

**COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
43500 MONTEREY AVE.
PALM DESERT, CA 92260
FRIDAY, APRIL 17, 2014
MINUTES**

- I. Chair Broughton called the meeting to order at 9:34 a.m. and asked Trustee Stefan to lead the pledge of allegiance.

President Kinnamon called the roll:

Present: Trustee Becky Broughton
Trustee Michael O'Neill
Trustee Mary Jane Sanchez-Fulton – Arrived at 1:20 p.m.
Trustee Bonnie Stefan
Student Trustee Andrew Campbell – will join the meeting after closed session

Parliamentarian: Carlos Maldonado

Recorder: Lee Ann Weaver

II. CONFIRMATION OF AGENDA:

There is an addition to the agenda that came to the attention of the agency subsequent to the agenda being posted. Under the Action items, Human Resources item #1: Early Retirement Incentive Program will be added.

Consent item Human Resources #6: Educational Administrator Contract Renewal is being removed from the agenda.

Motion by Trustee Stefan, second by Trustee O'Neill, to approve the agenda as amended.

Discussion: No additional discussion.

Vote

Yes: Becky Broughton, Michael O'Neill, Bonnie Stefan, Aurora Wilson

No: None

Absent: Student Trustee Campbell, Mary Jane Sanchez-Fulton

Abstain: None

Motion carried unanimously.

III. CLOSED SESSION

- 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

No reportable action taken in closed session.

V. READING OF PROCLAMATIONS

The following proclamations were read aloud:

1. Earth Day: Melissa Hewitt, Ecologic Club President
2. Mental Health Month: Nick Alatorre, Student Worker in Student Health Services
3. Classified School Employees Week: Pam Chapman, Administrative Assistant, IT
4. Day of the Professor: Denise Diamond, Associate Professor, English
5. Asian/Pacific Islander Heritage Month: Nori Bambush, Administrative Assistant, Applied Sciences and Business
6. National Nurses Week: Dennis Daniels, Student/Faculty Liaison

These proclamations will be approved under the consent agenda later in the meeting.

VI. PUBLIC COMMENTS:

Denise Diamond complimented Nick Alatorre, the student worker who read the proclamation on Mental Health Month, on an event the Active Minds Club recently held.

VII. MINUTES

There were no corrections to the minutes of March 21, 2014 and they stand approved.

VIII. REPORTS

- A. C.O.D.A.A:** Cathy Levitt was present and gave a brief report prior to the Proclamations being read as she had class to teach.
- B. ASCOD:** Eleanor Campbell was not present.
- C. COLLEGE OF THE DESERT ALUMNI ASSOCIATION:** Jim Doyle, Vice President of the Alumni Association, was present and gave a brief report
- D. C.S.E.A.:** 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. C.O.D.F.A.: Denise Diamond was present and gave a brief report.

H. GOVERNING BOARD

Trustee O'Neill: commented on the expansions of both the east and west College of the Desert Education Centers, but specifically the west valley expansion. He thanked Mayor Steve Pougnet and the Palm Springs City Council for their support, as well as city staff that worked with us. There were many other individuals involved in the early meetings over a year ago. The group realized this was the right thing to do but he did not realize what a sensational outpouring of support and enthusiasm the college would receive from the community. He also thanked Dr. Kinnamon for his leadership. He hopes to keep the enthusiasm as we move forward.

He attended the Indio Education Center grand opening and is very pleased to hear from many areas that the impact of that site is already generating positive feedback from that community. We continue looking at options in Desert Hot Springs. We built the existing buildings at Mecca Thermal over three years ago and he would like to see us complete that center.

He also complimented the Mental Health Club. When he was on staff there was a cooperative agreement with County Mental Health and he is pleased to hear what is going on. He thanked both Denise Diamond and Nick Alatorre for their work with the club.

He congratulated the foundation on the 30/30 campaign and their outstanding commitment to the college. He expressed his thanks to everyone for all the invitations to end-of-year events.

Trustee Wilson also expressed her excitement about the possibility of the Palm Springs Campus. She agreed with Trustee O'Neill's comments about the support of the City of Palm Springs, but she also thought we need to thank our team, including Trustee O'Neill, for their leadership.

Trustee Wilson serves on the College of the Desert Friends of the Library board and the Friends recently held their spring book sale. The sale yielded over \$8,000, which will support the COD campus library. She thanked the volunteers that worked hard on the sale. The Friends will be presenting a check for \$35,000 to the COD library, which combines all the sales this year.

She attended the following:

- Foundation Agriculture event this past weekend and she commented on what a wonderful event it was. Agriculture is a large part of the Coachella Valley economy and it was great to see we are making the improvements that are needed.
- ASCOD meeting – she really enjoyed attending as she wanted to find out the challenges from the students perspective.
- Green Council meeting – the college has a contract with Coca Cola and they did a presentation on their environmental efforts. There was good discussion about the colleges recycling program.
- Invited by a Foundation Academic Angel to attend the Coeta Barker reception at the home of Carol Ammon in Bighorn. It was a great opportunity to meet the wonderful

volunteers known as the Academic Angels. The COD music department students entertained the group and were outstanding.

Trustee Stefan attended the financial literacy event at the Indio Campus. This was a wonderful event with guest speakers from the community. One of the workshops she was able to attend was on budgeting and planning, not only for college financial aid but for their future. Afterward she visited the Director of the Education Centers, Scott Cooper, and took a tour. She encountered one of her former 6th grade math students. He had explained it has taken him a long time to get back to college and was apologetic. She told him it doesn't matter when you start or how long it takes.

She congratulated the Foundation on achieving their goal with their 30/30 campaign. Some of our MESA students are participating in a statewide math tournament this morning and she wished them the best of luck. She attended the artist lecture on DesertScapes, the Alumni Street Fair and the Jazz Standards event.

Student Trustee Campbell traveled to Sacramento for the March in March and it was a great opportunity to speak with our legislators. He also attended a conference in Washington, D.C. and visited Congressman Ruiz's office to discuss Pell Grants, the Dream Act and Student/Family Tax Certification Act. ASCOD held a talent show recently and it was a great event. He commented that many people are talking about the East and West Valley campuses and agrees we need to complete the Mecca Thermal campus. He attends classes at the Indio Education Center and it is a wonderful campus. He is looking forward to seeing the Palm Springs campus take shape and hopes that this will meet the needs of the students in Desert Hot Springs. He has been involved with the ASCOD election committee. ASCOD held a forum for the candidates.

Trustee Broughton appreciates the support in completing the Mecca Thermal Campus and hopes we continue the feel of the existing buildings, and includes a wet lab. She thanked all those involved in making the offerings more rounded, which gives our students more opportunities. She is very appreciative of the Foundations successful fundraisers. She thanked those members of the college community that were her guests at the Farm to Fork event that the California Women for Agriculture holds each year. This was an opportunity for us to remember that those of us that eat and wear clothes are involved in agriculture. She attended the various events throughout the month and commented that being a trustee is an ongoing education, and isn't just attendance at Board meetings. Her emphasis this month is to help guide the board to be leaders.

I. SUPERINTENDENT/PRESIDENT

Dr. Kinnamon wanted everyone to know the amount of time and influence that Trustee O'Neill had in representing the college to City of Palm Springs and knowing the people on the Blue Ribbon Committee. Many people are involved with the west valley campus; Mayor Pougnet, David Ready, the City Council, and they all need to be applauded. He also thanked our Board of Trustees, as they took a risk with this bold and brave decision. He thanked the Desert Sun for their fair coverage, as well as the Editorial Board. Kay Hazen has been involved with the college on numerous enterprises and has been an important person in helping us with this process.

