

**BOARD OF TRUSTEES****Regular Meeting**

March 11, 2021 3:30pm

Remote Meeting via Zoom: <https://us02web.zoom.us/j/89903711594>**AGENDA**

- 3:30pm **1. Call to Order** Chair Zapora
- 3:32pm **2. Introduction of Guests** Chair Zapora
- 3:35pm **3. Public Comment** (3 min. each) Chair Zapora  
To make a public comment, please submit it in writing to [publiccomment@edcc.edu](mailto:publiccomment@edcc.edu) no later than Wednesday, March 10, 2021, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting.
- 3:45pm **4. Approval of Meeting Minutes** Chair Zapora  
February 18, 2021 – Regular Meeting [pg 3](#)  
February 26, 2021 – Special Meeting [pg 16](#)
- 3:47pm **5. Next Meeting** Chair Zapora  
April 8, 2021, at 3:30pm – Regular Meeting  
April 20, 2021, at 6:30pm – Study Session with Edmonds School District Board
- 3:50pm **6. Informational & Monitoring Reports**  
Financial Aid Update Christina Castorena
- 4:00pm **7. Old Business: Second Consideration and Final Action**
- a. New Certificates: CIS Full Stack Developer; DevOps Engineer [pg 18](#) Kim Chapman  
RESOLUTION #21-3-1 [pg 20](#)  
RESOLUTION #21-3-2 [pg 23](#)
  - b. New Degree: BAS, Integrated Health Management [pg 24](#) Kim Chapman  
RESOLUTION: #21-3-3 [pg 29](#)
  - c. Candidates for Tenure Status [pg 30](#) Kim Chapman
    - i. Lorraine Brooks
    - ii. Monica James
    - iii. Daniel MooreRESOLUTION #21-3-4 [pg 31](#)
- 4:40pm **8. New Business: First Consideration and Final Action Requested**
- a. Approval of FY20 Audited Financial Statements Gregory Hinton  
RESOLUTION #21-3-5 [pg 33](#)
- 5:00pm **9. New Business: First Consideration**
- a. Consideration of Candidates for Probationary Tenure and Permanent Status [pg 34](#) Kim Chapman

5:05pm	<b>10. Representative Reports</b> <ul style="list-style-type: none"><li>a. Faculty Representative (5)</li><li>b. Student Representative (5)</li><li>c. Classified Staff Representative (5)</li></ul>	Kay Latimer Shayne Strey Liz Mueth
5:20pm	<b>11. Break</b>	
5:30pm	<b>12. Foundation Report</b> <a href="#">pg 41</a>	Danielle Carnes
5:35pm	<b>13. President's Report</b> <a href="#">pg 42</a>	Dr. Amit Singh
5:45pm	<b>14. Board Discussion</b> <ul style="list-style-type: none"><li>a. Trustee Updates</li><li>b. Trustee DEI Committee Update</li><li>c. Other</li></ul>	Chair Zapora
6:00pm	<b>15. Study Session:</b> Entrepreneurial Hub	Danielle Carnes
6:20pm	<b>16. Executive Session</b>	Chair Zapora
6:30pm	<b>17. Adjournment</b>	Chair Zapora

**Next Meetings:**

**April 8, 2021, at 3:30pm – Regular Meeting**

**April 20, 2021, at 6:30pm – Special Meeting with Edmonds School District Board**

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Times are estimates only and subject to change.

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President: [Kristen.nyquist@edcc.edu](mailto:Kristen.nyquist@edcc.edu)



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## **BOARD OF TRUSTEES**

### **Regular Meeting: February 18, 2021, 3:30pm**

Held via Zoom video conference due to COVID-19

### **Draft Minutes**

**Trustees Present:** Carl Zapora, Chair; Wally Webster, Vice Chair; Dave Earling; Athmar Al-Ghanim, Student Trustee; Dr. Tia Benson Tolle (joined at 4:30pm); Adrienne Wagner

**Trustees Excused:** None

**Others Present:** Kay Latimer, Shayne Strey, Elizabeth Mueth, Danielle Carnes, Christina Castorena, Kim Chapman, Gregory Hinton, Kristen NyQuist, Jim Mulik, Mushka Rohani, Dr. Amit Singh, Eva Smith, Dr. Yvonne Terrell-Powell, and members of the campus community and public.

#### **CALL TO ORDER**

Chair Zapora called the meeting to order at 3:30pm, and welcomed those present. He reminded attendees to remain on mute and asked that trustees mute themselves unless speaking, in order to preserve the sound quality of the online meeting.

#### **INTRODUCTIONS**

Chair Zapora led introductions of the trustees, and Dr. Singh led introductions of the President's Leadership Team.

#### **PUBLIC COMMENTS**

Chair Zapora noted that six public comments had been received. Ms. NyQuist read the unedited comments into the record in the order received. [Attachment 1]

#### **APPROVAL OF MEETING MINUTES**

Chair Zapora asked for a motion to approve the minutes from the November 19, 2020 meeting, which was made by Vice Chair Webster and seconded by Trustee Earling. Trustee Wagner made one correction, noting that Ms. Lubbers' first name had been misspelled. Chair Zapora called the vote, and the minutes were unanimously approved with one correction.

***Approved***

Chair Zapora asked for a motion to approve the minutes from the January 8, 2021 special meeting. Trustee Earling made the motion, which was seconded by Trustee Al-Ghanim, and the minutes were unanimously approved as presented.

***Approved***

#### **NEXT MEETING**

The next regular meeting of the Board of Trustees is scheduled for March 11, 2021 at 3:30pm.

**INFORMATIONAL & MONITORING REPORTS****Quarter 2 - Budget Update**

Gregory Hinton, Vice President of Finance and Operations, reported on the second quarter financials. He reminded the trustees of the original 2020-21 budget forecast, presented in June, that included an anticipated 15% reduction in state funding and projected an \$11.1M shortfall. While it is still not known if the state will reduce the current fiscal year's funding, the projected shortfall is now \$10M, with \$4M needed from reserves, and \$6M of the shortfall made up in expense reductions and one-time federal aid. Dr. Singh stated that it's possible that when the state funding is confirmed in the next couple of months, that the \$4M projected need from reserves will be lowered even further as it's looking unlikely that the state will reduce this year's budget at this time.

Mr. Hinton went over the operating revenue and expense lines, and the fact that expenses have been reduced by \$2.17M so far, as compared to the previous year. Dr. Singh noted that the sharpest decrease in revenue comes from international students, and that in the remainder of the fiscal year, an additional \$2M in cost savings will have to be made in order to reduce the deficit all the way.

Trustees asked questions relating to Triton Court and the reserves accounts.

**ctcLink Update**

Eva Smith, Chief Information Officer, gave an update on the recent implementation of the new enterprise management system, ctcLink. Employees and students are in the process of being onboarded and the transition is progressing a bit better than expected, although Ms. Smith likened it to a situation where it's everyone's first day on the job.

Trustee Al-Ghanim thanked Ms. Smith and the team for all their hard work, noting that from the student perspective, ctcLink is a wonderful tool.

**NEW BUSINESS: FIRST CONSIDERATION AND FINAL ACTION REQUESTED****New Board Award for Edmonds College Students**

Chair Zapora invited Vice Chair Webster to present the background information on a new EC Board of Trustees Transforming Lives Award for students. Vice Chair Webster described the impetus for the new award as coming from the Association of College Trustees' Transforming Lives Award. He said when he was reviewing the student essays written in application for that award, he was struck by the powerful stories of overcoming struggles and barriers in their effort to achieve their educational goals, and he wanted to develop an award at the local level to recognize the tenacity and drive our students embody.

