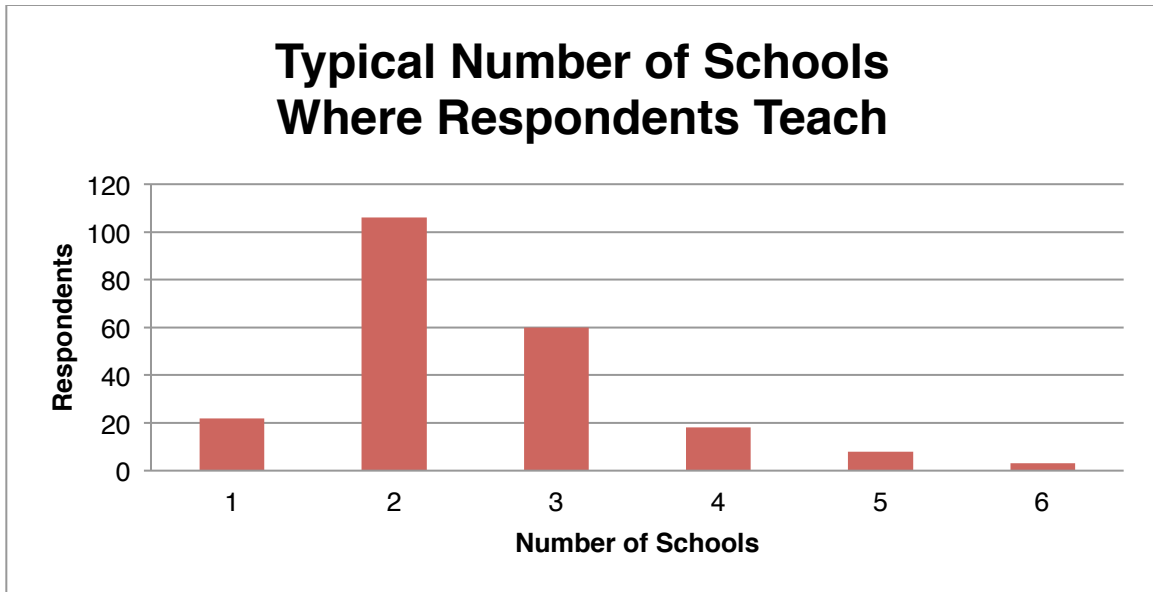
I am 77 years old, hold a doctorate in Education (Learning and Instruction), and am a practicing artist, and currently teach at 2 different colleges...

I am an adjunct instructor at 3 different school districts...

I am now working at 4 different colleges...

Typically I work at 4 or 5 different institutions in any given semester and teach between 7 and 9 classes per term...

For several years, I was a "freeway flyer," teaching at two colleges to make ends meet.



Respondents who taught at multiple institutions recounted tales of commuting one-hundred or more miles in order to teach. The transit between classes was a time-consuming task.

The commuting was expensive and time-consuming; during one period, I drove nearly 100 miles a day around a triangle from my home to two jobs and back again.

As an adjunct, traveling over 100 miles one way, arriving shortly before classes...

My commute at the highest point was 900 miles per week; at the lowest it was only 550 miles per week.

I put almost 500 miles on my car per week traveling from home to the various campuses. Those are uncompensated miles.

Most part-timers work at several jobs, then. For me, this means driving a reasonable 12 miles to my first and second jobs. I then drive 42 miles south of those campuses to my third teaching job, and then, for my fourth teaching job, 77 miles north, thus paying the equivalent of two hours of my labor for gas and parking every week.

Contingent faculty also take other jobs outside of academia to make ends meet.

During the Fall of 2013 I taught [a course at my school for three days a week] while working 40 hours night shift at Walmart to make ends meet. My take home remuneration for [the] course was \$796 per month for the duration of the semester. I literally was paying the college to teach the course!

Juggling these three jobs, I teach my first class at 7am and finish my last class at 10pm (an hour and a quarter away from my home). I teach six days a week. I do not rest on the seventh day: I grade papers and plan lessons (unpaid). I also work three non-teaching part-time jobs.

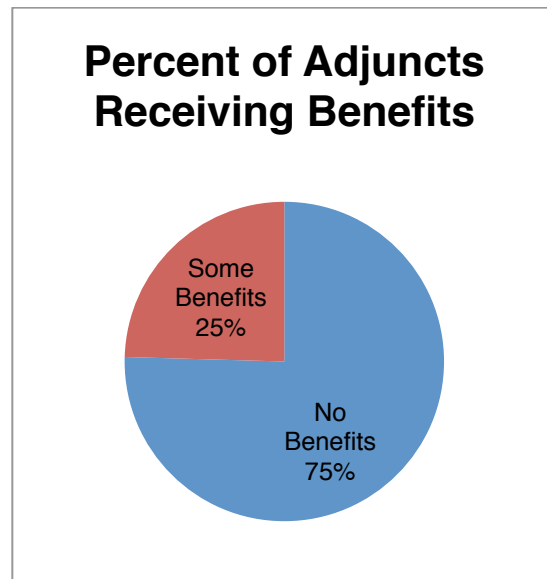
To make ends meet, besides teaching at the community college, I also deliver pizzas. I feel that I lose the respect of my students when they see me delivering pizzas!

I cannot earn a living working in higher education, regardless of my credentials and over 20 years of teaching experience. I generally have to hold down 4 or 5 part-time jobs plus picking up extra work whenever possible to earn enough for gas, food, and my share of household expenses.

Access to employer-provided benefits, like health care and retirement, is rare

Adjunct faculty rarely receive benefits from their institutions. According to a survey conducted by CAW in 2010 (“CAW survey”), only 22.6 percent of respondents said they had access to health benefits through their academic employer.¹⁵

Many eForum respondents (391) commented on whether or not they received any health care or retirement benefits. Of these, 75 percent said that either their employer did not offer benefits to part-time faculty or that they were otherwise ineligible for their employer’s benefits package.



Many adjuncts explained that their benefit eligibility is based on the number of courses they teach. If an adjunct was unable to obtain a certain number of courses, they were ineligible for employer-provided benefits, if any were offered at all. In addition, those without benefits felt as though they were not being recognized for the number of hours needed to prep, grade, and meet with students; their employers were only accounting for the amount of time actually spent in class to determine benefit eligibility.

"Benefits" are really out of reach at my pay scale. The health care plan that I could buy into costs more than my take-home pay on even a good year (and far more than I earn on a bad year). I don't earn enough to save for retirement (every month is a struggle to just pay the basic bills). My "retirement" plan is to work until they bury me.

The problem is that, because we work less than the required hours for benefits at a single location, we don't qualify for health insurance benefits. You see, in order to qualify for health coverage, we must work 15 hours or more at one location. Regardless of whether the total hours at my 3 school districts add up to more than 15 total hours, I will not qualify for health benefits.

As far as benefits go, we have a sham "retirement" plan...it is a contribution to OBRA where there is NO employer match ... We also have NO health insurance help.

I have been told that I may be offered another [course for the spring semester]... I have also been informed that the plans are on hold until the University-level administrators work through the details. Frankly, I suspect the delay is due to them making absolutely sure that no one will become eligible for health insurance benefits as a consequence.

The university bases my pay on the number of days of the week I am required to be on-campus ... I get zero benefits, but I am "permitted" to join the health insurance plan, as long as I pay 100% of the premium.

As most eForum responses predated January 1, 2014, the majority of comments were received prior to the availability of health care through the new state or federal health insurance marketplaces created by the Affordable Care Act (ACA). Under the ACA, individuals and families earning below 400 percent of the federal poverty line can now purchase coverage through these new marketplaces and receive premium tax credits and cost-sharing subsidies to help reduce their health care costs. As *The Wall Street Journal* has reported, “[m]ost adjuncts who don't receive coverage through their employer will be eligible for subsidized insurance starting in 2014 through new exchanges set up by the federal health-care law.”¹⁶ Several respondents took note of this changing circumstance.

Two and a half years ago I let my health insurance go. I needed to choose between paying rent, maintaining a commuter car and health insurance. Under the Affordable Care Act, I now qualify for a \$398 subsidy and I have signed up through coveredca.com.

My wife and I are currently uninsured, and are very grateful finally to be able to get insurance through the Affordable Care Act.

Though many respondents were optimistic about signing up for affordable coverage using the new health exchanges, others were outraged by the way their employers were reacting to the law. Under the ACA, large employers must provide affordable health care coverage to their full-time employees (defined as those working 30 or more hours per week) or otherwise pay a penalty.

The college used the excuse of the ACA cap on part-time hours, but the cap is at 75% of full-time, or 30 hours. But their cap was set at 22 hours, on the excuse that this was 75% of full-time teaching loads, pretending that the office hours and committee work full-time faculty are supposed to also work, did not count.

I was supposed to teach three courses this fall, but the university cancelled one of my courses in August, the week before the semester started. The reason was to avoid having to give me any benefits, including health care, due to the Affordable Care Act.

Part-time lecturers at my university do not have the option of employer provided health insurance, and the university plans to reduce workload opportunities even further for individual part-time lecturers in the year to come in order to avoid negative consequences (to the university) of the Affordable Care Act. Because of this, most of my colleagues and I work multiple jobs.

It would appear that, at some institutions, the ACA employer responsibility requirements are providing an excuse for administrations to continue manipulating adjuncts' hours, as they often had pre-ACA to avoid paying benefits under other employer benefit plans. One respondent described a similar dynamic involving pension benefits when a state law changed:

Right away I loved teaching; what I lacked in experience I made up for in excitement and research. I barely slept, working until all hours to perfect lessons. And even though we were eating leaner and travelling less, my husband was patient and supportive, noting how much more fulfilled I seemed with my work. When my first year of teaching wrapped up, I was no less excited, I was sleeping more, and I was getting stellar student feedback. Then the rules changed again. The administration, in response to a Texas Retirement System benefits mandate, decided to limit adjunct hours, cutting between 1/3 and 1/2 of the adjunct workload and thereby cutting about 1/3 of adjunct pay. And for the first time my adoration wavered.

In her 2013 testimony before the House Committee on Education and the Workforce, Maria Maisto, president of the New Faculty Majority and an advocate for adjuncts, explained:

Some people would have us believe that the ACA is giving these colleges and universities no choice but to enact these policies. I am here to correct that misperception. It is not the ACA, but rather these colleges' interpretation of and response to the law that is hurting adjuncts and their students. Colleges have lots of choices and unfortunately for their students, too many have chosen not to support or invest in faculty.¹⁷

One respondent recounted how his union helped his school make a different choice in how it responded to the new law:

This summer, I can only assume in a preemptive move in advance of the Affordable Care Act, the administration attempted to reduce my hours, and those of my colleagues teaching similar loads, by 20%. Our union, the AAUP, was able to step in and hold off this threatened 20% reduction in our earnings - this time.