He attended the Community Assessment Committee meeting at the James O. Jesse Highlands Center in Palm Springs. This is the neighborhood adjacent to the original West Valley location. He was pleased to receive positive feedback from the members of this organization on the new location, and many felt it is the better location. We have committed to having them involved when discussing the future of the new site.

An Accreditation follow-up team was on campus this past Monday. The team pointed out the college is in a very different place now compared to the previous visit. They praised the leadership that is part of accreditation, our research function and how it has improved. They were pleased we have gone through a full planning process, integrated our budgeting process, funded priorities, and identified priority positions. They were pleasantly surprised we were able to accomplish this in two years. He is certain their report will be positive and hopes the commission views it the same.

He reported he is working closely with Tom Flavin, CEO of CVEP, and will continue to meet regularly to discuss our relationship. Our location in West Valley will compliment that relationship. He has also met with the new President from CSU San Bernardino, Dr. Morales, as well as Dr. Maynard, the Interim Dean of CSUSB-Palm Desert and the K-12 Superintendents. We do not want our educational system to be siloes and need to continue to work together to meet the needs of our students.

He had an opportunity to attend AACC in Washington, D.C. The entire conference was on student success. They had the biggest leaders nationally as the speakers. Dr. Kinnamon had dinner with one of those speakers, Terry O'Banion, who was the CEO of the League for Innovation, to talk about the Coachella Valley and our students. Mr. O'Banion is moving to this area so we will have a resource locally available to us. Dr. Kinnamon looks forward to working with him. He was also able to spend some time with John Rusch from the University of Texas at Austin, who has started a new program. He feels these are very good contacts willing to work with us on any student success plan we design.

He spoke to the recent security threat. He met with two teams from the Sheriff's Department and other agencies. They continue to monitor the situation and keep us apprised. We are confident in their handling of the situation and we continue to strengthen our security program.

Trustee O'Neill thanked Dr. Kinnamon for mentioning the James O. Jesse Highlands Community. When we initially met with them several years ago they were questioning the loss of their identity with our college moving to that site and he is pleased they are supportive of the change.

IX. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.

A. BOARD OF TRUSTEES

1. Proclamations

B. PRESIDENT

1. Approval of Sabbatical Leave Requests

C. HUMAN RESOURCES

1. Employment Group C Appointments
2. Employment Group A Appointments
3. Limited Term Interim Appointments
4. Volunteer
5. Working Out-of-Class
6. ~~Renewal of Foundation Administrator Contract~~ **Removed from agenda*
7. ~~New Job Description~~ **Moved to Action Agenda*
8. Approval of MOU – SERP – CSEA
9. Proposal from the DCCD to CTA – 1st Reading
10. Proposal from the CSEA to DCCD – 1st Reading

D. ADMINISTRATIVE SERVICES

1. Purchase Orders and Contracts for Supplies, Services and Construction
2. Warrants
3. Payroll #9
4. Out-of-State Travel
5. ~~Agreements for Special Services~~ **Moved to Action Agenda*
6. Change Orders – Measure B Bond Projects
7. Notice of Completion – Measure B Bond Project
8. Amendments to Agreements

E. STUDENT SUCCESS AND STUDENT LEARNING

1. Approval of Curriculum Modifications for Fall 2014

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

Discussion: Trustee O'Neill asked to pull Human Resources #7 and Administrative Services #5.

Vote

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

Motion carried unanimously.

X. ACTION AGENDA

A. ITEMS PULLED FROM THE CONSENT AGENDA FOR SEPARATE DISCUSSION AND CONSIDERATION

1. Human Resources #7: New Job Description

Motion by Trustee O'Neill, second by Trustee Stefan, to approve the new job description as presented.

Discussion: Trustee O'Neill commented he thinks this is wonderful and asked if there have been changes as he thought we were taking all responsibility.

Executive Vice President Anna Davies explained the original proposal of Governor Jerry Brown did reflect all adult education would be moved under the auspices of community colleges. In response to that proposal the K-12 systems statewide quickly articulated the number of challenges it would create for them in terms of facilities and capacity. Ultimately the community colleges agreed that budget would be a limiting factor. As a compromise the Governor put forward a proposal to create a planning process that would include both community college districts and adult education providers to create a statewide plan for that transition. This item is the result of an initial planning grant that our valley has perceived and this position will act as the lead facilitator of the planning process for both the college and our K-12 partners.

Trustee O'Neill asked if we produce our own plan or is there a state model we are working toward. Ms. Davies replied we are producing our own plan under the parameters set on the statewide level.

Vote

Yes: Student Trustee Campbell, Becky Broughton, Michael O'Neill, Bonnie Stefan, Aurora Wilson

No: None

Absent: Mary Jane Sanchez-Fulton

Abstain: None

Motion carried unanimously.

2. Administrative Services #5: Agreement for Special Services

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

Discussion: Trustee O'Neill has concerns about the law firm agreement. He commented that a few years ago he and Trustee Broughton were a committee and they worked to have all contracts

follow required timelines. He is unclear as to why this firm insisted we provide a contract coverage when they provided services under another contract.

Lisa Howell, Vice President Administrative Services, explained the other contract was not executed. When we tried to execute this contract for specific services they sent the pre-dated contract. The services are being provided to the college but being paid for through our risk management. We have not paid anything to this firm this entire year, which is why a contract has not come forward prior. We tried to have it dated April through June but it would require 2 separate contracts. We chose to do it this year and will go forward on a fiscal year basis.

Vote

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

Motion carried unanimously.

XI. CLOSED SESSION

1. CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION:

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

2. 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

3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent/President

XII. OPEN SESSION

No reportable action taken in closed session.

B. BOARD OF TRUSTEES

1. Resolution 041714-1: Excuse Board Member Absence

Motion by Trustee Stefan, second by Trustee Wilson, to approve the resolution as presented.

Discussion: None

Roll Call Vote

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

Motion carried unanimously.

C. PRESIDENT

- 1. Approval of Accreditation Follow-up & Mid-Term Reports – Second Reading/Approval

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

Discussion: Dr. Kinnamon met with the team on Monday and their comments were very positive. He again thanked the team that worked on the reports and everyone's efforts the last couple of years on the recommendations from accreditation.

Trustee Sanchez-Fulton thanked the faculty and staff that worked so hard on these reports, as it is critical we follow the accreditation guidelines.

Trustee Broughton agreed it was a marvelous job with many hours of work by staff.

Vote

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

Motion carried unanimously.

*This item was added at the beginning of the meeting

D. HUMAN RESOURCES

- 1. Early Retirement Incentive Program

Motion by Trustee O'Neill, second by Trustee Stefan, to approve the early retirement incentive program as presented.

Discussion: Trustee O'Neill is overwhelmed by the response to the program and is happy we are able to offer it. Trustee Broughton agreed and is happy these people can move to the next

chapter in their lives, but sad we will miss all the knowledge and hard work they have contributed to our community over the years.

Vote

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

Motion carried unanimously.

E. ADMINISTRATIVE SERVICES

1. Resolution #041714-2 Budget Adjustment

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

Discussion: Trustee O'Neill is pleased to see the state is contributing again to the categorical programs.

Roll Call Vote

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

Motion carried unanimously.

2. Budget Transfers

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

Discussion: None

Vote

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

Motion carried unanimously.

3. Public Hearing Regarding Prospective Lease of District Property

A public hearing was opened.

There were no requests to speak to this item and the public hearing was closed.

4. Request for Waivers from Board of Governors

Motion by Trustee Stefan, second by Trustee O'Neill, to approve the request for waivers as presented.

Discussion: Trustee O'Neill asked if it would stop the process if we did not get the waiver.

Mr. David Cohan from PeaksCo LLC, explained that it would stop the process. This sets up an entity purely for the structure of the new market tax credit transaction. He said another community college has also done this and it was approved as a consent agenda item.