Chair Zapora called for a motion to approve Resolution #21-2-1, which was made by Vice Chair Webster and seconded by Trustee Wagner. The motion unanimously passed.

***Approved***

[Trustee Benson Tolle joined the meeting]

**NEW BUSINESS: FIRST CONSIDERATION****New Certificates: CIS Full Stack Developer; DevOps Engineer**

Kim Chapman, Interim Vice President of Instruction, presented the background information on two new certificates - Full Stack Developer and DevOps Engineer - and asked Kevin Stewart, Dean of Business, to provide a summary. Mr. Stewart reported that the Full Stack Developer certificate was created in

partnership with T-Mobile, to address an unmet need. High School graduates turn to “boot camps” to get trained for jobs with companies like T-Mobile, and Edmonds College can fill a need by providing higher quality training. T-Mobile is very pleased with the partnership and will scale this throughout the nation. AS part of the course, at the end of the students’ course work, T-Mobile will guarantee them a job interview for a junior engineering position. He noted that this credential will stand on its own, and also feed into other program offerings at the college, and will be offered to students who want to be part of the T-Mobile pipeline as well as those who want to seek other employment options.

Mr. Stewart reported on the DevOps Engineer certificate, also designed to address an unmet need. This credential will prepare engineers to work on network architecture.

Trustee Benson Tolle stated that she is pleased to see Edmonds College innovate in order to meet the needs of the community.

### **Candidates for Tenure Status**

Ms. Chapman outlined the background statement included in the meeting materials on the three candidates for tenure status, Lorraine Brookes, Monica James, and Daniel Moore. The candidates spent nine quarters working towards the opportunity to apply for tenure, and she noted that they are excellent candidates. The candidates will join the Board at the March meeting to talk about their work and answer questions from the trustees, and Chair Zapora encouraged the Board to spend the necessary time reviewing the electronic tenure packets, which are lengthy and full of information.

### **REPRESENTATIVE REPORTS**

Faculty Representative Kay Latimer gave her report. [Attachment 2]

Student Representative Shayne Strey gave her report. [Attachment 3]

Classified Staff Representative Liz Mueth gave her report. [Attachment 4]

### **BREAK**

At 4:35pm Chair Zapora adjourned the meeting for a 10-minute break. At 4:45pm Chair Zapora reconvened the meeting in open session.

### **FOUNDATION REPORT**

Ms. Carnes reported on recent Foundation activity, including: the leadership transition due to the resignation of Brad Thomas; an update on the Board of Directors’ activities, including the completion of a draft strategic plan, the completion and approval of the annual audit, and an impact reception held on February 4; the Foundation activity including scholarship awards and emergency funding assistance; and fundraising activity including exceeding the Leadership Campaign goal of \$60K, working towards the annual gala goal of \$300K, and the renewal of a Verdant Health \$12K grant to provide food assistance to students.

### **PRESIDENT’S REPORT**

Dr. Singh reported that the ctLink core team had done an excellent job getting the college to the go live point on February 8. He thanked Eva Smith and Beth Farley for their leadership. He reported that the vaccination site on campus had received several compliments from the public on how organized and well-run it is, and he thanked Jade Jeter-Hill and the Safety, Security and Emergency Preparedness team. Dr. Singh let the Board know that remote operations for staff have been extended until June 25, 2021 to mirror the decision for classes, and also reported that for the winter quarter we continued to see a decline in enrollment, as did the system as a whole.

**BOARD DISCUSSION**

**Trustee Updates**

Chair Zapora gave the opportunity for trustee updates. Trustee Wagner spoke about the recent, virtual ACCT conference which focused on social services for students and the inspiring stories of colleges finding creative ways to help during this time.

Trustee Webster relayed his experience serving on the State Board for Community and Technical College’s (SBCTC) Diversity, Equity and Inclusion committee, stating that the group was focused on measures and accountability, and hoped to report out at the SBCTC in the next few months.

Trustee Benson Tolle shared that she had attended an excellent virtual event for the Black Engineer of the Year Awards (BEYA).

Trustee Al-Ghanim shared that she has been working with Student Government on the process for student trustee applications.

Trustee Earling said that he was interested in knowing more about the tenure process and requirements.

**Trustee DEI Committee Update**

Vice Chair Webster reported that he and Trustee Wagner had met a number of times and decided to focus their committee work on increasing Black Indigenous Students of Color (BISOC) participation in STEM programs.

Trustee Wagner shared slides on Black History Month, including both the history of the celebration and also Black Americans of note.

Vice Chair Webster then presented slides on increasing the graduation rates of BISOC in STEM programs, which bring livable wages and access to healthcare benefits, as well as retirement funds. He said that they had requested data from the administration as they want to be able to compare rates of graduation between races to determine if there is an issue and shed light on what might be done to address it. They want to track cohorts of students and also understand how receiving Guided Pathways assistance helps students of color succeed.

**STUDY SESSION - Comprehensive Plan Progress Update**

Members of the President’s Leadership Team presented data, both qualitative and quantitative, related to the actions that support the strategies in the Comprehensive Plan. This presentation was given to support the written report distributed as part of the meeting materials, and was organized under the six goals of the Comprehensive Plan.

**Goal 1: Access**

- Overall applications are down 16%
- All targets for high school applications were met, with a 19% increase in Everett District
- Application targets set for age ranges were not met; largest declines were in 40+ age range
- Application targets set for race were not met
- Overall conversion rates were below target
- Conversion rates by school district were below target for two of the three districts
- Conversion rates by age were below target for all age groups
- Conversion rates by race were below target for all racial groups
- International student applications were significantly below target for fall and winter quarters
- International student conversion rates were below target for for fall and winter quarters

- 90 program maps (Guided Pathways) have been created but are on hold currently due to ctcLink conversion

Goal 2: Success

- High-demand jobs were identified and job and internship opportunities were created
- Completion of college-level English in the first year met targets or nearly met targets for all racial groups
- Completion of college-level math in the first year met targets or nearly met targets for all racial groups except African American and Indigenous, which fell below target
- Persistence rates of students who took the Career and College Success Course met targets in all racial groups except Indigenous

Goal 3: Community Engagement

- Progress has been made with prospective industry partners, the creation of a Rapid Response Team, and expanded co-enrollments for Community Education with our sister colleges
- Two of three scholarship funds created to award to BIPOC students met their target

Goal 4: Capacity and Operational Excellence

- Progress was made on becoming an anti-racist institution
- Progress has been made on the action steps that will lead to increasing the number of diverse faculty and staff
- Progress has been made toward the goal of submitting major and minor grants and obtaining new and continuing funding
- Plans are in place to use the functionality of ctcLink to have an impact on recruitment and retention, and also diversity in hiring, although most hiring has been frozen
- Much progress has been made on the target of implementing ctcLink, including in reconfiguring 12 existing data views

Goal 5: Entrepreneurial Hub

- Public/Private partnerships are on hold for the time being
- Plans are in place for prototyping
- Progress has been made to identify Partner Lynnwood projects
- Progress has been made to offer entrepreneurial learning opportunities

Goal 6: Anytime, Anywhere

- Progress has been made in increasing the number of faculty who are online teaching-certified
- Plans are in place to create and implement online course quality certification
- Implementation of virtual computer labs has been completed
- One new service integration designed to engage remote learners and increase accessibility has been completed
- Progress for implementing digital acceptance packets and electronic transcripts is dependent on data from ctcLink

The trustees thanked the leadership team for the impressive performance, noting the breadth of diversity and wide scope of the Comprehensive Plan, along with the excellent progress made in a time of unprecedented stress due to the pandemic.