An oft-cited reason for the increased use of contingent faculty over the last several decades has been institutions' desire to avoid paying benefits, particularly given the skyrocketing cost of health care. Since the inception of the ACA, however, health care costs have begun to stabilize. As the ACA bends the cost curve in health care, at least one pressure to use contingent instructors instead of full-time faculty may abate.

Other benefits questions are raised by contingent faculty's status. One respondent relayed:

We do not have paid vacation, sick or personal days. If I am sick, I cannot cancel class without potential reprisal from the administration... Retirement benefits for me take quadruple the time to accrue as they do for a full-time professor. Unemployment compensation is denied us.

Another explained that she was limited to teaching four classes per year at one school, occasionally working at other colleges, earning less than \$10,000 annually. For her, maternity leave is out of the question:

I am currently pregnant with my first child... I will receive NO time off for the birth or recovery. It is necessary I continue until the end of the semester in May in order to get paid, something I drastically need. The only recourse I have is to revert to an online classroom for some time and do work while in the hospital and upon my return home.

To address many of the concerns related to benefits raised by respondents to the eForum, which largely stem from contingent faculty's part-time status, Congress should extend a number of critical workplace protections to part-time workers. H.R. 675, the *Part-Time Workers Bill of Rights Act*, sponsored by Representative Jan Schakowsky (D-IL), addresses coverage issues for part-time workers in a number of federal labor laws. The bill does three things: First, it would extend the ACA's employer responsibility requirement to include part-time workers. Large employers that are required to offer health care to full-time employees or pay a penalty would also have to offer health care to part-time workers or pay a pro rata penalty. Second, the bill extends job-protected family and medical leave to part-time workers under the FMLA and, finally, it would require part-time workers to be treated like full-time workers for purposes of participating in their employers' pension plan.

Job instability and unpredictable course loads

To be an adjunct faculty member is to have almost no job stability. Many are hired on a semester-by-semester contract, with their assignments “the last to be confirmed and the first to be changed at the last moment.”¹⁸ Of the 264 respondents who commented on their job stability, an overwhelming 95 percent felt that they had no job stability and did not know whether they would be teaching courses from one semester to the next.

Some respondents explained that they are not notified as to whether or not they will be teaching a class until the day before the semester began. Others said they may receive a few weeks of notice. More than 100 respondents said that, whatever notice they received for the coming semester’s course assignments, it never provided sufficient time to adequately prepare for the course. One adjunct wrote into the forum on December 7, at which point he still had not received communication from his university confirming whether or not he would be teaching the following month.

No insurance, no unemployment insurance, [no] assurance that I will have a job next semester...It's December 7th. I still don't know if they will have classes for me at the beginning of January.

On August 28th 2012 two days into the fall semester of my 4th year at [my institution] my college fired me, although they said they were rearranging my classes.

Job stability: None. As adjuncts, we never know if we will be rehired from semester to semester. The process for hire or rehire has no transparency. Classes for adjuncts are assigned or cancelled less than a week before the semester begins, every semester.

In all cases I was not told I would not be working for them the next quarter. I simply had to wait and see, and in all cases I was not offered another class.

The uncertainty and short notice can prevent adjuncts from making alternative financial plans when class assignments fail to materialize.

I taught four course[s] in the fall, but was not told until the day before spring semester started that I wouldn't have any classes for the spring. I was unemployed with no notice.

I am an excellent and well-credentialed teacher in good standing in the department, but I was told that next quarter instead of the twenty credits I thought I was going to teach, I will only get ten -- a \$6,000 pay cut.

Professors prepare extensively for their courses, but adjuncts are not paid for this preparation time. So a month or more of thoughtful course preparation can be obliterated a week before the first class, if an adjunct's expected work assignment does not materialize or is suddenly dropped. This lack of notification can spiral adjunct faculty members into financial chaos.

Moreover, some states' interpretations of federal law complicates adjuncts' ability to obtain unemployment insurance benefits between semesters. Federal law prohibits benefits for individuals with a "reasonable assurance" of continued employment, and some schools claim that the assignment letter the adjunct receives, indicating an intention—but certainly not a guarantee—to rehire the adjunct for the next term, constitutes such "reasonable assurance," in order to avoid an unemployment payout.¹⁹

Problems with career advancement and professional support

Many contingent faculty take part-time employment because it is the only job available in their desired field, hoping it will be a temporary detour on the way to full-time status. This detour, more often than not, becomes permanent. The 2010 CAW survey found that more than 80 percent of part-time faculty had taught for three or more years.²⁰ Despite the desire to teach full-time, many professors find it difficult to move into a full-time position.

... It is very common for an experienced adjunct to be passed over for a position and it is given to a brand new graduate.

It is impossible for adjuncts to earn a decent living and impossible to have any career advancement. We are shut out of regular teaching jobs and are shut out of full time employment by our own schools...

Adjuncts face systemic obstacles to career growth. Because they teach so many classes to piece together a living, they have little time to research and publish. Universities may pay for graduate students and tenured faculty to attend academic conferences, but adjuncts usually must travel to these events, where faculty recruiting often occurs, on their own dime.²¹ Despite these hurdles, some respondents reported that, on top of the hours they spend teaching, they published, attended conferences, and pursued professional development—all with an eye to one day landing a coveted full-time job.

Part-time faculty may experience wide-ranging gaps in the support they need to perform their teaching jobs well. They may lack administrative staff support, copies of required textbooks, access to students' email addresses for communicating with their classes, access to professional development courses provided to other faculty, or opportunities to participate in departmental meetings with their colleagues.²² Respondents expressed frustration with a sense that they were excluded from the broader faculty community: "Although I've been at my present Very Decent University job for the past 15 years, a tenured professor asked me, 'So, you're teaching for US this semester?' Why am I not part of this 'us' after so much dedicated teaching, year after year?"

The majority of eForum respondents addressing professional support in their comments stated that they did not receive sufficient support from their schools.

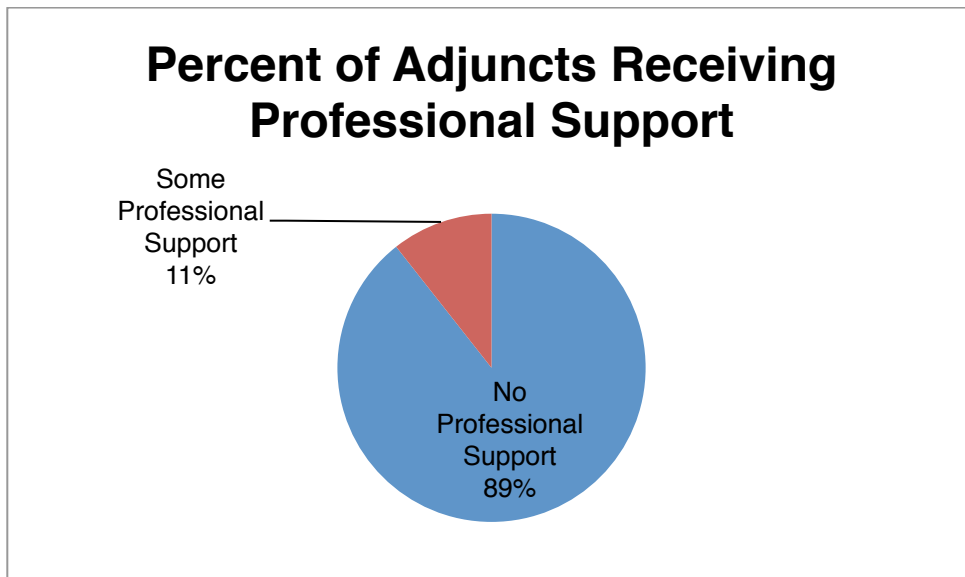
...opportunities for growth and advancement, job stability, and administrative and professional support - they are all structured in a framework that sees contingent faculty not as faculty more like contractors and performing unimportant labor....

My institution does not offer many of the same professional support benefits to adjuncts that it offers to tenure-line faculty. The university does not support my research...

I am still relatively new to and excited about the experience of teaching. The lack of support I receive from the university is wearing me down though. I can sense in myself the inclination to “go through the motions” of my job.

Other respondents, albeit a minority, relayed a different experience.

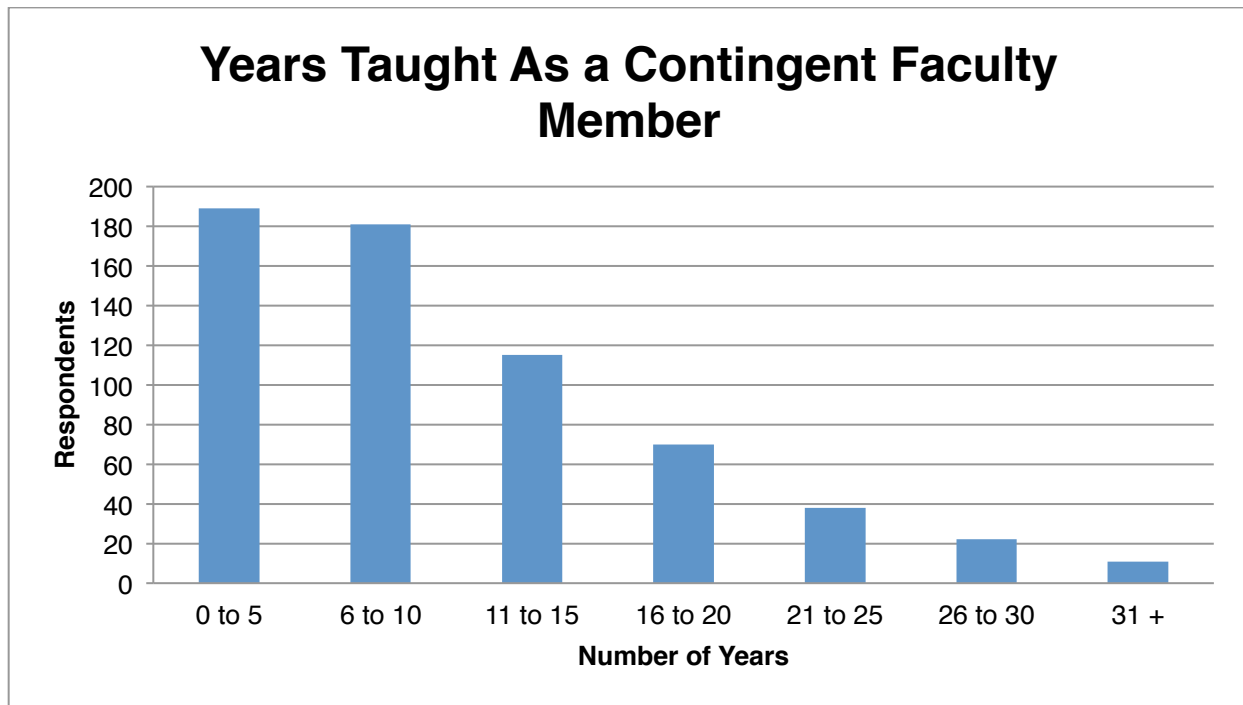
Administrative and professional support on our department level are very good and I feel that the Chairperson and other full-time staff within the Music Department respect us and are aware of the important role we as adjuncts fill (all instrumental instructors are adjuncts).