Vote

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

No: None

Absent: None

Abstain: None

Motion carried unanimously.

5. Notice of Intent to Award Contracts for the Athletic Facilities Project – Tennis Courts

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

Discussion: None.

Vote

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

No: None

Absent: None

Abstain: None

Motion carried unanimously.

XIII. STUDY SESSION

1. Facilitator for Professional Development

Chair Broughton reported the Board has been discussing facilitators for a retreat or study session in the future. A list of possible facilitators was distributed last month. An additional list was distributed today and the members were asked to vote for three facilitators and email those choices to the Board's Assistant.

The next step in this process is for the Board to choose the board's goals and these draft goals will be part of a future study session. She asked the members to keep in mind that the Board goals should align with the college's.

The Chair pointed out that each member's binder has a copy of the college's mission/vision/24 month agenda and asked they be left in the binders. The Board's goals will be added when complete.

Chair Broughton suggested the Board also schedule a study session within this calendar year. She suggests this study session be based on the Board's actions and how it help or hurts accreditation.

Trustee O'Neill thanked the Chair for taking the leadership on this as the last couple of years there have been many issues the Board has had to work through and it's good we can now focus on our goals and objectives.

Chair Broughton also said when Trustee Stefan was Chair last she has instituted a process for teams of two Board members to meet with upper level administration on a regular basis. Trustee Stefan would like to return to these meetings as it is a great opportunity to learn about the different areas.

*Education Centers will be presented at a future meeting

XII. ADJOURN

There were no objections to adjourning the meeting. Meeting adjourned at 2:00


By: Mary Jane Sanchez-Fulton, Clerk

**DESERT COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

Meeting Date: 4/17/2014

AREA: Human Resources

ITEM #: 1

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

TITLE: EARLY RETIREMENT INCENTIVE PROGRAM

BACKGROUND:

At the regularly scheduled meeting of the Desert Community College District on March 21, 2014, the Board adopted Resolution Number 032114-3 adopting the PARS Supplementary Retirement Plan. Further, the Board authorized the District to move forward with its exploration of the viability of offering the plan, dependent in part on the financial consequences of implementation of the plan.

The District has received a final analysis* (which includes the names, positions, titles, and salaries of those employees who would wish to participate in the plan) and report from PARS, the company administering the plan. Based upon that analysis and report, the District is desirous of implementing the plan.

FISCAL IMPLICATIONS:

Implementation of the plan will result in both short term and long term financial savings to the District.

RECOMMENDATION:

Board of Trustees approves implementation of the Early Retirement Incentive to the employees who have voluntarily elected to participate.

*Attached hereto with names redacted.

Administrator Initiating Item: Stan Dupree
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Cabinet Review & Approval: 4/15/2014 Chair & Vice Chair Review:
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**PARS, PUBLIC AGENCY RETIREMENT SERVICES
 SUPPLEMENTARY RETIREMENT PLAN (SRP)
 ENROLLMENT LIST
 DATE: 4/14/2014**

AGENCY: Desert Community College District

Faculty

	EMPLOYEE NAME	FINAL PAY	OPTION	PROJ. AMT	OPT. 2 BENE %
1		\$92,055.25	5	\$1,293.74	
2		\$100,997.71	5	\$1,419.41	
3		\$106,086.50	5	\$1,490.93	
4		\$99,905.75	5	\$1,404.07	
5		\$95,898.25	5	\$1,347.74	
6		\$108,440.50	2	\$395.68	100%
7		\$104,086.50	5	\$1,462.82	
8		\$114,197.71	5	\$1,604.92	
9		\$99,905.75	5	\$1,404.07	
10		\$109,690.50	5	\$1,541.58	
11		\$92,055.25	5	\$1,293.74	

Educational Administrators

	EMPLOYEE NAME	FINAL PAY	OPTION	PROJ. AMT	OPT. 2 BENE %
1					
2					
3					
4					
5					

Classified Non-Management

	EMPLOYEE NAME	FINAL PAY	OPTION	PROJ. AMT	OPT. 2 BENE %
1		\$62,616.00	5	\$880.00	
2		\$59,976.00	5	\$842.90	
3		\$79,888.20	5	\$1,122.74	
4		\$68,940.00	1	\$287.02	
5		\$58,776.00	5	\$826.03	
6		\$48,570.00	5	\$682.60	
7		\$52,415.00	5	\$736.64	
8		\$58,776.00	5	\$826.03	
9		\$60,396.00	7	\$613.37	
10		\$63,636.00	7	\$646.27	
11		\$43,860.00	5	\$616.40	

Classified Administrators

	EMPLOYEE NAME	FINAL PAY	OPTION	PROJ. AMT	OPT. 2 BENE %
1		\$109,846.08	5	\$1,543.77	
2		\$139,803.84	5	\$1,964.79	
3		\$119,831.28	5	\$1,684.10	
4		\$97,549.68	5	\$1,370.95	
5		\$109,846.08	5	\$1,543.77	

Confidential Staff

	EMPLOYEE NAME	FINAL PAY	OPTION	PROJ. AMT	OPT. 2 BENE %
1		\$79,888.20	5	\$1,122.74	
2					
3					
4					
5					

Desert Community College District

Post-Analysis Report: April 14, 2014

PARS SUPPLEMENTARY RETIREMENT PLAN

The primary objective of a retirement incentive is to increase and accelerate the retirement rate over and above natural attrition in order to facilitate specific District objectives such as personnel restructuring, fiscal savings, etc. Fiscal savings are achieved by replacing the retiring employee, who is typically at the top of the salary schedule, with a replacement employee at the bottom of the salary schedule. With retirement incentives involving faculty, the resulting salary differential from replacing full-time faculty with part-time adjunct faculty is sufficient to pay for the costs of the plan and generate additional savings over and above natural attrition.

ANALYSIS METHOD OF CALCULATION

The analysis compares the savings projected over a five-year period from offering the PARS Supplementary Retirement Plan (SRP) during the 2013-14 academic year to the savings expected over the same period if natural attrition runs its normal course. The analysis examines current and future costs and compensation differentials, including projections of all compensation and benefit increases. This analysis has been used nationwide for well over one thousand plans, and is a well-accepted model of calculation.

The basic model of calculation is as follows:

	Total Compensation Differential between Retiring Employee and Replacement Employee
-	Retirement Health Care Cost
-	Retirement Incentive Cost
-	Current Natural Attrition
-	Future Loss in Natural Attrition
+	Savings due to Non-Replacements
=	NET SAVINGS (COST)

Assumptions

Eligibility Requirements	<p><u>Faculty & Educational Administrators</u></p> <ul style="list-style-type: none"> • Age 55 with 5 years of District service or Age 50 with 30 years of service <p><u>Classified Non-Management, Classified Administrators and Confidential Employees</u></p> <ul style="list-style-type: none"> • Age 50 with 5 years of District service <p><u>Resignation from District employment effective:</u></p> <ul style="list-style-type: none"> • June 30, 2014
Benefit Level	<p>85% of Final Pay Spend Amount</p> <p><i>* 2013-14 Contract Salary multiplied by current FTE.</i></p>
Replacement Salaries	<p>Full-Time Faculty: \$66,435*</p> <p>Educational Administrators: 84.82% (Step 6)</p> <p>Classified Non-Management: 67.68% (Step A)</p> <p>Class. Administrators & CONF: 84.82% (Step 6)</p> <p><i>*Based on PARS New Hire Study.</i></p>
Adjunct Faculty	<p>Adjunct Salary: \$33,973.02</p> <p>Adjunct Hourly Rate: \$54.27</p> <p>Total Adjunct Hours: 626</p> <p>Health Care Costs: \$0</p>
Health Care Costs	<p>Active Employee: \$15,000</p> <p>Retired Employee: \$15,000</p> <p>Health Care COLA: 5.00%</p>
PARS Plan Funding	<p>5 years</p>
Replacement of Positions	<p>100% to 0% replacement of positions, in varying increments</p>



**DESERT COMMUNITY COLLEGE DISTRICT
RESOLUTION 041714-1**

WHEREAS, Board Policy 2725, Board Member Compensation, states that members of the Board of Trustees who attend all agendaized Board meetings shall receive a stipend of \$240 per month for attendance at Board meetings; and

WHEREAS, A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board; and

WHEREAS, the Board of Trustees held its monthly meeting on March 21, 2014; and

WHEREAS, Student Trustee Andrew Campbell was absent from the meeting of the Board of Trustees due to a family emergency.