**EXECUTIVE SESSION**

At 6:20pm Chair Zapora called an executive session to discuss personnel matters for 15 minutes. At 6:30pm Ms. NyQuist announced on behalf of Chair Zapora that the executive session would be extended until 6:40pm.

At 6:44pm Chair Zapora reconvened the meeting in open session and announced that no action would be taken as a result of the executive session.

**ADJOURNMENT**

At 6:45pm Chair Zapora asked for a motion to adjourn the meeting, which was made by Trustee Benson Tolle and seconded by Trustee Wagner. With all in favor, the motion passed and the meeting was adjourned.

**Next Meeting:** The next regular Board meeting will be held March 11, 2021, at 3:30pm.

\_\_\_\_\_  
Carl Zapora, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary

**PUBLIC COMMENTS - BOARD OF TRUSTEES MEETING: February 18, 2021**

(Presented as received)

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**From: Claudia Levi - Business Management Department Faculty**  
**Subject: Lack of Faculty/Administration Collaboration**

The relationship between Edmonds College Faculty and Administration has deteriorated to the point that it is impacting the success of the college. Many Faculty members are exasperated by the communication and leadership put forth by the Administration, including Dr. Singh.

For example, it appears the skills and abilities of Department Faculty Chairs to build and open classes that will be most advantageous to the college have been ignored. The methods used by Administration to lower course offerings costs and insure we are only running full classes has been counterproductive and not including the recommendations by Faculty Chairs. Classes that could have been filled are being left unopened or "hidden" from student view, causing students to look elsewhere for classes they could have taken at Edmonds, thereby losing enrollment. Faculty has not been included in much of this decision making and it is lowering college enrollment and adding to the college deficit.

As Faculty, our objective is to help create a healthy college that serves students well. We would like to assist our Administration in building Course Schedules and Course offerings that are desired by students, however Administration is often ignoring or not inviting Faculty to the table to insure that we are giving students what they want. Instead we receive directives that are inconsistent across campus, appear to lack strategy, and cannot be relied upon.

Many of us feel Dr. Singh and the many committees on campus would be better served by including Faculty in more of this decision making. This would greatly improve the trust, collaboration and communication currently lacking between the Faculty and the Administration.

Thank you for listening to my comments.

**From: Dyani Bartlett, Tenured Faculty, ELA / International Division**  
**Subject: Questions about President's ability to effectively govern and communicate effectively**

Dear Board of Trustees,

The campus is rife with conversations that keep leading us to consider a vote of no confidence based on the current EC President's performance. The moral on this campus is very low. Faculty say they are fighting with administration and HR for simple respect let alone decisions on action to deal with our current issues.

Here are some topics of collective concern:

- Communication between administration and faculty (or lack thereof)
- Lack of meaningful collaboration with faculty
- Unwillingness to engage in shared governance with faculty
- Overall lack of trust that faculty have for administration
- Will the college community get to participate in a climate survey this year?
- Dr. Singh's 3-year evaluation is this year. When will faculty be able to give feedback?
- Faculty have not been allowed to evaluate the Deans in at least the last 5 years. When will this process be reinstated?
- Quality of leadership in Human Resources

I must add that I have very little confidence that our EC President will be actively, aggressively and vocally engaged in the next very critical state legislative session on behalf of our college. He was not engaged effectively in the past.

He doesn't seem to understand he needs to be an active participant in state legislation. He can't just report out information to us that we all have access too already.

We are watching. We need our EC President to represent us and fight for every faculty and student benefit possible at the state level to maintain an effective and competitive level of instruction at EC.

Respectfully,  
Dyani Bartlett

**From: Linda Carlson, Intensive ESL Instructor**

To the Board of Trustees,

I am writing to ask you to review several recent decisions made by the administration at Edmonds College. These decisions do not align with the College's stated values nor with its Comprehensive Plan. The College's values are clearly displayed on the college website, and include a commitment to diversity and inclusion:

*Diversity, Respect, and Inclusion: We celebrate the individuality and diversity of our students and colleagues, as well as the diversity of our college, community, nation, and world. We require equity and mutual respect.*

In addition, the College's Comprehensive Plan for the academic year 20-21 was approved by the Trustees in September of 2020, and includes:

- Strategy 1A1: Create opportunities for new international students to enroll in-person or from their home country.
- Strategy 2B: Improve progression and completion for students, with an emphasis on Black, LatinX, and Indigenous student success.
- Strategy 4A: Become an Anti-Racist Institution.

We applaud these values and the goals/strategies outlined in the Comprehensive Plan, yet are troubled by the following decisions made in late 2020:

1. The administration RIFed four of the five FT instructors in the Intensive ESL Department, effective December 11, thereby reducing the College's ability to achieve Strategy 1A1 above.
2. The administration reduced the hourly pay rate for Associate Faculty teaching at Corrections in September, thereby reducing the College's ability to achieve Strategy 2B above. Furthermore, the pay cut is in opposition to Strategy 4A above.

Both decisions stand in contradiction to the College's stated values of diversity, respect, and inclusion. I encourage the Trustees to scrutinize these decisions and make needed course corrections. Moreover, I urge you to compel the administration of Edmonds College to live up to its stated values, plans, and strategies.

Sincerely,  
Linda Carlson  
Intensive ESL Instructor

**From: Chuck Mueller, Engineering/Physics Faculty, On behalf of the Contract Action Team**

Dear Members of the Board of Trustees,

The Edmonds College Administration cut the pay rate for Associate Faculty at Corrections by 21% in September 2020.

This unjustified pay cut:

- commenced without warning or input from affected faculty
- was enacted with no transparency and no interest in shared governance
- was begun during the pandemic, demonstrating a disregard for the hardships that many Corrections faculty were facing
- was initiated without any effort to understand the nature or history of Associate pay rates at Corrections as compared with main campus rates
- was instituted even though Corrections faculty are still teaching face-to-face during the pandemic and are thus at higher risk of infection
- was put in place despite the myriad factors that make teaching at Corrections more difficult than on the main campus, including a greater number of contact hours, lack of internet at the work site (necessitating online work be done at home for no extra compensation), lack of breaks and/or access to workspace during breaks, and a more hazardous working environment

We denounce this pay cut for the following reasons.

Such a pay cut:

- sabotages the College's goals outlined in its Comprehensive Plan of closing racial equity gaps and increasing access for students in underrepresented groups
- undermines the College's stated values of diversity, respect, and inclusion
- reveals the College's advertised goal of becoming an anti-racist institution as mere window-dressing
- sends a clear message of contempt for the work of Associate Faculty and their students at Corrections
- unfairly penalizes the Associate Faculty at Corrections, who work with fewer resources and more constraints than others employed by the College
- unjustly penalizes the students at Corrections who face more obstacles to success than any other population served by the College

Sincerely,

Chuck Mueller

Engineering/Physics Faculty

On behalf of the Contract Action Team

**From: William Hamp, Engineering Faculty**

Dear Edmonds Board Members

While recent protests have brought much needed attention to systematic racism in policing, we know that systemic racism extends beyond and into our prison system. The work of our dedicated colleagues at Monroe Correctional have been an active testament to our commitment to eliminating institutional racism. Their accomplishments are something we can all be proud of.

How astonished I was to hear the Presidents Leadership Team tell me it was “within their rights” to label these workers as “overpaid”, “within their rights” to renege on the contractual commitments to these social justice warriors and “within their rights” to capriciously reduce their salaries by significant amounts.