Adjuncts are highly skilled

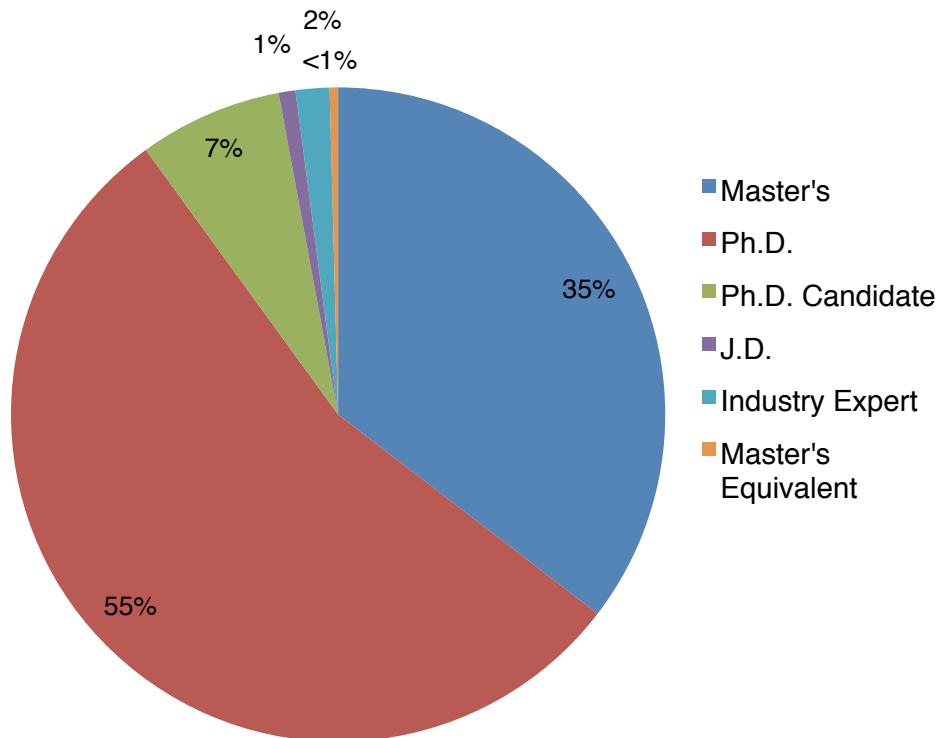
The eForum found that, despite their low pay and lack of benefits, contingent faculty possess impressive educational backgrounds, often with many years of teaching and industry experience.

Some two hundred and sixty-six respondents discussed the number of years they had worked as a part-time professor. The responses ranged from one semester to thirty-five years. The average was ten years as a part-time worker; the median was four years. Many also taught in other capacities or were otherwise active players in their field for additional years.



Of the respondents who provided their educational background, the vast majority held a Master's degree or higher; more than 50 percent held Ph.D.s, and 30 percent held a Master's. Many have been published or have completed post doctorate studies. Of those who did not hold a degree, two percent held substantial industry experience or a terminal degree equivalent, which they noted as an indispensable tool when conveying real-world experience to their students.

Highest Educational Degree Obtained



In short, adjuncts and other contingent faculty likely make up the most highly educated and experienced workers on food stamps and other public assistance in the country.

The impact on teaching

These trends are not without consequence. Because many eForum respondents are juggling several courses and jobs, many expressed that they do not spend adequate time on class preparation and office hours. These faculty members worry that students are negatively impacted because they are unable to access professors who, for example, may have to sprint out of the office to drive an hour or longer to teach their next class. 98 percent of adjuncts who commented on the impact of their working conditions on their students felt that they were missing opportunities to better serve their students because of the demands on their schedule.

These conditions make it impossible to dedicate my full attention to the success of my students because I spend almost as much time driving from institution and looking for jobs elsewhere as I do prepping lectures grading assignments, developing curriculum, etc.

Since I need to teach so many classes and have to work a third job right now, I cannot put in as much time with my students as I would like to.

Students get their work back more slowly and I cannot hold office hours (I only actually have an office in one of the 4 colleges) and prep is sometimes rushed ...I am an outstanding teacher and care about the quality of education that my students receive, although the sheer volume of the workload makes it hard.

I am limited in the amount of time I can spend at my office, having office hours, and otherwise serving my institution and my career, since I am not paid enough to afford child care beyond the hours that I spend teaching.

When you pay an adjunct only for the contact hours they spend in the classroom, it doesn't give adjuncts a lot of motivation to spend extra time outside of class working on projects for students or scheduling extra time to help those who come to class unprepared to study or write at college level. I have heard some adjuncts say, "I'm not going to put in all this extra time, because they don't think we're worth paying us other than our time in class." Many of us put in the time anyway, because we love teaching and helping our students succeed, but the system certainly doesn't reward it.

I enjoy working with students and I have found that the students at this community college are some of the most motivated and determined students I have ever met. I want to be able to help them succeed. However, I feel that my position as a part-time faculty instructor severely hinders helping these students to the best of my ability. I do not have an office to meet with students in, and I am only paid for half an hour a week of office hours. For a thirty student class I will need to spend some of my own time helping all the students that need extra time. I am only in my early twenties and would like to be able to make teaching my life's work. But under these conditions, I do not think I will be able to last much longer. How can I pay off the student debt I accumulated as an undergraduate when I am only scheduled for less than twenty hours a week? When I am only granted one class? How can I save up money for emergency expenses? Our students are in desperate need of good teachers, and the labor conditions are forcing highly qualified teachers to search for other professions that offer a living wage or benefits.

I caution my students about choosing education as a career path. I would not wish their lives to turn out like mine has.

While the eForum asked only contingent faculty for comment, these views are shared by some students. The student newspaper at Castleton State College, for example, featured a piece this past December, asking, "Are there too many adjuncts?" Noting that 134 of 231 instructors at the school were part-time, it read:

...[A]djuncts are much more difficult to get in touch with because many of them have other jobs and not many office hours. Their suggestion is to email them questions about the class, but they are often slow to respond. As far as actually teaching during class, sometimes they forget they are talking to students trying to learn, not their co-workers, and they move too fast through lessons. They are very knowledgeable about their subjects, but often times, they're not the best at explaining it to students...

Students should be learning valuable information that a future employer will expect them to know, but many students said they don't feel they're getting that. They don't feel they are getting the information they're paying all this money for and they don't feel prepared to go into a job setting where they will be expected to know this material.

We feel that full-time professors, who are much more invested, should be teaching these courses.²³

More than a handful of studies over the last 10 years examining outcomes for students taught by contingent faculty have found "some consistent and disturbing trends." According to these studies, students who took more courses with non-tenure-track faculty experienced lower graduation rates, lower grade point averages, and fewer transfers from two-year to four-year colleges, compared to other students.²⁴

A 2013 study of introductory courses at Northwestern University, however, found that students learned as much, if not more, from non-tenure-track professors than from tenure-track professors. Importantly, non-tenure-track professors at Northwestern enjoy better pay and support than the average adjunct at other schools. At Northwestern, “lecturers have long-term relationships with the University, and the vast majority are full-time instructors with their own career ladders” at the school.²⁵

As some have pointed out, “[i]t’s not that some of these adjuncts aren’t great teachers. Many do not have the support that the tenure-track faculty have, in terms of offices, teaching assistants and time. Their teaching loads are higher, and they have less time to focus on students.”²⁶ In short, adjuncts and other part-time faculty likely must work harder to deliver the same quality education as their full-time or tenured peers: “Adjuncts and graduate students often deliver excellent instruction, but that is in spite of their working conditions.”²⁷

One respondent raised the issue of gender equity, noting that “you will probably find a majority of adjuncts to be bright, highly educated women.” She went on:

Students are receiving an excellent education from instructors who are highly educated, committed to education, experienced and world wise, but who are not models or examples of success in higher education, especially older women. Female students suffer when some of the best women teachers are an underclass in higher ed.

Engaging in self-help

Recent press accounts show that a growing number of contingent faculty have turned to organizing with labor unions like the American Federation of Teachers (AFT), the Service Employees International Union (SEIU), the American Association of University Professors (AAUP), the United Steelworkers (USWA), and the United Auto Workers (UAW) to improve their lot in the academy.²⁸ The 2010 CAW survey found that unionized adjuncts earned 25 percent more per course than non-unionized adjuncts, and eForum respondents said that adjuncts who are union members have more job stability and better access to benefits.

I am fortunate because I have a faculty union. I am paid much more than most adjunct faculty, and I have the same benefits as tenured faculty--medical, dental, vision, retirement.

One adjunct asked if she [the administrator] would give preference in hiring to adjuncts. She replied, "not only will I not give preference to adjuncts, I want people who have been out in the world doing things not teaching." This was the impetus for us to form a union. We realized the futures for which we had prepared would be denied to us unless we worked together to change our situation.

For now, due primarily to our faculty union, I make a decent salary, have full health benefits, and am looking forward to retiring with a modest pension.

I work at [school] which is a better place than most for adjuncts thanks to a union contract that gives us access to health insurance and a minimal number of paid sick days.

Our administration tried this year to change the contract for part-timers, asking us to directly contribute to full-timers retirement health benefits (which we do not get), take away our benefits and eliminate seniority so they can reduce our course loads to avoid paying health insurance under the Affordable Care Act. Luckily, the union stood by us and those changes were not made.

Unionization has not been universally welcomed by institutions of higher education. While Georgetown University has cited the Catholic Church's social justice teachings in recognizing its adjunct union, Duquesne University—also a Catholic school—has argued that it is religiously exempt from recognizing its adjunct union and has refused to bargain with these professors.²⁹ At Northeastern University, the administration has hired the anti-union firm Jackson Lewis to fight its part-time, non-tenured faculty organizing campaign. The school employs 1,400 such academic workers.³⁰

Conclusion

By no means comprehensive or scientific, the eForum provided an alarming snapshot of life for contingent faculty. While the occupation of “college professor” still retains a reputation as a middle-class job, the reality is that a growing number of people working in this profession fill positions not intended to provide the stability, pay, or benefits necessary for a family’s long-term economic security. Whether some adjunct professors piece together a living from their teaching job or only use it to supplement a more stable primary career elsewhere, many contingent faculty might be best classified as working poor.³¹ As one respondent put it: “[T]he bulk of instructors at the college level fulfilling this goal [of educating students] are compensated less than their peers despite equal expertise, are given no benefits despite obvious need, and are continually stripped of their voice and dignity by a situation where they must overwork themselves or find a new career.” Their story is another example of the shrinking middle class and another data point in the widening gap between rich and poor. Policy solutions for part-time workers more generally, such as the Part-Time Workers’ Bill of Rights, would help address some of the economic security issues these faculty face.