NOW, THEREFORE, BE IT RESOLVED, that the above-noted absence of Student Trustee Andrew Campbell is excused and that, in accordance with the applicable provisions of the Education Code, no reduction in monthly compensation will be made for the absences.

The foregoing resolution was adopted this 17th day of April, 2014 at a regular meeting of the governing board hereof by the following vote:

AYES: 5

NOES: 0

ABSENT: 0

ABSTAINING: 1

As Clerk of the Governing Board of the Desert Community College District of Riverside County, California, I hereby certify that the above and foregoing resolution was duly adopted by the board at a regular meeting thereof on the 17th day of March, 2014, and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 17th day of April, 2014.

A handwritten signature in black ink that reads "Mary Jane Sanchez-Fulton".
Mary Jane Sanchez-Fulton
Clerk, Governing Board

RIVERSIDE COUNTY OFFICE OF EDUCATION

COMMUNITY COLLEGE DISTRICTS

RESOLUTION #041714-2 FOR BUDGET ADJUSTMENTS

WHEREAS the governing board of the Desert Community College District has determined that income in the amount of \$77,476.00 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 April 17, 2014.


Secretary, Board of Trustees or
Authorized Agent of the Board

Academic Senate Board Report

April 2014

The end of the semester is fast approaching! Here is an update on some of the things going on with Faculty:

1. The 7 full-time faculty hiring committees are in full swing, soon candidates will be forwarded to the President.
2. The 8 Student Success Plan co-chairs have been selected, the teams are being formed and they are beginning to meet.
3. The Senate has elected:
 - a. Carl Farmer-Curriculum Chair
 - b. Bert Bitanga-Outcomes and Assessment Chair
 - c. Kim Dozier-Ed Policies Chair
 - d. Leif Jordan-Faculty of the Year
4. Additional work being done:
 - a. The Senate has passed a revised Faculty Emeritus procedure and additions to the Distance Ed procedures
 - b. There is a dual enrollment advisory meeting next week and a consortium meeting in May that faculty will be involved with.
 - c. The prerequisite procedures are going to the full Senate

Thank you Dr. Kinnamon for approving 3 sabbaticals!

The Senate would like to thank the Foundation for their successful Changing Lives campaign. It is truly amazing what they did.

It is exciting to hear that we passed the accreditation review. Great job to all involved!

As an Automotive Faculty member, I would like to recognize and thank my favorite Administrative Assistant Nori Bambusch, without whom I wouldn't be where I am today. And as Senate President I would like to recognize and thank my favorite Senate Administrative Assistant, Cheryl Contopulous who helps keep me sane. To each and every administrative assistant, thank you!

Thank you again for this opportunity.

Board of Trustees Report

April 17th meeting

The Faculty Association acknowledges the District's agenda item, set on today's agenda, for bargaining with the full time faculty.

The challenge that the April sun shining creates is bargaining before the faculty leave for summer. During the summer, the Association is not in touch with the faculty.

As we understand it, the District is using an attorney from northern California on the Bargaining Team. Why, we don't know, but the District can certainly use long distance attorneys even if that seems to contribute to delay dates for bargaining for the full time and the part time associations.

There is more discussion on Dual Enrollment with a meeting set for early May with Executive Cabinet. The Academic Senate will be presented with a Resolution later today from the faculty, which again reiterates the faculty perspective that Dual Enrollment requires faculty involvement at all levels and transparency.

The recent issue with the threatening language on a picnic bench has made the campus more aware of our safety needs and communication process. There has been much discussion and we look forward to supporting an action plan that includes the ability for classrooms to be locked from the inside, as well as buildings being locked in a more immediate fashion than they currently are. Issues such as Evacuation signage and protocol procedures have been brought to the attention of the appropriate administrators. Though it will be costly to equip more than 800 campus doors with an effective lock system, we believe by working together we, the campus community, can get the job done. The Association supports safety drills and presentations on procedures for emergencies.

I look forward to sharing with the Board some of the many achievements of the 11 faculty who have decided to take the early retirement program, pending Board approval. College of the Desert is fortunate to attract dedicated and talented faculty who have made a career of teaching here in the Coachella Valley.

Desert Community College District
Board of Trustees Meeting
April 17, 2014
CODAA Report

CODAA would like to join the other groups and individuals who are excited about the potential location of the West Valley campus in the Palm Springs Mall. We believe the location is ideally suited to our students' needs and we hope that plans move forward successfully.

Once again we need to express our concern over the timing of our negotiations, which are not scheduled to begin until May. Given the delay in starting the process we hope that when they begin, the administration will move quickly and cooperate in resolving issues timely and in good faith.

Finally, we are submitting another article on the working conditions of adjuncts in higher education. Attached is "How America's Great University System Is Getting Destroyed" by Noam Chomsky. Chomsky is Professor Emeritus at Massachusetts Institute of Technology. He is a noted linguist, philosopher, cognitive scientist, logician, political commentator and activist, is sometimes described as the "father of modern linguistics" and is also a major figure in analytic philosophy. Please take the time to read his thoughts as many of his ideas apply directly to the current conditions Adjuncts face at College of the Desert.

How America's Great University System Is Getting Destroyed

February 28, 2014 |

The following are excerpts of an edited transcript of remarks given by Noam Chomsky via Skype on February 4, 2014 to a gathering of members and allies of the Adjunct Faculty Association of the United Steelworkers in Pittsburgh, PA. The transcript was prepared by Robin J. Sowards and edited by Prof. Chomsky.

On hiring faculty off the tenure track

That's part of the business model. It's the same as hiring temps in industry or what they call "associates" at Wal-Mart, employees that aren't owed benefits. It's a part of a corporate business model designed to reduce labor costs and to increase labor servility. When universities become corporatized, as has been happening quite systematically over the last generation as part of the general neoliberal assault on the population, their business model means that what matters is the bottom line. The effective owners are the trustees (or the legislature, in the case of state universities), and they want to keep costs down and make sure that labor is docile and obedient. The way to do that is, essentially, temps. Just as the hiring of temps has gone way up in the neoliberal period, you're getting the same phenomenon in the universities. The idea is to divide society into two groups. One group is sometimes called the "plutonomy" (a term used by Citibank when they were advising their investors on where to invest their funds), the top sector of wealth, globally but concentrated mostly in places like the United States. The other group, the rest of the population, is a "precariat," living a precarious existence.

This idea is sometimes made quite overt. So when Alan Greenspan was testifying before Congress in 1997 on the marvels of the economy he was running, he said straight out that one of the bases for its economic success was imposing what he called "greater worker insecurity." If workers are more insecure, that's very "healthy" for the society, because if workers are insecure they won't ask for wages, they won't go on strike, they won't call for benefits; they'll serve the masters gladly and passively. And that's optimal for corporations' economic health. At the time, everyone regarded Greenspan's comment as very reasonable, judging by the lack of reaction and the great acclaim he enjoyed. Well, transfer that to the universities: how do you ensure "greater worker insecurity"? Crucially, by not guaranteeing employment, by keeping people hanging on a limb than can be sawed off at any time, so that they'd better shut up, take tiny salaries, and do their work; and if they get the gift of being allowed to serve under miserable conditions for another year, they should welcome it and not ask for any more. That's the way you keep societies efficient and healthy from the point of view of the corporations. And as universities move towards a corporate business model, precarity is exactly what is being imposed. And we'll see more and more of it.