However difficult I may find it to follow, however inadequate I am to the task, my moral compass does not swing according to what the President’s Leadership Team thinks is “within their rights.” Is this who we are? Is this “leading with racial equity?” Is this who we wish to be? Is this “An earthen bowl that radiates the warmth of a beloved community?” (Future Gazing: The Seattle I want to see is an earthen bowl formed by our hands, by Ben Danielson)

The light of Edmonds has been diminished. I call on the Edmonds leadership to immediately reverse this decision, pay back wages due, and work to repair the breach in trust that this reckless action has created. It will be left to others to decide whether this action was legal. That it was wrong, was never in any doubt.

**From: Max Chen, past student**

Edmonds College is stealing money from its students. On April 13th the Edmonds College Board of Trustees unanimously passed the Comprehensive Fee to “Restructure Admissions fee (\$35) and completion fee (\$40) to a per credit comprehensive fee at \$1.30/credit” active Summer 2017. This Comprehensive Fee replaced the previous “one-time non-refundable” Admissions Fee of \$35 and the optional Completion Fee of \$40, later this new fee was renamed the Student Services Fee.

The Student Services Fee pays for “placement, registration, and transcription”, according to an email sent by Sy Savora on January 18th 2017, retrieved from public records. Also retrieved from public records, we have Edmonds College staff documents planning on how much would need to be charged by the Comprehensive Fee to cover the average revenue generated from the combined Admissions and Completion Fee. This planning document shows Comprehensive Fee was intended to replace the Admissions and Completion Fee. Combining these two fees into the Student Services Fee the college is breaching their admissions contract for those students who enrolled prior to Summer 2017 and who are taking or planning to take classes during or after Summer 2017.

Also, the college is committing fraud by forcing students to pay for the Completion Fee. The Completion Fee is an optional fee, where the student may choose to pay for the Completion Fee for services rendered related to completion of their degree or certificate. The college must immediately remove the Student Services Fee, or the college may be subject to a Class Action Lawsuit.

I suggest the college immediately remove the Student Services Fee to avoid the Class Action Lawsuit and send an email to all students who have enrolled since Summer 2017 to collect their refund of any and all monies paid toward the Student Services Fee.



Edmonds College Federation of Teachers

AFT LOCAL 4254

## BOARD OF TRUSTEES

### Meeting Report

February 18, 2021

- Faculty continue to teach from home with little support. Our homes, computers internet and electricity are keeping the college open. Faculty need more support and it is time that some Faculty are allowed to teach from their offices.
- Faculty are tired and discouraged by the lack of collaboration with the administration. A trust has been broken.
- The relationship between the Faculty union and the college is broken. With about 8 separate issues/grievances that I mentioned at the last board meeting no progress has been made. The Faculty Union has filed an Unfair Labor Practice with PERC over the pay cut to Associate Faculty teaching at Monroe Correctional Complex.
- According to my numbers our college has lost 16 full time Faculty in the last year.

Submitted by:

Kay Latimer

AFT Local 4254 President

**FEBRUARY 18, 2021 MINUTES ATTACHMENT 3**

**BOARD OF TRUSTEES MEETING REPORT**  
**February 18, 2021**  
**Associated Students of Edmonds College**

- The Associated Students will be sponsors of the Edmonds College Foundation annual gala at the Dreambuilder level of \$10,000. It is also likely that ASEC will host a party during the gala. They are looking forward to continuing to find ways for student government and the Foundation to collaborate. This could even mean beginning the work to get a mentorship program going for the future.
- The Executive Board has a very long list of active committees this quarter:
  - Advocacy Committee
  - Student Services Committee
  - Diversity Equity and Inclusion Committee
  - Marketing Committee
  - Financial Code Committee
  - Childcare Funding Agreement Committee
  - Student Board of Trustees Selection Committee
  - S&A Fee Budget Committee
  - Executive Board Hiring Committee
  - Assistant to the Executive Board and Communications Assistant Hiring Committee
- The Student Services Committee is working on putting together a Faculty/Student Dinner, which will be held Spring Quarter. This event is meant to be a way to lessen the disconnect between students and faculty - a result of operations being online because of the pandemic. All Edmonds College staff and students are welcome. There will be icebreaker activities and people will likely be put into break out rooms based on their major or course of study. The Executive Board is also hoping to provide dinner for attendees of the event via UberEats vouchers.
- The Associated Students have agreed to provide \$10,000 for Project Home, funding for a pool table to go in Triton Court, funding for a new app called mobileserve to track service learning participation, as well as funding for various programs and events.
- The Associated students have also been working on marketing themselves more and finding creative ways to get to know the student body and for the student body to get to know them. This includes Instagram takeovers, restructuring and constant updates of the student government website, announcements in the weekly triton life newsletter, and much more.
  - This quarter the Board would really like to spread the word more about the fact that all student government meetings are open to the public.
- Any questions about ASEC activity or ideas about ways to collaborate with student government can be directed to [asedcc\\_admin@email.edcc.edu](mailto:asedcc_admin@email.edcc.edu).

Submitted by Shayne Strey, Executive Officer for Administration

**FEBRUARY 18, 2021 MINUTES ATTACHMENT 4**

**BOARD OF TRUSTEES MEETING REPORT**

**February 18th, 2021**

**WPEA/UFCW LOCAL 365**

- Employees are working hard with the launch of ctclink. We understand that change will happen with the new system, though we are seeing that there are some changes in job duties and responsibilities. Many employees are concerned about getting access to information that they need in order to do their job and do their job effectively. We will be closely monitoring the changes to classified job positions as we move further into ctclink, ensuring no work is leaving our bargaining unit.
- We want to send out extra appreciation to our IT members who are working tirelessly and quickly to help all of us at the college troubleshoot and learn the new system.
- Members are relieved that the college decided to extend remote operations until the end of June.
- WPEA elected a new President, Dana Spain (Hoffman). She started with WPEA as a member and more recently was our union representative before taking office.
- We have signed a tentative agreement with the state. Next step will be to have our members ratify the contract and then will be sent to the legislature.

Respectfully submitted by  
Liz Mueth  
EC WPEA Chief Shop Steward



## **BOARD OF TRUSTEES**

### **Special Meeting: February 26, 2021**

Held via Zoom video conference due to COVID-19

### **Draft Minutes**

**Trustees Present:** Carl Zapora, Chair; Wally Webster, Vice Chair; Dave Earling

**Trustees Excused:** Athmar Al-Ghanim, Student Trustee; Dr. Tia Benson Tolle, Adrienne Wagner

**Guests:** Kristina Baylor, Erika Davies, Angelique Thompson from the Office of the State Auditor

**Others Present:** Shayne Strey, Danielle Carnes, Gregory Hinton, Kristen NyQuist, Jim Mulik, Mushka Rohani, Dr. Amit Singh, Dr. Yvonne Terrell-Powell, and members of the campus community and public.

#### **CALL TO ORDER**

Chair Zapora called the meeting to order at 3:00pm, and noted the quorum present. He welcomed those in attendance.

#### **INTRODUCTIONS**

Chair Zapora led the trustees in introduction of themselves and Dr. Singh led the leadership team in their introductions. The auditing team from the Office of the State Auditor introduced themselves.

#### **PUBLIC COMMENTS**

No public comments were received.

#### **FY20 AUDIT EXIT CONFERENCE PRESENTATION**

Ms. Baylor shared slides and noted that the purpose of the meeting was to present the results of the audit, which reviewed the college's FY20 financial statements, looking at the content as well as the internal controls, as required for accreditation.