While these individuals worry about their own futures and how to provide for their families, they are equally distressed by what they believe is a shortchanging of students who pay ever-increasing tuitions to attend their courses. The link between student outcomes and contingent faculty working conditions—not just the adjuncts’ schedules and compensation but the respect and professional support they receive from their schools—deserves serious scrutiny from the Committee and other policymakers around the country, as well as from institutions of higher education themselves.

Researchers have pointed to various causes of the increased reliance on contingent faculty. Some argue that reduced state funding for higher education has pushed schools to both raise tuition and cut costs, particularly labor costs. Others argue that institutions have actually deprioritized spending on academics in favor of other categories of spending. Indeed, the proportion of colleges’ total expenditures attributable to teacher salaries declined five percent from 1987 to 2005.³² In today’s lean era, schools have often chosen to balance their budgets on the backs of adjuncts. Outsized administrator salaries, marketing operations, and campus frills recently have received significant attention. Increased budget transparency for institutions of higher education would be a critical step in understanding the nature and necessity of this now-pervasive labor practice and whether and how it may be changed.

References

- ¹ Adrianna Kazar, "Changing Faculty Workforce Models," TIAA-CREF Institute, 2013.
- ² Best Jobs in America, CNNMoney. 2009. *Available at:* <http://money.cnn.com/magazines/moneymag/bestjobs/2009/snapshots/3.html>.
- ³ Occupational Outlook Handbook, Bureau of Labor Statistics. *Available at* <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>.
- ⁴ Robin Wilson, "2 Tracks for Faculty," The Chronicle of Higher Education, October 14, 2012. *Available at:* <http://chronicle.com/article/What-If-There-Were-2-Tracks/135050/>.
- ⁵ John W. Curtis and Saranna Thornton, "The Annual Report on the Economic Status of the Profession 2012-13," American Association of University Professors, 2013. *Available at:* <http://www.aaup.org/file/2012-13Economic-Status-Report.pdf>.
- ⁶ A Portrait of Part-Time Faculty Members, Coalition on Academic Workforce, June 2012. *Available at:* http://www.academicworkforce.org/CAW_portrait_2012.pdf
- ⁷ Curtis and Thornton *supra* note 5.
- ⁸ L.V. Anderson, "Why Adjunct Professors Don't Just Find Other Jobs," Slate, November 19, 2013. *Available at:* http://www.slate.com/blogs/browbeat/2013/11/19/adjunct_professor_job_mobility_why_it_s_hard_for_contingent_faculty_to_find.html.
- ⁹ *Supra* note 6.
- ¹⁰ Sam Hananel, "Adjunct Faculty Increasingly Joining Unions To Push For Better Pay," HUFF. POST, Nov. 1, 2013. *Available at:* http://www.huffingtonpost.com/2013/11/01/adjunct-faculty-unions_n_4194652.html
- ¹¹ Curtis and Thornton, *supra* note 5.
- ¹² *Id.*
- ¹³ Stacy Patton, "How I Get By: Mary-Faith Cerasoli, December 16, 2013." *Available at:* <https://chroniclevitae.com/news/226-how-i-get-by-mary-faith-cerasoli#sthash.XV3tFjO5.dpuf>
- ¹⁴ Claudio Sanchez, "The Sad Death Of An Adjunct Professor Sparks A Labor Debate," NPR. September 22, 2013. *Available at:* <http://www.npr.org/2013/09/22/224946206/adjunct-professor-dies-destitute-then-sparks-debate>
- ¹⁵ *Supra* note 6.
- ¹⁶ Mark Peterse and Douglas Belkin, "Health Law Pinches Colleges," WALL ST. JOURN. January 18, 2013. *Available at:* <http://online.wsj.com/news/articles/SB10001424127887323635504578213502177768898>
- ¹⁷ Maria Maisto, President New Faculty Majority. Testimony Before the House Education and Workforce Committee. November 14, 2013.
- ¹⁸ Steve Street, Maria Maisto, Esther Merves and Gary Rhoades, "Who is Professor Staff? Center for the Future of Higher Education Policy Report # 2," August 2012. *Available at:* [http://www.insidehighered.com/sites/default/server_files/files/profstaff\(2\).pdf](http://www.insidehighered.com/sites/default/server_files/files/profstaff(2).pdf)
- ¹⁹ Audrey Williams June, "Adjunct Group Begins a Push for Unemployment Benefits," Chronicle of Higher Education, May 24, 2010. *Available at:* <http://chronicle.com/article/Adjunct-Group-Begins-a-Push/65663>.
- ²⁰ *Supra* note 6.
- ²¹ Anderson, *supra* note 8.
- ²² Adrianna Kezar and Daniel Maxey, "Dispelling the Myths: Locating the Resources Needed to Support Non-Tenure-Track Faculty," The Delphi Project on the Changing Faculty and Student Success, 2013. *Available at:* http://www.uscrossier.org/pullias/wp-content/uploads/2013/10/DelphiProject-Dispelling_the_Myths.pdf.
- ²³ JenniLee Mark, "Are there too many adjuncts?" Castleton Sparton, December 10, 2013.
- ²⁴ Kezar, *supra* note 1.
- ²⁵ Marilyn Sherman, "David Figlio, Morton Shapiro Find Learning Edge for Lecturers," Northwestern University School of Education and Social Policy, News, September 2013. *Available at:* <http://www.sesp.northwestern.edu/news-center/news/2013/09/figlio-schapiro-learning-edge-for-lecturers.html>.
- ²⁶ Alan Finder, "Decline of the Tenure Track Raises Concerns," New York Times, November 20, 2007. *Available at:* http://www.nytimes.com/2007/11/20/education/20adjunct.html?_r=2&oref=slogin&.
- ²⁷ Richard Moser, "Overuse and Abuse of Adjunct Faculty Members Threaten Core Academic Values," The Chronicle of Higher Education, January 13, 2014. *Available at:* <http://chronicle.com/article/OveruseAbuse-of-Adjuncts/143951/>
- ²⁸ Hananel, *supra* note 10

²⁹ Daniel Kovalik, "Death of an Adjunct," Pittsburgh Post-Gazette, September 18, 2013. *Available at:* <http://www.post-gazette.com/Op-Ed/2013/09/18/Death-of-an-adjunct/stories/201309180224>.

³⁰ Tamar Lewin, "More College Adjuncts See Strength in Union Numbers," N.Y. TIMES, December 3, 2013. *Available at:* <http://www.nytimes.com/2013/12/04/us/more-college-adjuncts-see-strength-in-union-numbers.html>.

³¹ Gary Rhoades, "Adjunct Professors are the New Working Poor," CNN, September 25, 2013. *Available at* http://www.cnn.com/2013/09/24/opinion/rhoades-adjunct-faculty/?hpt=hp_bn7.

³² Jane V. Wellman, Donna M. Desrochers, and Colleen M. Lenihan, "The Growing Imbalance: Recent Trends in U.S. Postsecondary Education Finance," Delta Cost Project, 2008.

ASCOD President's Report 2/12/14

ASCOD will be extremely active this March. We will be taking students to Washington DC to participate in the ASACC conference. ASACC is American Students Association of Community Colleges. The Alumni has kindly donated funds to assist funding this learning experience. We will be attending workshops and visiting with congress members.

ASCOD will be facilitating a meeting for students to discuss and report back the Administrative Procedures on Standards of Student Conduct, Student Discipline, and Student Rights and Grievances.

ASCOD is vigorously preparing for the march that takes place in Sacramento CA. The details have not yet been released. I intend to report back at the next board meeting details of the event.

Club rush will be held on February 19th and 20th in the cafe quad from 10am to 2pm. We will be hosting a club mixer for the clubs. This event is open to the public and students at large on February 20th after club rush in the Hilb center.

Today will be the first Inner Club Council meeting in the ASCOD conference room 2pm -4pm.

Many of the ASCOD students were honored to participate with the meeting of the Justice Kennedy at the Sunny land center, thank you for providing that opportunity.

Eleanor Campbell

COD Board of Trustees
Alumni Association Report

February 7, 2014

We will be having a giant 3-day Street Fair during President's Day Weekend. We will be open Saturday, Sunday, and Monday, February 15-17.

The Alumni Scholarship Club students will be going to Cal State University Fullerton for a campus tour on February 22. After the tour, they will then proceed on to visit Disneyland.

The Alumni Association co-sponsored COD Employee Recognition Awards of Service and sponsored the Adjunct Faculty luncheon.

The Alumni Hall of Fame Gala will be held at Rancho Las Palmas Spa and Resort on Saturday, April 26.

A check for \$45,000 has been given to College of the Desert in support of the student Campus Work Study Program. This brings our total up to \$90,000 towards the alumni \$135,000 pledge.

DOCTOR_{of} EDUCATION in ORGANIZATIONAL LEADERSHIP



MISSION

Brandman University, part of the Chapman University System, offers an Ed.D. in Organizational Leadership that develops visionary leaders who are creative agents of change in transforming their diverse organizations through collaboration, innovation, positive influence, strategic thinking and a profound commitment to lifelong learning.

LEARNING OUTCOMES

Designed for busy professionals, this program uses the best of online learning and face to face support through local cohort meetings, three immersion sessions a year, and synchronous virtual meetings or seminars.

- Transformational Leadership
- Diversity
- Collaborative Relationships
- Political Intelligence
- Strategic Thinking
- Creative and Sustained Innovation

INTERDISCIPLINARY DEGREE

The Ed.D. program is for students from all career paths--educators, business executives, organizational development consultants, city and county government, college faculty and staff, and non-profits. It integrates the latest theories and best practices from both education and organizational leadership to produce 21st century leaders. Learning how to lead people through transformational change spirals through the entire program. Students will be immersed in a variety of subjects including transformational leadership, communications and conflict, team and group dynamics, strategic thinking, diversity, and creativity, as they learn how to handle resistance and promote innovation.

COHORTS

Individual online studies are augmented by extended activities in cohort meetings where students collaboratively develop their leadership competencies. Each local group will be assigned a cohort leader who is an adjunct faculty member and leading practitioner in the field. These experts will stay with their students for the entire two years of coursework. They mentor students in their career development, foster dialogue and exemplify learning outcomes through application that translates theory into practice, and guide students in the early stages of dissertation development.

98.4% of experts in education and business perceive the Brandman Ed.D. Program Mission to be "relevant" or "highly relevant" to the field.*

*Brandman University Office of Institutional Research and Planning: Doctorate of Education Semi-structured Interview Expert Findings (2011).