That's one aspect, but there are other aspects which are also quite familiar from private

industry, namely a large increase in layers of administration and bureaucracy. If you have to control people, you have to have an administrative force that does it. So in US industry even more than elsewhere, there's layer after layer of management—a kind of economic waste, but useful for control and domination. And the same is true in universities. In the past 30 or 40 years, there's been a very sharp increase in the proportion of administrators to faculty and students; faculty and students levels have stayed fairly level relative to one another, but the proportion of administrators have gone way up. There's a very good book on it by a well-known sociologist, Benjamin Ginsberg, called *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters* (Oxford University Press, 2011), which describes in detail the business style of massive administration and levels of administration—and of course, very highly-paid administrators. This includes professional administrators like deans, for example, who used to be faculty members who took off for a couple of years to serve in an administrative capacity and then go back to the faculty; now they're mostly professionals, who then have to hire sub-deans, and secretaries, and so on and so forth, a whole proliferation of structure that goes along with administrators. All of that is another aspect of the business model.

But using cheap labor—and vulnerable labor—is a business practice that goes as far back as you can trace private enterprise, and unions emerged in response. In the universities, cheap, vulnerable labor means adjuncts and graduate students. Graduate students are even more vulnerable, for obvious reasons. The idea is to transfer instruction to precarious workers, which improves discipline and control but also enables the transfer of funds to other purposes apart from education. The costs, of course, are borne by the students and by the people who are being drawn into these vulnerable occupations. But it's a standard feature of a business-run society to transfer costs to the people. In fact, economists tacitly cooperate in this. So, for example, suppose you find a mistake in your checking account and you call the bank to try to fix it. Well, you know what happens. You call them up, and you get a recorded message saying “We love you, here's a menu.” Maybe the menu has what you're looking for, maybe it doesn't. If you happen to find the right option, you listen to some music, and every once and a while a voice comes in and says “Please stand by, we really appreciate your business,” and so on. Finally, after some period of time, you may get a human being, who you can ask a short question to. That's what economists call “efficiency.” By economic measures, that system reduces labor costs to the bank; of course it imposes costs on you, and those costs are multiplied by the number of users, which can be enormous—but that's not counted as a cost in economic calculation. And if you look over the way the society works, you find this everywhere. So the university imposes costs on students and on faculty who are not only untenured but are maintained on a path that guarantees that they will have no security. All of this is perfectly natural within corporate business models. It's harmful to education, but education is not their goal.

In fact, if you look back farther, it goes even deeper than that. If you go back to the early 1970s when a lot of this began, there was a lot of concern pretty much across the political spectrum over the activism of the 1960s; it's commonly called “the time of troubles.” It

was a “time of troubles” because the country was getting civilized, and that’s dangerous. People were becoming politically engaged and were trying to gain rights for groups that are called “special interests,” like women, working people, farmers, the young, the old, and so on. That led to a serious backlash, which was pretty overt. At the liberal end of the spectrum, there’s a book called *The Crisis of Democracy: Report on the Governability of Democracies to the Trilateral Commission*, Michel Crozier, Samuel P. Huntington, Joji Watanuki (New York University Press, 1975), produced by the Trilateral Commission, an organization of liberal internationalists. The Carter administration was drawn almost entirely from their ranks. They were concerned with what they called “the crisis of democracy,” namely that there’s too much democracy. In the 1960s there were pressures from the population, these “special interests,” to try to gain rights within the political arena, and that put too much pressure on the state—you can’t do that. There was one special interest that they left out, namely the corporate sector, because its interests are the “national interest”; the corporate sector is supposed to control the state, so we don’t talk about them. But the “special interests” were causing problems and they said “we have to have more moderation in democracy,” the public has to go back to being passive and apathetic. And they were particularly concerned with schools and universities, which they said were not properly doing their job of “indoctrinating the young.” You can see from student activism (the civil rights movement, the anti-war movement, the feminist movement, the environmental movements) that the young are just not being indoctrinated properly.

Well how do you indoctrinate the young? There are a number of ways. One way is to burden them with hopelessly heavy tuition debt. Debt is a trap, especially student debt, which is enormous, far larger than credit card debt. It’s a trap for the rest of your life because the laws are designed so that you can’t get out of it. If a business, say, gets in too much debt it can declare bankruptcy, but individuals can almost never be relieved of student debt through bankruptcy. They can even garnish social security if you default. That’s a disciplinary technique. I don’t say that it was consciously introduced for the purpose, but it certainly has that effect. And it’s hard to argue that there’s any economic basis for it. Just take a look around the world: higher education is mostly free. In the countries with the highest education standards, let’s say Finland, which is at the top all the time, higher education is free. And in a rich, successful capitalist country like Germany, it’s free. In Mexico, a poor country, which has pretty decent education standards, considering the economic difficulties they face, it’s free. In fact, look at the United States: if you go back to the 1940s and 50s, higher education was pretty close to free. The GI Bill gave free education to vast numbers of people who would never have been able to go to college. It was very good for them and it was very good for the economy and the society; it was part of the reason for the high economic growth rate. Even in private colleges, education was pretty close to free. Take me: I went to college in 1945 at an Ivy League university, University of Pennsylvania, and tuition was \$100. That would be maybe \$800 in today’s dollars. And it was very easy to get a scholarship, so you could live at home, work, and go to school and it didn’t cost you anything. Now it’s outrageous. I have grandchildren in college, who have to pay for their tuition and work and it’s almost impossible. For the students that is a disciplinary technique.

And another technique of indoctrination is to cut back faculty-student contact: large classes, temporary teachers who are overburdened, who can barely survive on an adjunct salary. And since you don't have any job security you can't build up a career, you can't move on and get more. These are all techniques of discipline, indoctrination, and control. And it's very similar to what you'd expect in a factory, where factory workers have to be disciplined, to be obedient; they're not supposed to play a role in, say, organizing production or determining how the workplace functions—that's the job of management. This is now carried over to the universities. And I think it shouldn't surprise anyone who has any experience in private enterprise, in industry; that's the way they work.

On how higher education ought to be

First of all, we should put aside any idea that there was once a "golden age." Things were different and in some ways better in the past, but far from perfect. The traditional universities were, for example, extremely hierarchical, with very little democratic participation in decision-making. One part of the activism of the 1960s was to try to democratize the universities, to bring in, say, student representatives to faculty committees, to bring in staff to participate. These efforts were carried forward under student initiatives, with some degree of success. Most universities now have some degree of student participation in faculty decisions. And I think those are the kinds of things we should be moving towards: a democratic institution, in which the people involved in the institution, whoever they may be (faculty, students, staff), participate in determining the nature of the institution and how it runs; and the same should go for a factory.