Ms. Davies summarized the audit report stating that the audit was clean and did not find any material weaknesses. The auditors issued a clean opinion. There were no uncorrected misstatements and no material misstatements in the financial statements. Further, no instances of noncompliance were identified.

In addition to auditing the college's financial statements, they also reviewed the independent CPA firm that audits the Edmonds College Foundation, Vine Dahlen, PLLC. In that review, they did not find any cause for concern with the quality of the work or the standards. And no instances were identified in which a material misstatement may have resulted from fraud or suspected fraud.

Ms. Thompson added that there were no significant issues identified in the college's financial statements, so the only exit conference recommendation is a low-level housekeeping item not included in the audit

report. The auditors recommend that the college establish a thorough secondary review of the financial statement packet to ensure it is accurate, complete, and properly presented. This year, the preparer of the statements also served as the presenter, and the auditors recommend that these functions be segregated so that the preparer of the statements is not also the one who selects what is presented.

Ms. Baylor stated that the audit costs for this year came in \$2,800 under budget due to reduced travel costs, but that the estimate for next year's audit shows a slight increase because of the extra work in auditing the college's conversion to ctclink.

There was a brief question and answer period.

Ms. Thompson thanked the college, especially Heather Lyons and the finance and accounting teams, for their responsiveness and exceptional organization during this year's remote audit.

Chair Zapora and Dr. Singh thanked the auditors and also Ms. Lyons and the staff teams for their good work.

It was noted that the audit report would be presented for formal approval at the March 11, 2021 Board of Trustees meeting.

**ADJOURNMENT**

The meeting was adjourned by Chair Zapora at 3:36pm.

\_\_\_\_\_  
Carl Zapora, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary



Washington Community College District 23

**BOARD OF TRUSTEES  
From February 18, 2021**

---

## **BACKGROUND**

### **Full Stack Developer Certificate**

#### **Subject**

Board of Trustees consideration of approval of the Full Stack Developer Certificate.

#### **Background**

In this day and age, IT is everywhere. IT is predicated upon the components of hardware and programming [software]. Given this understanding, the CIS department desires to offer a 59 credit Full Stack Developer certificate which trains students with the necessary skills to be entry level full stack developers[programmers]. This is a critical certificate opportunity in which the college has been lacking. There is an extremely high demand for developers in the world in which we live, and most specifically in the greater Seattle Area. This certificate creation endeavor supports the college's mission of teaching and learning, providing an amazing educational pathway for students, which will lead them to living wage job opportunities.

#### **Recommendation**

The administration recommends that the Board of Trustees review the Full Stack Developer certificate at the February 18, 2021 meeting, and approve it at the March 11, 2021 meeting.

## Full Stack Developer Certificate Summary

### Program Description

This Full Stack Developer Certificate prepares students for a career in full stack software development. The required coursework successfully develops students' skills teaching them introductory web programming, client-side scripting, structured and object-oriented programming, and database programming and design. This certificate requires successful completion of a minimum of 59 credits as outlined.

### Degree Requirements

Category	Course	Course Title
<b>General Education (15 credits)</b>		
Communication	BSTEC 110	Business Communications: CD
Human Relations	MGMT 100	Human Relations in Organizations: CD
Quantitative Symbolic Reasoning	BUS 130	Business Mathematics
<b>Program Requirements (44 credits)</b>		
	CIS 102	Intermediate Business Computing
	CIS 241	Web Development I
	CIS 242	Web Development II: JavaScript and jQuery
	CIS 250	Database Theory and Design
	CIS 251	Structured Query Language (SQL)
	CIS 291	Technology Internship
	CS 115	Introduction to Programming
	CS 131	Computer Science I C++
	CS 141	Computer Science I Java

### Outcomes

1. Understand database design and implementation using different database management systems.
2. Demonstrate knowledge of web programming, including markup languages and client-side scripting.
3. Examine and understand various programming languages, differentiating between declarative, structured, object-oriented, and scripting.
4. Demonstrate basic proficiency in programming, selecting appropriate algorithms and coding routines to solve business problems.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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**RESOLUTION #21-3-1**  
**APPROVAL OF NEW CERTIFICATE:**  
**Computer Information Systems - Full Stack**

WHEREAS, the Board of Trustees reserves unto itself the final approval of departmental curricula and degree and certificate requirements; and

WHEREAS, the new education program has been developed to satisfy industry requirements designated for the Full Stack certificate;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of the Full Stack: Certificate.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh



Washington Community College District 23

**BOARD OF TRUSTEES  
From February 18, 2021**

---

**BACKGROUND  
DevOps Engineer Certificate**

**Subject**

Board of Trustees consideration of approval of the DevOps Engineer Certificate.

**Background**

In order to adapt to the life and times of the information technology industry, the CIS department seeks to offer a 40-credit DevOps Engineer Certificate to prospective students. This certificate will train students with the necessary skills to work as DevOps and platform engineers as the technological landscape of enterprise networks moves from predominantly on premise implementations to the cloud infrastructure. This certificate will equip students to serve as the liaisons between Development and Operations in companies' IT departments.

It is crucial that the college provide this learning opportunity, in keeping up with the changing dynamics of IT. This supports the college's aim for learning; learning that is not merely based upon historical or antiquated knowledge, but instead understanding that which is part of and critical to the current fabric of information systems within the world around us.

**Recommendation**

The administration recommends that the Board of Trustees review the DevOps Engineer certificate at the February 18, 2021 meeting, and approve it at the March 11, 2021 meeting.

## DevOps Engineer Certificate Summary

### Program Description

This certificate prepares students for a career as DevOps engineers in the field of information technology. The required coursework successfully trains students giving them critical job skills in networking, server, enterprise architecture, systems analysis, programming, and scripting. This certificate requires successful completion of a minimum of 40 credits as outlined.

### Degree Requirements

Category	Course	Course Title
<b>Program Requirements (40 credits)</b>		
	CIS 171	Cisco Networking I
	CIS 172	Cisco Networking II
	CIS 210	Windows Server Pro Install and Configure
	CIS 220	Enterprise Architecture
	CIS 233	Systems Analysis
	CIS 253	Application and Cloud Development Tools
	CS 115	Introduction to Programming
	CS 255	Special Topics: Computer Science

### Outcomes

1. Demonstrate a knowledge of networking theory using a modern data communication protocol stack.
2. Implement networks configuring switches and routers.
3. Install and maintain network server operating systems and their underlying critical services.
4. Understand and explain infrastructure as code.
5. Utilize critical thinking to perform systems analysis on business operations to improve efficiency.
6. Examine and understand the software development lifecycle.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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**RESOLUTION #21-3-2**  
**APPROVAL OF NEW CERTIFICATE:**  
**Computer Information Systems - DevOps Engineer**

WHEREAS, the Board of Trustees reserves unto itself the final approval of departmental curricula and degree and certificate requirements, and

WHEREAS, the new education program has been developed to satisfy industry requirements designated for the DevOps Engineer certificate;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of the DevOps Engineer: Certificate.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021****BACKGROUND****Bachelors of Applied Science in Integrated Healthcare Management (BAS-IHCM)**

**Subject:** Edmonds College is committed to providing high-quality educational pathways for students pursuing allied health education by creating a new applied bachelor's degree in Integrated Healthcare Management.

**Background:** As the healthcare industry continues to evolve, the movement towards a holistic approach to wellness, diagnosis, and treatment is essential. The need for an integrated system that includes primary care and mental health managed by strong interprofessional teams is increasingly recognized as a best practice to address individuals and communities' needs as they relate to health outcomes. A survey of regional employers and industry experts confirmed this and participants expressed the need to fill this skills gap with graduates with hands-on experience and relevant skills in traditional management, as well as interprofessional practice and managing interdisciplinary teams.