CHAPMAN UNIVERSITY SYSTEM



Learn more today 1-800-581-4100 • Brandman.edu • edd@brandman.edu

Doctor of Education in Organizational Leadership

APPLICATIONS ARE NOW BEING ACCEPTED

IMMERSIONS

Six times, during two years of course work, all Ed.D. students will meet near Brandman's Irvine campus for extensive relationship-building with faculty and students program-wide, presentations by expert speakers, and in-depth engagement in learning. Immersions will:

- Introduce major themes for the upcoming term and culminate learning from previous terms.
- Offer an opportunity to receive guided practice in mastering leadership competencies.
- Encourage students to dialogue with faculty members who are field experts and may serve as potential dissertation chairs.

TRANSFORMATIONAL CHANGE PROJECT

To integrate change theory into real-world settings and provide an opportunity for clinical practice, each student will design, implement, and assess a Transformational Change Project (TCP), which will be operationalized in a real organization. This innovative concept will be introduced and explored in various courses throughout the program.



THEMATIC DISSERTATION

For the final project of the Ed.D. program, students can either complete a traditional or thematic dissertation. The thematic dissertation is a supportive collaboration between faculty and students that develops research plans around current issues. Each doctoral candidate researches a topic from a different perspective while sharing literature sources, providing feedback, and helping their peers remain focused and moving forward. A faculty mentor or dissertation chair will guide the group's thematic direction while students write individual dissertations from their own points of view and experience.

ADMISSION REQUIREMENTS

Admission may be achieved by fulfilling the graduate admission requirements as stated in the catalog:

1. Transcripts documenting successful attainment of a master's degree with a minimum GPA of 3.0.
2. Submission of a portfolio consisting of the following: two writing samples showing graduate level communications and analytical skills; a resume showing leadership experience, professional development, achievements, awards or professional recognition; two letters of reference, and a letter of intent explaining reasons for wanting to enter this program.
3. If the applicant is not currently employed in an organization where they can engage in field based assignments that involve leading groups, he/she must submit a letter explaining where field-based assignments will be conducted, including the steps they have taken to arrange it.
4. All applicants must successfully participate in an intake interview with a doctoral faculty member designated by the associate dean.



CHAPMAN UNIVERSITY SYSTEM



Learn more today 1-800-581-4100 • Brandman.edu • edd@brandman.edu



Brandman University - Palm Desert Campus

PROGRAMS

UNDERGRADUATE PROGRAMS

- General Education (AA)*
- Business Administration (BA)- FALL 2014!
- Criminal Justice (BA)*- Call campus for specializations
- Early Childhood Education (BA)
- Legal Studies (BA)*
- Liberal Studies (BA)
 - Multiple Subjects Teaching
 - Culture & Media Studies
- Organizational Leadership (BA)- FALL 2014!*
- Psychology (BA)
- Social Science (BA)
- Sociology (BA) and/or Social Work Emphasis
- Social Work (BSW)- FALL 2014!

GRADUATE PROGRAMS

- Business Administration (MBA)- *Call campus for specializations!
- Psychology (MA) Marriage & Family Therapy
- Psychology (MA) Professional Clinical Counseling (PCC)

GRADUATE EDUCATION PROGRAMS

- Education (MAE) Emphases:
 - Curriculum and Instruction
 - Educational Leadership and Administration
 - Instructional Technology
 - Leadership in Early Childhood Education
 - Teaching and Learning
- Educational Leadership and Administration (MA)
 - Administrative Tier I Credential
- School Counseling (MA), PPS Credential*
- Special Education (MA)
 - Professional Learning Community
- Teaching (MAT): Elementary, Secondary, Special Education

EDUCATION CREDENTIAL AND CERTIFICATE PROGRAMS

- Multiple Subject
- Single Subject
- Education Specialist (Preliminary)
- Preliminary (Tier I), Administrative Services
- Pupil Personnel Services- School Counseling*

*Program availability may be limited.

FULLY ONLINE PROGRAMS

UNDERGRADUATE

- General Education (AA)
- Applied Studies (BA)
- Business Administration (BBA)
- Criminal Justice (BA)
- Legal Studies (BA)
- Early Childhood Education (BA)
- Liberal Studies (BA)
 - Cultural and Media Studies
 - Multiple Subjects Teaching Emphasis
- Organizational Leadership (BA)
- Psychology (BA)
- Social Science (BA)
- Sociology (BA)
 - Social Work

GRADUATE

- Business Administration (MBA)
- Education (MA)
- Organizational Leadership (MA)
- Special Education (MA)

EDUCATION CERTIFICATE

- California Teacher of English Learners
- (CTEL) Authorization

CERTIFICATES PROGRAMS

Please visit our website for a complete list of programs

Brandman University - Palm Desert Campus
42-600 Cook St., Suite 134
Palm Desert, CA 92211



CHAPMAN UNIVERSITY SYSTEM

Learn more today

1-800-581-4100

Brandman.edu

Brandman University, a part of the Chapman University System, is a private, non-profit institution accredited by the Western Association of Schools and Colleges (WASC) with programs offered both online and at 26 campuses in California and Washington.

12_1026_ALL_PROGRAM_FLYER

Follow Us     



Brandman University - Palm Desert Campus

ADDITIONAL PROGRAMS

NEW SCHOOL OF NURSING AND HEALTH PROFESSIONS PROGRAMS

Degree programs delivered using a blend of periodic immersion sessions at the **IRVINE campus**; internships/clinical practice in hospitals, clinics and health centers near your home or work; and online lectures, demonstrations and exercises.

UNDERGRADUATE

- RN to BSN

DOCTORAL

- BSN to DNP, Adult Acute Care Nurse Practitioner
- BSN to DNP, Family Psych. & Mental Health
- BSN to DNP, Gerontological Nurse Practitioner
- BSN to DNP, Neonatal Nurse Practitioner
- BSN to DNP, Pediatric Acute Care Nurse Practitioner
- Post-Masters to DNP

APPLY TODAY!

Complete an application for admission!

Visit www.brandman.edu/apply to access the online application and we will waive the \$50 fee!

Our FAFSA School Code:
041618

Undergraduate Admission Requirements*:

1. Twelve (12) transferable units
2. 2.0 GPA minimum

*See campus for additional admission options

Graduate Admission Requirements*:

*Please refer to our website or catalog for specific major requirements

*Certificate programs are offered through Extended Education. Students seeking certificate programs only are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

BRANDMAN UNIVERSITY

Brandman University is part of the prestigious Chapman University System. Brandman specializes in serving the non-traditional student and working adult. As a non-profit, Brandman University is able to concentrate its resources to provide better faculty, curriculum and services that help their students achieve their goals.

Brandman University Offers:

- Year-round sessions
- Convenient evening and online classes
- Skilled faculty with real-world experience
- Credit for previous coursework and learning outside the classroom
- Exceptional education value
- Financial aid available for those who qualify
- Personal, professional coaching to help you thrive academically

Brandman University - Palm Desert Campus

42-600 Cook St., Suite 134
Palm Desert, CA 92211



CHAPMAN UNIVERSITY SYSTEM

Learn more today

1-800-581-4100

Brandman.edu

Follow Us     



Bachelor of Business Administration – BBA

Competency Based Education

Customized Learning for the 21st Century Workforce

Brandman's competency based online BBA program personalizes learning by awarding credit for proven abilities and developing the additional skills needed for industry success. Emphasis options include:

- ▶ Information Systems Management
- ▶ Logistics and Supply Chain Management
- ▶ Management and Organizational Leadership
- ▶ Marketing

INFORMATION SESSION

FEBRUARY 20th, 2014 at 5:30 p.m. OR

MARCH 6th, 2014 at 5:30 p.m.

Location: Brandman University-Palm Desert
42600 Cook St, #134, Palm Desert, CA 92211

For more information, please contact:

Annica Meza-Dawe, MPA

Manager for Community & Corporate Relations

760-341-8051

RSVP to ameza@brandman.edu

PROGRAM BEGINS >>> **May 1, 2014**



CHAPMAN UNIVERSITY SYSTEM



Brandman University, a part of the Chapman University System, is a private, nonprofit institution accredited by the Western Association of Schools and Colleges (WASC) that offers academic programs both online and at over 25 campuses throughout California and Washington.

13-1015-208

COMPETENCY BASED EDUCATION

This new model of learning takes an innovative approach to achieving a formal degree. Competency Based Education (CBE) aims to reduce costs and shorten the time to graduation while providing employers with a true measure of skills and abilities. CBE values the experience students have learned through professional experience and allows them to focus on what they need to know to fill in the gaps.

What competency based degree programs does Brandman offer?

Brandman University currently offers its Bachelor of Business Administration (BBA) degree in the competency based format. Emphases available include Information Systems Management, Logistics and Supply Chain Management, Management and Organizational Leadership, and Marketing.

How does a student prove competency?

Students demonstrate competency by completing self-paced assignments and formal assessments in an interactive cloud-based environment. Mobile applications are also available to help facilitate learning on the go. Upon completion of the degree graduates will have developed a comprehensive portfolio of work that represents mastery of knowledge, skills and ability for the 21st century workplace.

How long is the program?

Brandman's Bachelor of Business Administration degree includes up to 60 competencies, which compares to approximately 120 traditional credit hours required for most undergraduate degree programs. Since students set their own pace of learning, time to completion may fluctuate from peer to peer.

How much does the program cost?

Brandman's Competency Based BBA program costs \$5400 per year, or \$2700 every six months. Tuition is all inclusive providing access to e-books, course materials, and Chapman University's Leatherby Library. Students may also take advantage of complementary services through Brandman's math, writing and career centers.

What are my transfer options?

Students who have successfully completed prior college-level course work with a "B-" or higher may transfer credits to Brandman's CBE program. Our dual transcript model allows graduates to be able to access and use academic records as they would for a traditional degree program.

How do professors facilitate learning?

The Competency Based BBA degree is a fully online program. Students have access to expert support from tutorial faculty on demand by connecting via phone, email, internet and other advanced communication technologies. Professors serve as tutors, helping students master concepts in the areas they need most assistance.