These are not radical ideas, I should say. They come straight out of classical liberalism. So if you read, for example, John Stuart Mill, a major figure in the classical liberal tradition, he took it for granted that workplaces ought to be managed and controlled by the people who work in them—that's freedom and democracy (see, e.g., John Stuart Mill, *Principles of Political Economy*, book 4, ch. 7). We see the same ideas in the United States. Let's say you go back to the Knights of Labor; one of their stated aims was "To establish co-operative institutions such as will tend to supersede the wage-system, by the introduction of a co-operative industrial system" ("Founding Ceremony" for newly-organized Local Associations). Or take someone like, John Dewey, a mainstream 20th-century social philosopher, who called not only for education directed at creative independence in schools, but also worker control in industry, what he called "industrial democracy." He says that as long as the crucial institutions of the society (like production, commerce, transportation, media) are not under democratic control, then "politics [will be] the shadow cast on society by big business" (John Dewey, "The Need for a New Party"[1931]). This idea is almost elementary, it has deep roots in American history and in classical liberalism, it should be second nature to working people, and it should apply the same way to universities. There are some decisions in a university where you don't want to have [democratic transparency because] you have to preserve student privacy, say, and there are various kinds of sensitive issues, but on much of the normal activity of the university, there is no reason why direct participation can't be not only legitimate but helpful. In my department, for example, for 40 years we've had

student representatives helpfully participating in department meetings.

On “shared governance” and worker control

The university is probably the social institution in our society that comes closest to democratic worker control. Within a department, for example, it's pretty normal for at least the tenured faculty to be able to determine a substantial amount of what their work is like: what they're going to teach, when they're going to teach, what the curriculum will be. And most of the decisions about the actual work that the faculty is doing are pretty much under tenured faculty control. Now of course there is a higher level of administrators that you can't overrule or control. The faculty can recommend somebody for tenure, let's say, and be turned down by the deans, or the president, or even the trustees or legislators. It doesn't happen all that often, but it can happen and it does. And that's always a part of the background structure, which, although it always existed, was much less of a problem in the days when the administration was drawn from the faculty and in principle recallable. Under representative systems, you have to have someone doing administrative work but they should be recallable at some point under the authority of the people they administer. That's less and less true. There are more and more professional administrators, layer after layer of them, with more and more positions being taken remote from the faculty controls. I mentioned before *The Fall of the Faculty* by Benjamin Ginsberg, which goes into a lot of detail as to how this works in the several universities he looks at closely: Johns Hopkins, Cornell, and a couple of others.

Meanwhile, the faculty are increasingly reduced to a category of temporary workers who are assured a precarious existence with no path to the tenure track. I have personal acquaintances who are effectively permanent lecturers; they're not given real faculty status; they have to apply every year so that they can get appointed again. These things shouldn't be allowed to happen. And in the case of adjuncts, it's been institutionalized: they're not permitted to be a part of the decision-making apparatus, and they're excluded from job security, which merely amplifies the problem. I think staff ought to also be integrated into decision-making, since they're also a part of the university. So there's plenty to do, but I think we can easily understand why these tendencies are developing. They are all part of imposing a business model on just about every aspect of life. That's the neoliberal ideology that most of the world has been living under for 40 years. It's very harmful to people, and there has been resistance to it. And it's worth noticing that two parts of the world, at least, have pretty much escaped from it, namely East Asia, where they never really accepted it, and South America in the past 15 years.

On the alleged need for “flexibility”

“Flexibility” is a term that's very familiar to workers in industry. Part of what's called “labor reform” is to make labor more “flexible,” make it easier to hire and fire people. That's, again, a way to ensure maximization of profit and control. “Flexibility” is

supposed to be a good thing, like “greater worker insecurity.” Putting aside industry where the same is true, in universities there’s no justification. So take a case where there’s under-enrollment somewhere. That’s not a big problem. One of my daughters teaches at a university; she just called me the other night and told me that her teaching load is being shifted because one of the courses that was being offered was under-enrolled. Okay, the world didn’t to an end, they just shifted around the teaching arrangements—you teach a different course, or an extra section, or something like that. People don’t have to be thrown out or be insecure because of the variation in the number of students enrolling in courses. There are all sorts of ways of adjusting for that variation. The idea that labor should meet the conditions of “flexibility” is just another standard technique of control and domination. Why not say that administrators should be thrown out if there’s nothing for them to do that semester, or trustees—what do they have to be there for? The situation is the same with top management in industry: if labor has to be flexible, how about management? Most of them are pretty useless or even harmful anyway, so let’s get rid of them. And you can go on like this. Just to take the news from the last couple of days, take, say, Jamie Dimon, the CEO of JP Morgan Chase bank: he just got a pretty substantial raise, almost double his salary, out of gratitude because he had saved the bank from criminal charges that would have sent the management to jail; he got away with only \$20 billion in fines for criminal activities. Well I can imagine that getting rid of somebody like that might be helpful to the economy. But that’s not what people are talking about when they talk about “labor reform.” It’s the working people who have to suffer, and they have to suffer by insecurity, by not knowing where tomorrow’s piece of bread is going to come from, and therefore be disciplined and obedient and not raise questions or ask for their rights. That’s the way that tyrannical systems operate. And the business world is a tyrannical system. When it’s imposed on the universities, you find it reflects the same ideas. This shouldn’t be any secret.

On the purpose of education

These are debates that go back to the Enlightenment, when issues of higher education and mass education were really being raised, not just education for the clergy and aristocracy. And there were basically two models discussed in the 18th and 19th centuries. They were discussed with pretty evocative imagery. One image of education was that it should be like a vessel that is filled with, say, water. That’s what we call these days “teaching to test”: you pour water into the vessel and then the vessel returns the water. But it’s a pretty leaky vessel, as all of us who went through school experienced, since you could memorize something for an exam that you had no interest in to pass an exam and a week later you forgot what the course was about. The vessel model these days is called “no child left behind,” “teaching to test,” “race to top,” whatever the name may be, and similar things in universities. Enlightenment thinkers opposed that model.

The other model was described as laying out a string along which the student progresses in his or her own way under his or her own initiative, maybe moving the string, maybe deciding to go somewhere else, maybe raising questions. Laying out the string means imposing some degree of structure. So an educational program, whatever it may be, a

course on physics or something, isn't going to be just anything goes; it has a certain structure. But the goal of it is for the student to acquire the capacity to inquire, to create, to innovate, to challenge—that's education. One world-famous physicist, in his freshman courses if he was asked "what are we going to cover this semester?", his answer was "it doesn't matter what we cover, it matters what you discover." You have gain the capacity and the self-confidence for that matter to challenge and create and innovate, and that way you learn; that way you've internalized the material and you can go on. It's not a matter of accumulating some fixed array of facts which then you can write down on a test and forget about tomorrow.

These are two quite distinct models of education. The Enlightenment ideal was the second one, and I think that's the one that we ought to be striving towards. That's what real education is, from kindergarten to graduate school. In fact there are programs of that kind for kindergarten, pretty good ones.

On the love of teaching

We certainly want people, both faculty and students, to be engaged in activity that's satisfying, enjoyable, challenging, exciting—and I don't really think that's hard. Even young children are creative, inquisitive, they want to know things, they want to understand things, and unless that's beaten out of your head it stays with you the rest of your life. If you have opportunities to pursue those commitments and concerns, it's one of the most satisfying things in life. That's true if you're a research physicist, it's true if you're a carpenter; you're trying to create something of value and deal with a difficult problem and solve it. I think that's what makes work the kind of thing you want to do; you do it even if you don't have to do it. In a reasonably functioning university, you find people working all the time because they love it; that's what they want to do; they're given the opportunity, they have the resources, they're encouraged to be free and independent and creative—what's better? That's what they love to do. And that, again, can be done at any level.

It's worth thinking about some of the imaginative and creative educational programs that are being developed at different levels. So, for example, somebody just described to me the other day a program they're using in high schools, a science program where the students are asked an interesting question: "How can a mosquito fly in the rain?" That's a hard question when you think about it. If something hit a human being with the force of a raindrop hitting a mosquito it would absolutely flatten them immediately. So how come the mosquito isn't crushed instantly? And how can the mosquito keep flying? If you pursue that question—and it's a pretty hard question—you get into questions of mathematics, physics, and biology, questions that are challenging enough that you want to find an answer to them.