Currently, there are few opportunities, none in Snohomish or Skagit counties, for students in Allied Health programs to obtain the skills and knowledge to advance into supervision or management positions. This proposed degree will provide a pathway for students in a variety of Allied Health programs, including Medical Assistants, Patient Care Technician, Pharmacy Technician, and Clinical Lab Technicians. Students will gain skills in supervision and management, care coordination, interprofessional practice, and behavioral health support in primary care. Graduates will be prepared to work as Clinic Supervisors/Managers, Health Services Director, Health Care Manager, Care Coordination/Navigation, Lead Clinical Lab Assistant, Instructors/Educators, or similar positions. This program, like other applied bachelor's programs, will emphasize the practical skills and knowledge employees need to be successful in the healthcare industry and provide pathways to graduate degrees.

The program has been reviewed by multiple stakeholders, including the Allied Health Center of Excellence, Edmonds College Allied Health Advisory Committees, and two university-level experts. Stakeholders expressed full support of the innovative approach of this program, providing students with the skills and knowledge to address the skills gap in the healthcare industry.

**Program Need:** Traditional labor market information was used to determine industry trends, staffing patterns, and expected changes in healthcare management employment levels in the Seattle metropolitan area. In addition, regional job postings, employer surveys, and conversations with the Allied Health Center of Excellence and Advisory Committees were used to help identify the changing needs of the Allied Health industry.

Labor market projections show occupations in Healthcare Management are expected to increase in the region by 9.9% over the next 10 years. The median salary within King, Snohomish, and Skagit Counties is between \$45,000 to \$64,000 (depending on experience).

**Recommendation:** The administration recommends the Board of Trustees review and approve the Bachelor of Applied Science in Integrated Healthcare Management at the March 11 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

## Degree Details

### Bachelors of Applied Science in Integrated Healthcare Management (BAS-IHCM)

#### BAS IHCM Program Outcomes:

1. Apply knowledge and principles of effective management and leadership in allied healthcare settings.
2. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in healthcare.
3. Demonstrate the ability to engage in collaborative and interdisciplinary approaches and teamwork for improving population health outcomes.
4. Identify the effects of health disparities (i.e. addictions, poverty, mental health parity, socio-economic) on population health and describe interventions/solutions to address targeted disparities.
5. Demonstrate the ability to conduct quantitative, qualitative, or mixed methods research involving data collection and analysis.
6. Function as educators or leaders in academic, clinical, or community healthcare.

#### BAS IHCM Program Requirements:

### Integrated Healthcare Management - Bachelor of Applied Science

Program Description: The BAS degree is an applied bachelor's degree specifically designed to build on professional-technical associate's degrees that provide workplace skills, such as the Allied Health Associate in Applied Science-Transfer (AAS-T) degree. The BAS degree differs from other bachelor's degrees as it incorporates prior work experience and more hands-on learning. Graduates with a BAS degree may apply to related master's degree programs.

With a foundation in management, leadership, and interprofessional practice the Integrated Healthcare Management Bachelor of Applied Science (IHCM-BAS) degree provides advanced knowledge and skills for professional positions in a variety of allied health disciplines.

Graduates will be able to return to their discipline-specific area of expertise in allied health (i.e., pharmacy technician, medical assisting, medical information technology) and qualify for a managerial position, as an educator or instructor within their field of expertise, or qualify for a higher-grade position within their current place of employment.

Acceptance into the IHCM-BAS program is by application only. This is in addition to the Edmonds College admissions process. The IHCM-BAS degree is awarded upon completion of a minimum of 180 credits as outlined.

Advising Note: This program requirement sheet is not a substitute for meeting with an academic advisor. **Meeting the requirements to graduate with an Edmonds College degree is ultimately the responsibility of the student.**

**Proficiency Requirement (60 credits)**

Complete 60 credits of professional-technical courses from a regionally-accredited school in the following or closely related areas of study:

- Allied Health AAS-T
- Allied Health discipline-specific AAS degree

View a one-page Proficiency course list.

Courses from other programs can be used as electives to meet the 60 credit Proficiency requirement depending on the student's academic and career goals. Students should meet with an IHCM-BAS advisor to complete an academic plan and the transcript evaluation process.

To be filled out by the transcript evaluator: All requirements met \_\_\_\_\_.

See Proficiency Form for details of transferred credits, if applicable.

**General Education Requirements (60 credits)**

Alternative general education courses completed from an accredited college may be accepted to meet the General Education Requirements through the transcript evaluation process.

**Communication Skills (10 credits)**

**OUTCOME: Communicate** and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		
ENGL& 102 - Composition II	5.0 Credits		

**Quantitative Analysis/Symbolic Reasoning Skills (5 credits)**

**OUTCOME: Reason** clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field-specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
MATH& 107 - Mathematics in Society	5.0 Credits		
<b>OR</b> MATH& 146 - Introduction to Statistics	5.0 Credits		

**Humanities Distribution (10 credits)**

**OUTCOME:** Use humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.

Course Name	Credits	Grade	Qtr. Taken
ASL& 121 - American Sign Language I	5.0 Credits		
CMST& 210 - Interpersonal Communication: CD	5.0 Credits		
CMST& 220 - Public Speaking	5.0 Credits		
ENGL& 111 - Introduction to Literature	5.0 Credits		
ENGL 141 - Telling True Stories I	5.0 Credits		
ENGL 161 - Creative Writing: Fiction I	5.0 Credits		
ENGL 170 - Popular Literature Past and Present: CD	5.0 Credits		
HUM 108 - World Mythology	5.0 Credits		

MUSC 107 - Survey of Jazz History: CD	5.0 Credits		
<b>Courses Taken</b> _____			
<b>Natural Sciences and Mathematics Distribution (10 credits)</b>			
<b>OUTCOME:</b> Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.			
<b>Course Name</b>	<b>Credits</b>	<b>Grade</b>	<b>Qtr. Taken</b>
ANTH& 215 - Bioanthropology w/Lab:CD	5.0 Credits		
BIOL& 100 - Survey of Biology w/Lab	5.0 Credits		
BIOL& 241 - Human Anatomy and Physiology w/Lab I	5.0 Credits		
BIOL& 242 - Human Anatomy and Physiology w/Lab II	5.0 Credits		
ENVS& 101 - Introduction to Environmental Science w/Lab	5.0 Credits		
GEOL& 101 - Introduction to Physical Geology w/Lab	5.0 Credits		
NUTR& 101 - Nutrition	5.0 Credits		
PHYS& 110 - Physics for Non-Science Majors with Lab	5.0 Credits		
<b>Courses Taken</b> _____			
<b>Social Sciences Distribution (10 credits)</b>			
<b>OUTCOME:</b> Use social science theories and methods to reason, communicate, apply insights, solve problems, and develop a critical understanding of the diversity and interdependence of peoples and cultures.			
<b>Course Name</b>	<b>Credits</b>	<b>Grade</b>	<b>Qtr. Taken</b>
ANTH& 206 - Cultural Anthropology:CD	5.0 Credits		
DIVST 100 - Introduction to Diversity Studies: CD	5.0 Credits		
PHIL& 115 - Critical Thinking	5.0 Credits		
PSYC& 100 - General Psychology	5.0 Credits		
SOC& 101 - Introduction to Sociology:CD	5.0 Credits		
WOMEN 200 - Introduction to Women's Studies: CD	5.0 Credits		
<b>Courses Taken</b> _____			
<b>Additional General Education Requirements (15 credits)</b>			
Complete an additional 15 credits from the Humanities, Natural Sciences, and Mathematics, or Social Sciences distribution areas. Courses may be chosen from the previous lists or from the following options:			
<b>Course Name</b>	<b>Credits</b>	<b>Grade</b>	<b>Qtr. Taken</b>
BUS& 101 - Introduction to Business	5.0 Credits		
HIST 106 - African-American History from 1945:CD	5.0 Credits		
PHIL 110 - Contemporary Moral Issues	5.0 Credits		
PSYC& 200 - Lifespan Psychology	5.0 Credits		
PSYC 208 - Human Sexuality	5.0 Credits		
PSYC& 220 - Abnormal Psychology	5.0 Credits		
PSYC 290 - Social Psychology	5.0 Credits		
SOC 115 - The Sociology of Gender: CD	5.0 Credits		