FREQUENTLY ASKED QUESTIONS



CHAPMAN UNIVERSITY SYSTEM

To learn more visit:
www.Brandman.edu/CBEducation



COLLEGE
of the **DESERT**

Capital Projects Report

to the

Board of Trustees

February 12, 2014

EISPRO

TABLE OF CONTENTS

Overview of Projects

Aerial View Page 3

Project Status Reports - Projects in Initial Start-Up, Programming & Design

Central Campus Redevelopment Page 5
West Valley Campus - Palm Springs Page 6

Project Status Reports - Current Construction Projects

Indio Education Center Page 8
Athletic Facilities Page 10
Visual Arts Page 12
Applied Sciences Page 14
Child Development Center Page 16
Stagecraft Shop. Page 18
Wayfinding Page 20

Project Schedule

4 Week Look Ahead Page 22

Financial Review

Project Allocations Budget Page 24-26

Campus Activities

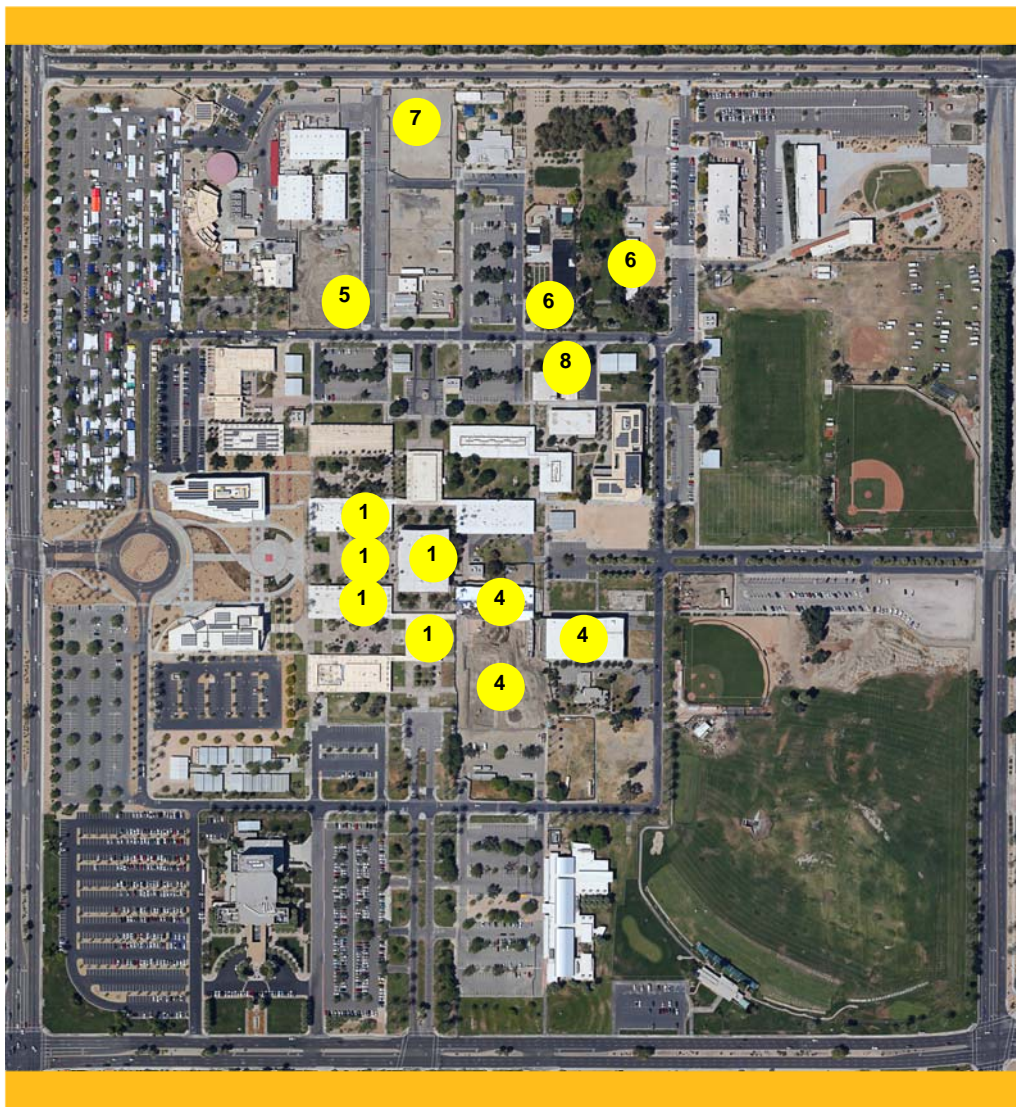
Upcoming Events Page 27

Projects in Programming & Design

- 1 Central Campus Redevelopment
- 2 West Valley Campus - Palm Springs (Not Shown)

Current Construction Projects

- 3 Indio Education Center (Not Shown)
- 4 Athletic Facilities
- 5 Visual Arts
- 6 Applied Sciences
- 7 Child Development Center
- 8 Stagecraft Shop
- 9 Wayfinding (Throughout Campus)



PROJECTS IN DESIGN . . .

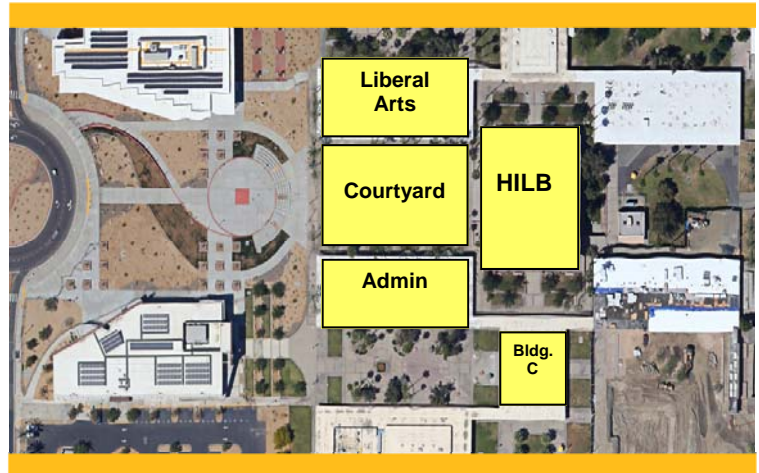
- Project Status Reports

CENTRAL CAMPUS REDEVELOPMENT

PROJECT STATUS REPORT

DESIGN

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Don McLarty
- **Architect** LPA Architects
Irvine, CA
- **Construction Manager** ProWest
Wildomar, CA



Fast Facts

Complete renovation of 4 buildings and the central campus fountain plaza. The renovations will prepare spaces to consolidate all administrative functions together and return the Hilb Learning Resource Center/Library to its central role as a research, study and tutoring facility.

- Total Project Budget \$37,550,000
- Project Square Footage (GSF) 66,526 SF
- Funding Source Measure B
- Construction Start Winter 2015-2016
- Targeted Completion Winter 2017-2018

Sustainable Features

- Will be minimum LEED Silver certified

Project Update

- Further direction from Administration pending.



WEST VALLEY CAMPUS - PALM SPRINGS

PROJECT STATUS REPORT

DESIGN

- **Address** N. Indian Canyon Dr.
Palm Springs, CA 92262
- **Project Manager** EISPRO
Jon Zuber
- **Architect** HGA Architects
Santa Monica, CA
- **Construction Manager** Sundt Construction
San Diego, CA



Fast Facts

Construction of a new LEED Gold free-standing 50,393 s.f. 3 story Administration Building , 3,200 s.f. single story DEEC Storage Building and 5,900 s.f. single story Central Utility Plant, & 163 space on-site parking which includes a bus drop-off area. Project will provide educational opportunities to the student population of the western service area of Palm Springs.

- Total Project Budget \$43,000,000
- Phase 1 Project Square Ftg (GSF) 50,000 sq.ft.
- Funding Source Measure B

Sustainable Features

- Will be minimum LEED Gold certified
- Public transportation
- Solar Energy
- Sustainable Site
- 5 Zero Planning

Project Update

- Legal Council review of Legal exhibits for DWA Easement & Well Sites continues



PROJECTS IN CONSTRUCTION . . .

- Project Status Reports

INDIO EDUCATION CENTER

PROJECT STATUS REPORT

CONSTRUCTION

- **Address** 45-500 Oasis St.
Indio, CA 92201
- **Project Manager** EISPRO
Dave Hall
- **Architect** GKK Works
Irvine, CA
- **Construction Manager** GKK Works
Irvine, CA



Fast Facts

New 3 story building in Indio with classrooms, administration, offices, and commercial retail space. It will provide permanent school space for the COD Indio classes that are currently being held in leased space, and will allow for additional science and laboratory classes that are so impacted at the Palm Desert campus.

- **Total Project Budget** \$23,000,000
- **Project Square Footage (GSF)** 40,000 sq.ft.
- **Funding Source** Measure B
- **Construction Start** Fall 2012
- **Completion** Spring 2014

Sustainable Features

- Will be minimum LEED Silver certified
- Architectural environmental control
- Public transportation



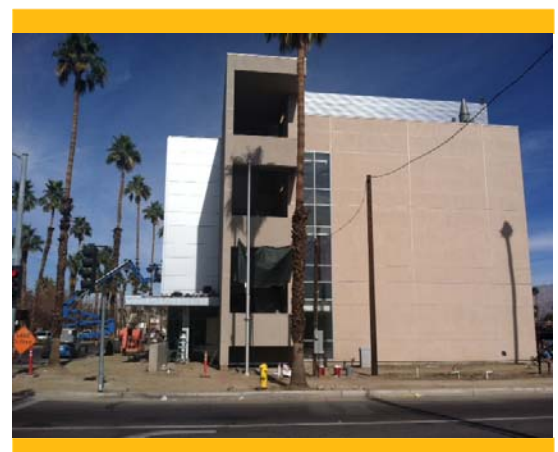
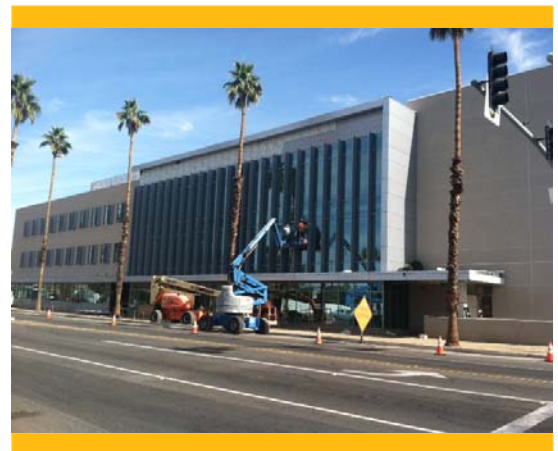
INDIO EDUCATION CENTER

PROJECT STATUS REPORT

CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$23,000,000
- Construction Budget \$16,000,000
- Expenditures To Date..... \$17,365,170
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 76%
- Percent Complete of Construction..... 97%



Project Update

- Project Schedule
 - Substantial Completion date moved to week of 2/14/14
 - Completion date 2/28/14
- Critical Path trades: FA; Won doors; pre-action fire; acoustical ceilings
 - Electrical contractor: FA pre-testing system
 - Drywall contractor: Won doors & walls, stair 3 – atrium
- Requirements remaining prior to start of Commissioning
 - Air balance to complete 2/7/14
 - Functional testing to start 2/10/14
 - Commissioning to complete 2/28
- Building metal panel installation to complete by Feb 7
- Door and electronic lockset installation to complete by Feb 7
- Concrete walkways to complete by Jan 31
- VSD approved sewer access



PROJECT STATUS REPORT

CONSTRUCTION

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Dave Hall
- **Architect** LPA Architects
Irvine, CA
- **Construction Manager** ProWest
Wildomar, CA



Fast Facts

New gymnasium, team rooms, restrooms, shower/locker rooms and maintenance facilities for the Physical Education and Athletics programs, as well as renovation of an initial structure to accommodate weight training, multipurpose rooms and faculty/staff offices for the Physical Education and Athletics programs for the campus. New tennis facilities and athletics quad.