That's what education should be like at every level, all the way down to kindergarten,

literally. There are kindergarten programs in which, say, each child is given a collection of little items: pebbles, shells, seeds, and things like that. Then the class is given the task of finding out which ones are the seeds. It begins with what they call a “scientific conference”: the kids talk to each other and they try to figure out which ones are seeds. And of course there’s some teacher guidance, but the idea is to have the children think it through. After a while, they try various experiments and they figure out which ones are the seeds. At that point, each child is given a magnifying glass and, with the teacher’s help, cracks a seed and looks inside and finds the embryo that makes the seed grow. These children learn something—really, not only something about seeds and what makes things grow; but also about how to discover. They’re learning the joy of discovery and creation, and that’s what carries you on independently, outside the classroom, outside the course.

The same goes for all education up through graduate school. In a reasonable graduate seminar, you don’t expect students to copy it down and repeat whatever you say; you expect them to tell you when you’re wrong or to come up with new ideas, to challenge, to pursue some direction that hadn’t been thought of before. That’s what real education is at every level, and that’s what ought to be encouraged. That ought to be the purpose of education. It’s not to pour information into somebody’s head which will then leak out but to enable them to become creative, independent people who can find excitement in discovery and creation and creativity at whatever level or in whatever domain their interests carry them.

On using corporate rhetoric against corporatization

This is kind of like asking how you should justify to the slave owner that people shouldn’t be slaves. You’re at a level of moral inquiry where it’s probably pretty hard to find answers. We are human beings with human rights. It’s good for the individual, it’s good for the society, it’s even good for the economy, in the narrow sense, if people are creative and independent and free. Everyone benefits if people are able to participate, to control their fate, to work with each other—that may not maximize profit and domination, but why should we take those to be values to be concerned about?



COLLEGE
of the **DESERT**

Capital Projects Report

to the

Board of Trustees

April 17, 2014

EISPRO

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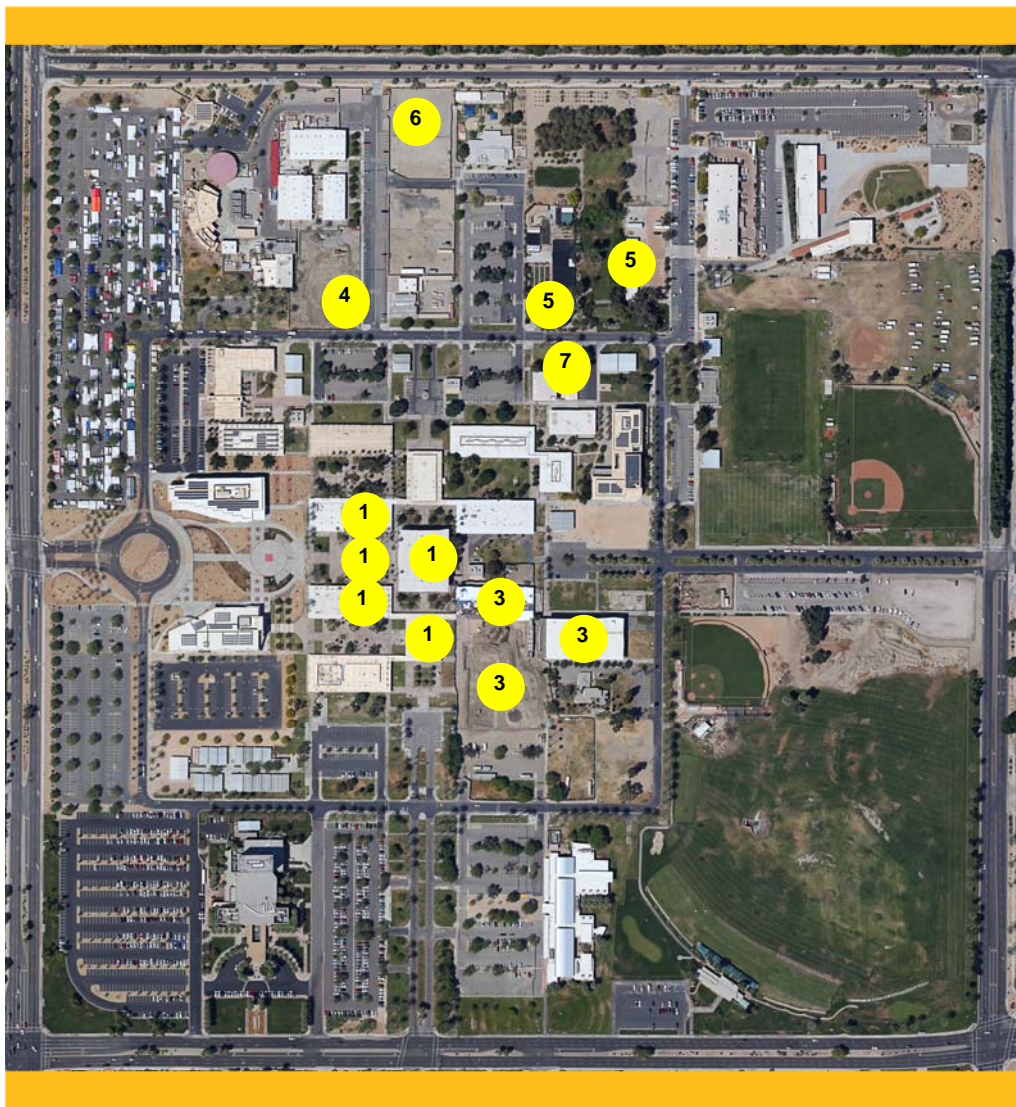


Projects in Programming & Design

- 1 Central Campus Redevelopment

Current Construction Projects

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



PROJECTS IN DESIGN . . .

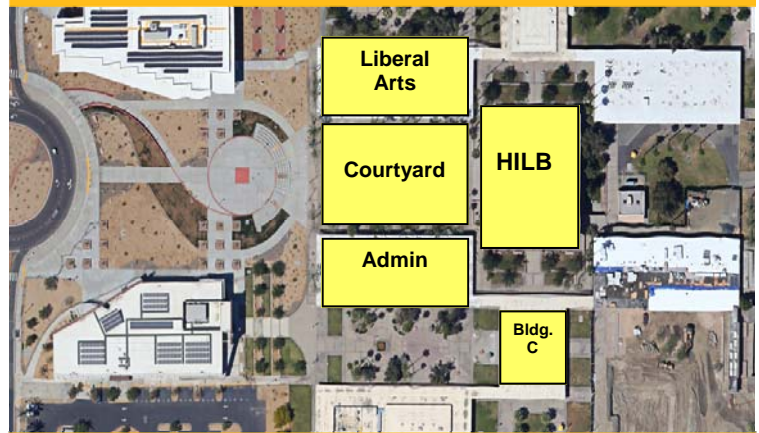
- Project Status Reports

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

- Pending decisions and direction from Administration on alternative concepts presented for Building C.