SOC 150 - Health in Society: CD	5.0 Credits		
<b>Courses Taken</b> _____			

**Upper Division Program Requirements (60 credits)**

Course Name	Credits	Grade	Qtr. Taken
IHCM 300 - Transition to Management in Healthcare	3.0 Credits		
IHCM 305 - Principles of Human Resource Management in Healthcare	2.0 Credits		
IHCM 310 - Financial Management in Healthcare Facilities	3.0 Credits		
IHCM 315 - Interprofessional Education and Collaboration	2.0 Credits		
IHCM 320 - US Health Systems	5.0 Credits		
IHCM 325 - Trauma-Informed Management	2.0 Credits		
IHCM 330 - Population Health and Community Wellness	3.0 Credits		
IHCM 335 - Behavioral Health for Primary Care Providers	3.0 Credits		
IHCM 340 - Care Coordination and Navigation	2.0 Credits		
IHCM 345 - Interprofessional Education and Practice Simulation Lab	2.0 Credits		
IHCM 350 - Transition to Practice - Practicum I	3.0 Credits		
IHCM 400 - Leadership/Management in Health & Human Service Organizations	5.0 Credits		
IHCM 405 - Integration of Behavioral Health and Primary Care	3.0 Credits		
IHCM 410 - Managing Interdisciplinary Teams	2.0 Credits		
IHCM 415 - Health Systems Research and Information Literacy	5.0 credits		
IHCM 420 - Principles and Practice of Healthcare Quality Improvement	3.0 credits		
IHCM 425 - Quality Improvement in Healthcare Simulation Lab	2.0 credits		
IHCM 430 - Health Equity, Disparities, and Social Justice	3.0 credits		
IHCM 435 - Health Equity, Disparities, and Social Justice Simulation Lab	2.0 credits		
IHCM 440 - Transition to Practice II - Practicum	5.0 credits		

**Program Notes**

The program code for this degree is XXX. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- Admission into the Integrated Healthcare Management - Bachelor of Applied Science degree program is by application only.
- Minimum requirements to begin IHCM courses:
  - 90 credits of college-level courses transferable into the IHCM-BAS degree.
  - Minimum cumulative 2.5 GPA and minimum grade point of 2.0 in core courses of the AAS-T, or equivalent degree, in specified fields.
- To view additional information and download application materials, please go to the Integrated Healthcare Management - BAS website

**The advisors for this program are:**

Program Manager | @edcc.edu | 425.640.

Faculty | @edcc.edu | 425.640.

**Department contact information:**

Integrated Healthcare Management | ihcm@edcc.edu | edcc.edu/ihcm



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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**RESOLUTION # 20-3-3**  
**APPROVAL OF NEW DEGREE:**  
**Bachelors of Applied Science in Integrated Healthcare Management**  
**(BAS - IHCM)**

WHEREAS, the Board of Trustees reserves unto itself the final approval of departmental curricula and degree and certificate requirements; and

WHEREAS, the new education program has been developed to satisfy industry requirements designated for the Bachelors of Applied Science in Integrated Healthcare Management degree;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of the Bachelors of Applied Science in Integrated Healthcare Management degree.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh



Washington Community College District 23

**BOARD OF TRUSTEES  
From February 18, 2021**

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**BACKGROUND  
CONSIDERATION OF TENURE**

**Subject**

Consideration of tenure for:

<a href="#">Lorraine Brooks</a>	<b>Horticulture (Business)</b>
<a href="#">Monica James</a>	<b>Art (Humanities and Social Sciences)</b>
<a href="#">Daniel Moore</a>	<b>Library</b>

**Background**

The Board of Trustees is required to consider the award or denial of tenure following a probationary period not to exceed nine (9) consecutive quarters, excluding summer quarters and approved leaves of absence.

Lorraine Brooks, Monica James and Daniel Moore have successfully completed their three-year probationary period. The Appointment Review Committees and Administration recommend approval of tenure status.

The tenure candidates have each submitted electronic tenure packets this year. These are Google Sites with navigation that will guide you through the required sections of their tenure portfolios.

**Please click on the names above to review the packets.**

**Recommendation**

The administration recommends that the Board of Trustees consider tenure for Lorraine Brooks, Monica James and Daniel Moore at the February 18, 2021 meeting and approve tenure for those faculty members at the March 11, 2021 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

**RESOLUTION #21-3-4  
APPROVAL OF TENURE**

**Subject**

Consideration of tenure for:

<b>Lorraine Brooks</b>	<b>Horticulture (Business)</b>
<b>Monica James</b>	<b>Art (Humanities and Social Sciences)</b>
<b>Daniel Moore</b>	<b>Library</b>

WHEREAS, the appointment review committees have met their responsibilities under the law and the negotiated agreement to review the appointments of the above-named; and

WHEREAS, the appointment review committees have recommended that tenure status be granted for Lorraine Brooks, Monica James, and Daniel Moore;

NOW THEREFORE BE IT RESOLVED that Edmonds College Board of Trustees grants tenure status to Lorraine Brooks, Monica James, and Daniel Moore and welcomes them to permanent faculty positions at Edmonds College.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh

**AUDITORS' REPORT &  
AUDITED FY20 FINANCIAL STATEMENTS  
INCLUDED AS SEPARATE DOCUMENT**



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

**RESOLUTION #21-3-5**  
**2019-2020 AUDITED FINANCIAL STATEMENTS**

WHEREAS, the Northwest Commission on Colleges and Universities (NWCCU) is the accrediting body for Edmonds College, and

WHEREAS, the NWCCU requires the College to produce annual financial statements that have been independently audited and approved by its Board of Trustees, and

WHEREAS, the College completed the 2019-2020 annual financial statements, which were then independently audited by the State Auditor’s Office (SAO), with an exit interview on February 26, 2021, and

WHEREAS, the SAO opinion on their audit states, “In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Edmonds College, as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America”, and

WHEREAS, the College has presented the independently audited 2019-20 annual financial statements to the Board of Trustees,

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees formally approves the 2019-20 audited annual financial statements for Edmonds College.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, President



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

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**BACKGROUND  
CONSIDERATION OF CONTINUING TENURE PROBATIONARY STATUS**

**Subject**

Board of Trustee consideration of renewal or non-renewal of tenure probationary appointments for academic employees.