- Total Project Budget \$23,115,238
- Project Square Footage (GSF) 26,840 sq.ft.
- Funding Source Measure B
- Construction Start Winter 2012-2013
- Targeted Completion Phase 1 Summer 2014
- Targeted Completion Phase 2 Fall 2014

Sustainable Features

- Will be minimum LEED Silver certified

PROJECT STATUS REPORT

CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$23,115,238
- Construction Budget \$19,081,410
- Expenditures To Date..... \$14,278,282
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 62%
- Percent Complete of Construction..... 48%



Project Update

Gymnasium

- Placement of concrete at north canopy complete
- Concrete placement at locker room complete
- Floor flatness test complete
- Electrical rough-in continues at locker room
- Fire sprinkler installation continues at gym; locker room complete

Fitness Center

- HVAC functional operations continues
- Floor Moisture test complete
- Installation of carpet at offices commenced
- FF&E installation scheduled for February 3.

PROJECT STATUS REPORT

CONSTRUCTION

• Address	43-500 Monterey Ave. Palm Desert, CA 92260
• Project Manager	EISPRO Gregg Capper
• Architect	Perkins & Will Los Angeles, CA
• Construction Manager	Gilbane San Diego, CA



Fast Facts

New building with offices, a multi-purpose classroom, new lab space for 2D art, photography, ceramics & screen printing classes, a wood shop, and a large outdoor yard for kilns and 3D art. It will allow the Art programs to relocate into spaces designed specifically for these programs.

- Total Project Budget \$8,515,353
- Project Square Footage (GSF) 13,710 sq.ft.
- Funding Source Measure B
- Construction Start Spring 2013
- Targeted Completion Spring 2014

Sustainable Features

- Will be minimum LEED Silver certified



PROJECT STATUS REPORT CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$ 8,515,353
- Construction Budget \$ 6,075,000
- Expenditures To Date. \$ 5,433,242
- Projected Change Order Percent. 0%
- Percent Complete of Project Cost. 64%
- Percent Complete of Construction. 96%

Project Update

- Punch list walk scheduled for early February.
- HVAC air testing & balancing complete; hydronics continues.
- Programming of fire alarm and security systems complete.
- Initialization of building network complete.
- Building final cleaning continues.
- Installation of plumbing fixtures continues.
- Installation of cabinetry continues.
- Installation of lighting and electrical conductor continues.
- Interior wall finish complete; painting continues.
- Installation of restroom partitions complete
- Installation of landscape plants and DG complete.



PROJECT STATUS REPORT

CONSTRUCTION

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Jon Zuber
- **Architect** HGA Architects
Santa Monica, CA
- **Construction Manager** Gilbane
San Diego, CA



Fast Facts

This project encompasses both the Agricultural Sciences, which will be renovated along with a new Greenhouse and Lath House, and a new Applied Sciences building that will be home to the HVAC, Drafting, Construction Technology, Natural Resources, classrooms and Labs. The Dean and Facility offices will also be in this building.

- **Total Project Budget** \$12,381,000
- **Project Square Footage (GSF)** 21,741 sq.ft.
- **Funding Source** Measure B
- **Construction Start** Summer 2013
- **Targeted Completion** Fall 2014

Sustainable Features

- Will be minimum LEED Silver certified

PROJECT STATUS REPORT CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$12,381,000
- Construction Budget \$ 8,781,000
- Expenditures To Date..... \$ 4,586,306
- Projected Change Order Percent.....0%
- Percent Complete of Project Cost.....37%
- Percent Complete of Construction..... 28%



Project Update

Ag. Building

- Construction of cabinetry and counter tops complete
- Restoration of landscape continues
- Installation of floor covering continues
- Installation of fire sprinkler piping in the street complete

Applied Science Building

- Installation for sidewalk at east side commenced
- Installation of curbs, gutters and restriping complete
- Structural steel erection continues
- Installation of masonry complete
- Installation of steel imbeds at masonry walls complete
- Construction of ADA pathway improvements continues

CHILD DEVELOPMENT CENTER

PROJECT STATUS REPORT

CONSTRUCTION

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Gregg Capper
- **Architect** HMC Architects
Ontario, CA
- **Construction Manager** None



Fast Facts

New laboratory providing direct observation of two separate early childhood groups. Support spaces for the young children and staff are included to facilitate the groups while allowing students the opportunity to monitor the interaction and behavioral development of the children.

- Total Project Budget \$5,924,000
- Project Square Footage (GSF) 10,314 sq.ft.
- Funding Source Measure B
- Construction Start Summer 2013
- Targeted Completion Spring 2014

Sustainable Features

- Will be minimum LEED Silver certified



CHILD DEVELOPMENT CENTER

PROJECT STATUS REPORT

CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$ 5,924,000
- Construction Budget \$ 4,640,078
- Expenditures To Date..... \$ 2,928,007
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 49%
- Percent Complete of Construction..... 60%



Project Update

- Installation of window frames and storefront continues.
- Installation of lath and reglits on exterior continues.
- Installation of electrical panels and pulling conductor continues.
- Installation of interior finishes continues.
- Installation of HVAC, plumbing, and electrical systems continues.
- Concrete for switchgear pads complete.
- Installation of interior insulation complete



PROJECT STATUS REPORT

CONSTRUCTION

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Fritz Gutenberg
- **Architect** PMSM Architects
Santa Barbara, CA
- **Construction Manager** None



Fast Facts

New facility that directly supports Theater Arts functions held on campus. Spaces include a scenery workshop, full costume shop, makeup studio with cast changing facilities, and music/vocal practice rooms.

- **Total Project Budget** \$2,135,000
- **Project Square Footage (GSF)** 3,346 sq.ft.
- **Funding Source** Measure B
- **Construction Start** Fall 2013
- **Targeted Completion** Spring 2014

PROJECT STATUS REPORT

CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$ 2,135,000
- Construction Budget \$ 1,610,773
- Expenditures To Date. \$ 681,754
- Projected Change Order Percent. 0%
- Percent Complete of Project Cost. 32%
- Percent Complete of Construction. 57%



Project Update

- Structural welding and foundation anchoring - (6) sections complete.
- Site grading and layout for canopy foundation commenced.
- Existing off-site hardscape and irrigation replacement complete.
- Installation of interior electrical connections and conductors commenced
- Installation of site utilities continues.
- Fabrication off-site steel canopy commenced.
- Installation of hydronic overhead shutoff valves commenced.

PROJECT STATUS REPORT CONSTRUCTION

- **Address** 43-500 Monterey Ave.
Palm Desert, CA 92260
- **Project Manager** EISPRO
Curtis Guy
- **Architect** PMSM Architects
Santa Barbara, CA
- **Construction Manager** None



Fast Facts

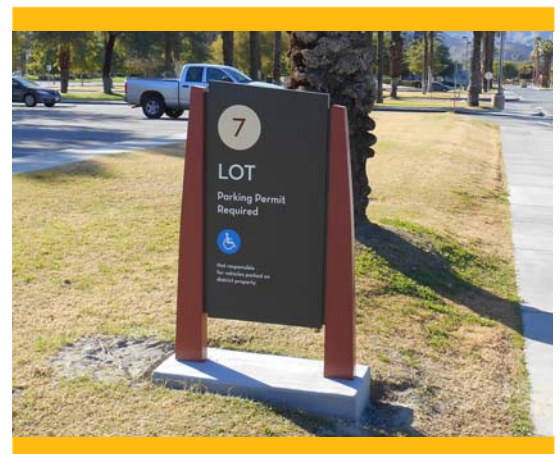
The project is to provide a comprehensive and cohesive directional sign system for pedestrian and vehicle traffic throughout the campus, including identifying various buildings, parking lots and campus functions.

- **Total Project Budget** \$500,000
- **Project Square Footage (GSF)** Exterior Site Work
- **Funding Source** Measure B
- **Construction Start** Summer 2013
- **Targeted Completion** Spring 2014

PROJECT STATUS REPORT CONSTRUCTION

Fast Financial Facts

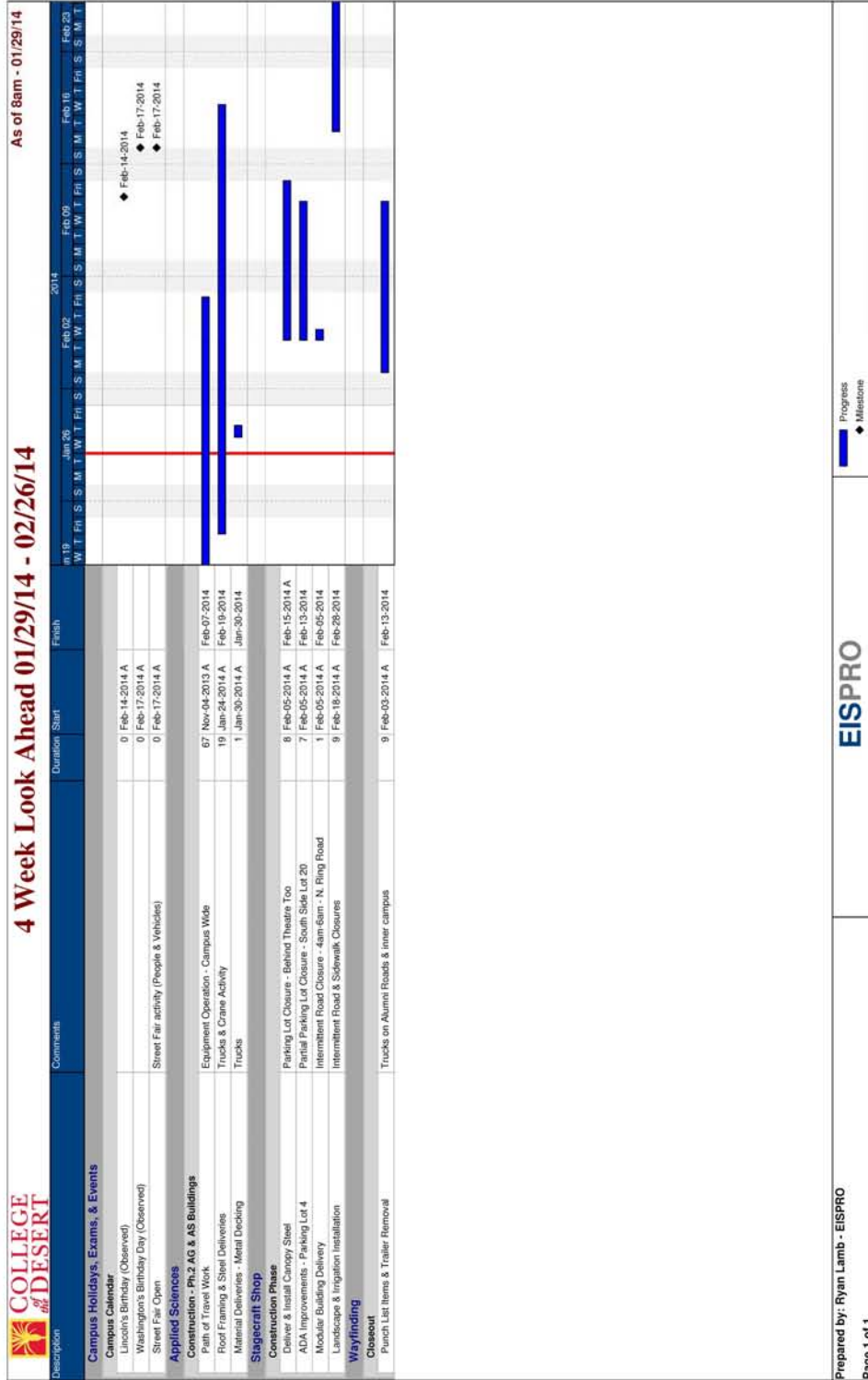
- Total Project Budget \$ 500,000
- Construction Budget \$ 395,300
- Expenditures To Date..... \$ 245,636
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 49%
- Percent Complete of Construction..... 98%



Project Update

- Punch list walk complete; combined list commenced.
- Contractor scheduled to commence correction of punch list items.