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 \$23,509,850
- 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

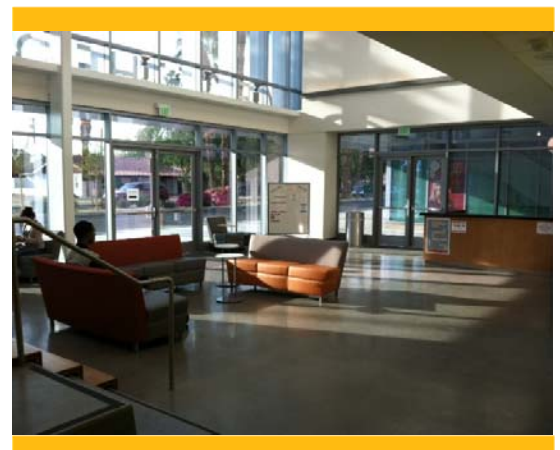
CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$23,509,850
- Construction Budget \$16,000,000
- Expenditures To Date..... \$21,740,906
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 92%
- Percent Complete of Construction..... 99%

Project Update

- Punch list approximately 85% complete.
- Training schedule tentative, 4/15-4/18, pending COD schedule



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 \$24,065,238
- 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 \$24,065,238
- Construction Budget \$19,081,410
- Expenditures To Date..... \$17,019,359
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 71%
- Percent Complete of Construction..... 63%



Project Update

Gymnasium

- Wall insulation and drywall continues
- Installation of ductwork above low roof continues
- Shaft drywall continues

Kinesiology Building

- Architect and Owner's punch walk conducted
- A/V installation continues
- Data installation complete

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 \$ 7,703,660
- Projected Change Order Percent. 0%
- Percent Complete of Project Cost. 90%
- Percent Complete of Construction. 99%

Project Update

- IAQ Air flush continues.
- Project closeout activities continue.
- As-builts, warranties, keys, final pay applications, and processing final change orders incoming.
- Contractor work on final punch list items continues.
- Signage not available for installation until 4/15/15.
- Installation of exterior perforated metal panels 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..... \$ 6,214,937
- Projected Change Order Percent.....0%
- Percent Complete of Project Cost.....50%
- Percent Complete of Construction..... 35%



Project Update

Ag. Building

- Installation of HVAC equipment continues
- Marker board and tack board installation complete.
- Restoration of landscape continues
- Punch list pick-ups commenced.
- Installation of fire alarm devices complete.

Applied Science Building

- Installation of rough plumbing and electrical continues.
- Metal stud installation continues.
- ADA punch list pick-ups complete

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 \$6,074,000
- 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 \$ 6,074,000
- Construction Budget \$ 4,640,078
- Expenditures To Date..... \$ 4,524,657
- Projected Change Order Percent..... .0%
- Percent Complete of Project Cost..... .74%
- Percent Complete of Construction..... 80%



Project Update

- Installation of base rock for sidewalk commenced.
- Finish grading continues.
- Installation of doors continues.
- Installation of ceiling systems continues.
- Installation of light fixtures continues.
- Installation of electrical systems continues.
- Main power connection to District with associated shut-downs complete.
- SCE removal of existing transformer scheduled for 4/18/ CDC building will commence receiving its power from the new building.
- Exterior painting of canopy complete.
- Installation of plumbing fixtures and HVAC registers complete.
- Installation of IT rack 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** \$2,150,000
- **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 \$ 2,150,000
- Construction Budget \$ 1,610,773
- Expenditures To Date..... \$ 1,408,333
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 66%
- Percent Complete of Construction..... 81%



Project Update

- Contractor punch list and quality control corrections continue.
- Two (2) CCD's to DSA for ceiling and lighting structural attachments.
- One (1) CCD to DSA for Fire Alarm corrections.
- HVAC corrections complete concurrent with CCD submission to DSA
- Tile backsplash at sinks complete.
- Floor floating in sound rooms and corridor to meet ADA compliance for threshold transitions commenced.
- Owner walkthrough complete.

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

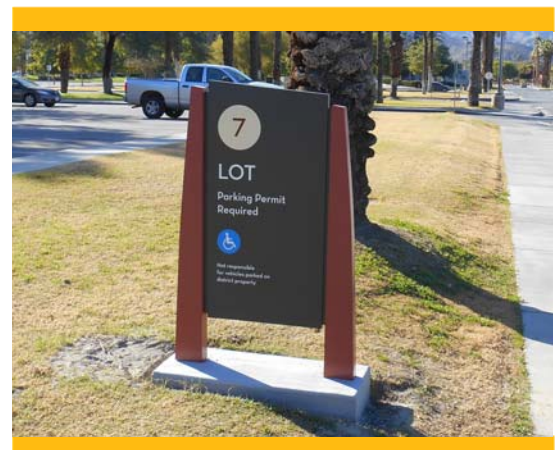
PROJECT STATUS REPORT CONSTRUCTION

Fast Financial Facts

- Total Project Budget \$ 500,000
- Construction Budget \$ 395,300
- Expenditures To Date..... \$ 412,733
- Projected Change Order Percent..... 0%
- Percent Complete of Project Cost..... 83%
- Percent Complete of Construction..... 99%

Project Update

- Signs for incomplete projects remain stored for future installation
- District has decided to install current ADA approved signs in lieu of signs designed by AE; scopes of work to seek proposals in process.



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>
Applied Sciences	\$12,381,000	\$6,214,937	\$6,166,063
(2) Athletic Facilities	\$24,065,238	\$17,019,359	\$7,045,879
Campus Electronic Sign	\$300,000	\$20,891	\$279,109
Campus Energy Monitoring	\$295,801	\$288,864	\$6,937
Campus IT Infrastructure	\$2,600,000	\$2,496,404	\$103,596
Central Campus Redevelopment	\$37,550,000	\$1,427,832	\$36,122,168
Central Plant MBCx	\$3,547,420	\$3,324,358	\$223,062
(2) Child Development Center	\$6,074,000	\$4,524,657	\$1,549,343
(1) (3) Communication Building	\$20,346,832	\$20,221,472	\$125,360
(1) Cravens Student Services Center	\$22,973,961	\$22,953,035	\$20,926
CSSC Second Floor Renovation	\$150,000	\$143,259	\$6,741
Demo Central Annex / Cooling Tower	\$336,262	\$253,978	\$82,284
Imaging	\$400,000	\$399,040	\$960
(2) Indio Education Center	\$23,509,850	\$21,740,906	\$1,768,944
Infrastructure Upgrade - Ph III	\$11,732,136	\$11,673,984	\$58,152
(2) Math Science Technology Center	\$24,397,061	\$24,034,767	\$362,294
(1) Monterey Entrance	\$5,403,168	\$5,379,309	\$23,859
RDA Small Maintenance Projects	\$1,060,108	\$937,654	\$122,454
Relocations Project	\$1,366,879	\$568,049	\$798,830
Security Cameras & Emergency Phones	\$200,000	\$132,450	\$67,550
Site Remediation	\$687,000	\$304,503	\$382,497
(2) Soils Contingency	\$201,500	\$0	\$201,500
(2) Stagecraft Shop	\$2,150,000	\$1,408,333	\$741,667
Visual Arts Building	\$8,515,353	\$7,703,660	\$811,693
Wayfinding	\$500,000	\$412,733	\$87,267
West Valley Palm Springs	\$43,000,000	\$5,435,647	\$37,564,353
SUB TOTAL	\$253,743,568	\$159,020,083	\$94,723,485

(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> <u>Bond + Other</u>	<u>Expense</u> <u>Bond + Other</u>	<u>Balance</u>
East Valley Mecca/Thermal Campus	\$29,700,000	\$18,582	\$29,681,418
West Valley Desert Hot Springs Ph II	\$2,500,000	\$0	\$2,500,000
SUB TOTAL	\$32,200,000	\$18,582	\$32,181,418

<u>SUMMARY OF PROJECTS</u>	<u>Budget</u> <u>Bond + Other</u>	<u>Expense</u> <u>Bond + Other</u>	<u>Balance</u>
Completed Projects	\$114,843,061	\$114,843,061	\$0
Current Projects	\$253,743,568	\$159,020,083	\$94,723,485
Future Projects	\$32,200,000	\$18,582	\$32,181,418
Bond Management and Other Fees	\$24,649,879	\$22,786,350	\$1,863,529
Contingency	\$2,321,850	\$0	\$2,321,850
TOTAL	\$427,758,357	\$296,668,075	\$131,090,282

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

- No Events Currently Scheduled