4 WEEK LOOK AHEAD



FINANCIAL REVIEW . . .

- Project Allocation Budget

COMPLETED PROJECTS

PROJECT ALLOCATION BUDGET

<u>COMPLETED PROJECTS</u>	<u>Budget</u> Bond + Other	<u>Expense</u> Bond + Other	Balance
Ag Science Project	\$105,804	\$105,804	\$0.00
Alumni Centre	\$2,714,816	\$2,714,816	\$0.00
Aquatics Swimming Pool Demolition	\$310,103	\$310,103	\$0.00
Barker Nursing Complex	\$10,973,913	\$10,973,913	\$0.00
Burn Tower	\$2,875,267	\$2,875,267	\$0.00
Business Building Renovation	\$4,598,036	\$4,598,036	\$0.00
Campus Standards & Design	\$615,343	\$615,343	\$0.00
Carol Meier Lecture Hall Roof Repair	\$317,728	\$317,728	\$0.00
Central Annex Village	\$2,308,330	\$2,308,330	\$0.00
Central Plant	\$13,127,485	\$13,127,485	\$0.00
Contractor Lay Down Area	\$724,890	\$724,890	\$0.00
Culinary Kitchen	\$410,529	\$410,529	\$0.00
Date Palm Removal	\$311,447	\$311,447	\$0.00
Desert Hot Springs	\$1,140	\$1,140	\$0.00
Diesel Mechanics Flooring	\$14,154	\$14,154	\$0.00
Dining Facility Renovation	\$5,399,910	\$5,399,910	\$0.00
Facilities Yard Improvement	\$416,825	\$416,825	\$0.00
Mecca-Thermal Interim Modulars	\$9,913,929	\$9,913,929	\$0.00
Mecca-Thermal Septic Sewer System	\$288,401	\$288,401	\$0.00
Monterey Wall & Landscaping	\$1,544,946	\$1,544,946	\$0.00
Nursing Building Renovation	\$3,538,287	\$3,538,287	\$0.00
Pavement Removal North Alumni Road	\$28,721	\$28,721	\$0.00
Ph I - Infrastructure Upgrade	\$14,512,593	\$14,512,593	\$0.00
Ph II - Infrastructure Upgrade	\$11,727,628	\$11,727,628	\$0.00
PSA Parking & Mag. Falls Entrance	\$949,794	\$949,794	\$0.00
Public Safety Academy	\$14,917,722	\$14,917,722	\$0.00
Safety/Security Improvements CDC & AR	\$256,377	\$256,377	\$0.00
Scene Shop	\$75,654	\$75,654	\$0.00
Science Labs	\$223,624	\$223,624	\$0.00
Sidewalk Repairs	\$38,846	\$38,846	\$0.00
South Annex Ph I	\$273,569	\$273,569	\$0.00
South Annex Ph II	\$1,027,825	\$1,027,825	\$0.00
South Annex Ph III - DSPS Modulars	\$646,294	\$646,294	\$0.00
South Parking Lot	\$1,004,767	\$1,004,767	\$0.00
So./No. Annex Ph I Classroom Modulars	\$1,920,155	\$1,920,155	\$0.00
Storm Drain Outlet Structure	\$1,563,111	\$1,563,111	\$0.00
Telephone Systems/VOIP Upgrade Ph I	\$964,487	\$964,487	\$0.00
Temporary Access Road	\$87,252	\$87,252	\$0.00
Temporary Dining Facility	\$752,840	\$752,840	\$0.00
Velma Dawson House Lot	\$27,500	\$27,500	\$0.00
Visual Arts Kiln Building	\$179,079	\$179,079	\$0.00
Western Parking Lot	\$2,564,965	\$2,564,965	\$0.00
Western Parking Lot Landscaping	\$266,422	\$266,422	\$0.00
Wireless Access Project	\$322,555	\$322,555	\$0.00
EXPENDED TOTAL	\$114,843,061	\$114,843,061	\$0.00

Note: All Balances Moved To Contingency



CURRENT PROJECTS

PROJECT ALLOCATION BUDGET

<u>CURRENT PROJECTS</u>	<u>Budget</u> <u>Bond + Other</u>	<u>Expense</u> <u>Bond + Other</u>	<u>Balance</u>
(2) Applied Sciences	\$12,381,000	\$4,586,306	\$7,794,694
(2) Athletic Facilities	\$23,115,238	\$14,278,282	\$8,836,956
Campus Electronic Sign	\$300,000	\$19,861	\$280,139
Campus Energy Monitoring	\$295,801	\$288,303	\$7,498
(2) Campus IT Infrastructure	\$2,600,000	\$2,488,304	\$111,696
Central Campus Redevelopment	\$37,550,000	\$1,427,832	\$36,122,168
(2) Central Plant MBCx	\$3,547,420	\$3,324,358	\$223,062
(2) Child Development Center	\$5,924,000	\$2,928,007	\$2,995,993
(1) (3) Communication Building	\$20,996,832	\$20,215,352	\$781,480
(1) Cravens Student Services Center	\$22,973,961	\$22,953,035	\$20,926
(2) CSSC Second Floor Renovation	\$150,000	\$68,426	\$81,574
(2) Demo Central Annex / Cooling Tower	\$336,262	\$253,978	\$82,284
(2) Imaging	\$400,000	\$399,040	\$960
(2) Indio Education Center	\$23,000,000	\$17,365,170	\$5,634,831
(2) Infrastructure Upgrade - Ph III	\$11,732,136	\$11,658,020	\$74,116
(2) Math Science Technology Center	\$24,747,061	\$24,034,649	\$712,411
(1) Monterey Entrance	\$5,403,168	\$5,376,681	\$26,487
RDA Small Maintenance Projects	\$1,060,108	\$915,620	\$144,488
Relocations Project	\$1,366,879	\$568,049	\$798,830
(3) Security Cameras & Emergency Phones	\$200,000	\$132,450	\$67,550
(2) Site Remediation	\$687,000	\$289,103	\$397,897
Soils Contingency	\$1,401,500	\$0	\$1,401,500
(2) Stagecraft Shop	\$2,135,000	\$681,754	\$1,453,246
(2) Visual Arts Building	\$8,515,353	\$5,433,242	\$3,082,111
Wayfinding	\$500,000	\$245,636	\$254,364
West Valley Palm Springs	\$43,000,000	\$5,429,276	\$37,570,724
SUB TOTAL	\$254,318,718	\$145,360,735	\$108,957,983

(1) Projects pending financial closeout.

(2) Budget Augmentation approved by Administration.

(3) Balance/Partial transferred to Bond Contingency.

PROJECT ALLOCATION BUDGET

<u>FUTURE PROJECTS</u>	<u>Budget</u> Bond + Other	<u>Expense</u> Bond + Other	<u>Balance</u>
East Valley Mecca/Thermal Campus	\$29,700,000	\$15,368	\$29,684,632
(2) West Valley Desert Hot Springs Ph II	\$2,500,000	\$0	\$2,500,000
SUB TOTAL	\$32,200,000	\$15,368	\$32,184,632

<u>SUMMARY OF PROJECTS</u>	<u>Budget</u> Bond + Other	<u>Expense</u> Bond + Other	<u>Balance</u>
Completed Projects	\$114,843,061	\$114,843,061	\$0
Current Projects	\$254,318,718	\$145,360,735	\$108,957,983
Future Projects	\$32,200,000	\$15,368	\$32,184,632
Bond Management and Other Fees	\$24,649,879	\$22,306,536	\$2,343,343
Contingency	\$1,746,700	\$0	\$1,746,700
TOTAL	\$427,758,358	\$282,525,699	\$145,232,658

<u>DEFERRED PROJECTS</u>	<u>Budget</u> Bond + Other	<u>Expense</u> Bond + Other	<u>Balance</u>
Art Building Re-Purpose	\$500,000	\$0	\$500,000
Construct Parking Lot Velma Dawson House	\$600,000	\$0	\$600,000
Demo East Annex / Construct Parking Lot	\$2,000,000	\$0	\$2,000,000
Diesel Mechanics / Install Parking Lot	\$2,500,000	\$0	\$2,500,000
Engineering Building Renovation	\$4,000,000	\$0	\$4,000,000
Landscaping at Fred Waring Entrance	\$1,000,000	\$0	\$1,000,000
Multi-Use Arts Facility	\$20,386,059	\$0	\$20,386,059
Parking Lot at Lay Down Area	\$1,200,000	\$0	\$1,200,000
Pollock Theater Carol Meier Renovation	\$3,940,381	\$0	\$3,940,381
Public Safety Academy Phase II	\$10,887,000	\$0	\$10,887,000
TOTAL DEFERRED PROJECTS	\$47,013,440	\$0	\$47,013,440

<u>FUNDING SOURCE</u>	<u>Totals</u>		
Bond Series "A"	\$65,000,000		
Bond Series "B"	\$57,850,000		
Bond Series "C"	\$223,648,444		
State	\$3,144,000		
RDA	\$38,634,900		
Interest	\$30,000,000		
Refunding	\$7,500,000		
Foundation	\$400,000		
Rebates	\$1,331,031		
Surety	\$249,984		
TOTAL	\$427,758,358		

UPCOMING EVENTS . . .

- **Indio Campus Grand Opening**
1:00pm—Friday, February 28, 2014