**Background**

The Board of Trustees is required to decide whether or not to renew probationary appointments based on recommendations presented by the end of winter quarter of the academic year. Faculty members under consideration for probationary appointment renewal are:

**Second Year Appointments**

Lori Hays, Biology (STEM)  
Allison Obourn, Computer Science (STEM)

**Third Year Appointments**

Lauriel Elsa-Gordon, Children, Youth, and Family  
Studies (Health & Human Services)

**Recommendation**

Information is presented to the Board of Trustees for their review and consideration. The administration recommends that the Board of Trustees renew the second and third year probationary appointments at the April 8, 2021 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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## **FIRST YEAR PROBATIONER BIOGRAPHY TENURE TRACK**

### **Lori Hays**

Dr. Lori Hays obtained a B.S. in Molecular and Cell Biology from Texas A&M University and a PhD in cell regulation from UT Southwestern Medical Center Graduate School of Biomedical Sciences. As a researcher, she co-authored several publications, identified a new protein involved in insulin exocytosis and generated/examined an innovative marker to study microscopic imaging of exocytosis in real-time. Before joining EC as a tenure track faculty, she was an associate faculty member at North Seattle College and Edmonds College. Lori's passion for teaching biology and her commitment to student success is unmistakable. We look forward to working with her during the upcoming years.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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## **FIRST YEAR PROBATIONER BIOGRAPHY TENURE TRACK**

### **Allison Obourn**

Allison Obourn grew up in Shoreline, Washington. She has a bachelor's and master's degree in computer science from the University of Washington. Before joining EC's computer science department, Allison taught at the University of Washington and University of Arizona. She has a broad teaching portfolio, extensive curriculum development experience, and is the coauthor of a computer science textbook. She is passionate about computer science, teaching, and recruiting/retaining students in the field of computer science, particularly women and students of color. We welcome Allison back to Washington and look forward to working with her during the upcoming years.



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

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**SECOND YEAR PROBATIONER BIOGRAPHY TENURE TRACK****Lauriel Elsa-Gordon - Child, Youth, and Family Studies**

Lauriel Elsa-Gordon holds a Master's in Education from Pacific Lutheran University and a Master's in Psychology from Antioch University. She has been a Licensed Mental Health Counselor in the State of Washington since 2010. Lauriel also has extensive experience as an educator in Psychology, Human Services, and Business. She has taught at Green River College, Renton Technical College, University of Phoenix, Pacific Lutheran University, and in the Bachelor of Arts in Human Services program at City University of Seattle. She enjoys curriculum development and has created and facilitated professional development workshops such as Intercultural Communication; African American Families: Providing Culturally Relevant Services; and Calming the Storm: A Holistic Approach to Working with Angry Clients.

Lauriel has over 21 years of experience working within social services in various positions—Case Manager, Child and Family Therapist, Crisis Outreach Specialist, Program Manager, and Education Development Specialist. She has worked at DSHS, Catholic Community Services, and the YMCA, to name a few. In addition, she has facilitated anger management and multicultural parenting classes to court-mandated and self-referred individuals for over 10 years.



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

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**BACKGROUND**

**CONSIDERATION OF CONTINUING PERMANENT STATUS PROBATIONARY STATUS**

**Subject**

Board of Trustees consideration of renewal or non-renewal of permanent status probationary appointment for academic employees.

**Background**

The Board of Trustees is required to decide whether or not to renew probationary appointments based on recommendations presented by the end of winter quarter of the academic year. Faculty members under consideration for probationary appointment renewal are:

**Second Year Appointments**

None

**Third Year Appointments**

Nancy Nelson, Adult Basic Education (Corrections)  
Dean Schlegel, Construction Trades Apprenticeship Preparation (Corrections)

**Recommendation**

Information is presented to the Board of Trustees for their review and consideration. The administration recommends that the Board of Trustees renew the third year probationary appointments at the April 8, 2021 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

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**SECOND YEAR PROBATIONER BIOGRAPHY PERMANENT STATUS**

**Nancy Nelson**

Nancy Nelson has been a full-time instructor in Corrections since April 2019. She has taught (and continues to teach very part-time) English courses as an associate faculty at Bellingham Technical College since January 2010. She worked as an administrator at Western Washington University for 21 years. Nancy teaches GED and High School+ courses at the Monroe Correctional Complex.

Nancy received her BA in English-Creative Writing from Western Washington University in 1993. She went on to earn her MA in English-Creative Writing from Western Washington University in 2010. She is currently on the Edmonds College Faculty Senate Council along with the EC Assessment Committee.



Washington Community College District 23

**BOARD OF TRUSTEES  
March 11, 2021**

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**SECOND YEAR PROBATIONER BIOGRAPHY PERMANENT STATUS****Dean Schlegel**

Dean has been employed by Edmonds College as a part-time instructor and full time instructor at Monroe Correctional Complex since January of 2017. All three years have been spent at the satellite campus in Monroe. The first 1-1/2 years were spent teaching the Building Maintenance Technology class (BTM). This class was focused on giving the student a broad knowledge of building construction. This class has now changed its direction as the need for workers has increased. Dean, working with other instructors throughout the state from other colleges, has created a class that is now called CTAP or Construction Trades Apprenticeship Preparedness. This instruction is based on what the construction trades are looking for in apprentice education.

Dean's background and education began over fifty years ago learning the construction trade from his family business. Dean's father was a General Contractor building homes and constructing light commercial buildings. After graduating from Roosevelt High School in Seattle, Washington, several years were spent in the industry in sales, construction management, and hands-on construction projects. During this time period Dean also attended Edmonds College for 2-1/2 years in general studies.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**March 11, 2021**

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**FOUNDATION REPORT****LEADERSHIP TRANSITION**

- The position announcement for the Executive Director has been posted as open until filled. We began priority review of applicants on March 9th.

**BOARD OF DIRECTORS**

- Discussions and work have begun on the College-Foundation agreement to clarify roles, responsibilities, and shared understanding.
- The Board Operations Committee is accepting applications for Foundation Board Members. The new board member cohort will begin a three year term on July 1, 2021.

**FOUNDATION ACTIVITY**

- Student Emergency Assistance applications continue to be reviewed and awarded each week. Funds are for food, housing, utilities, and transportation. Over the last two months, rental assistance applications have increased.
- The Foundation's 2021-22 annual scholarship application opened on February 15th and closes on April 1. Scholarships will be awarded in late spring. The scholarship application was TILTed thanks to Nicole Gallipeau, Edmonds College faculty and Foundation board member.
- Volunteers are needed to review scholarship applications.
- Vice President Dr. Terrell-Powell will provide an implicit bias training as part of the reviewer preparation and review process.
- Spring 2021 Complete the Dream application will open the week of March 8th.

**FUNDRAISING**

- We are pleased to announce that Fortive is our new INSPIRE GALA title sponsor. INSPIRE will take place virtually April 21-24th. The annual fundraising event, emceed by King 5, will include hosted zoom parties, a short recorded program with an inspiring student keynote, and an online auction.
- Carter Suburu pledged \$10,000 for 4 annual scholarships in STEM or Business Management.

Submitted by: Danielle Carnes

**BOARD OF TRUSTEES  
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**PRESIDENT'S REPORT - March 2021****First Generation Forward Designation**

I'm pleased to let you know that Edmonds College was chosen as a *First-Gen Forward Institution* by the [Center for First-generation Student Success](#), and we have been awarded space in the 2021-22 cohort based on our application that they felt showed "Edmonds College is engaging in evidence-based practices and scaling efforts to serve first-generation students."

This designation was based on our work to celebrate and improve the campus climate for first-generation students and their contributions, as well as the programs and services we offer to this group of students. For the past 3 years we have sponsored Triton First Generation Week, providing an opportunity for first-generation students and employees to engage, learn together and create a sense of belonging. We also focus on student success in our Comprehensive Plan, including strategies related to closing equity gaps for first-generation students. Our TRIO Student Support Services program supports first-generation students by offering wrap-around services, and the Mathematics, Engineering, Science Association (MESA) has designated membership space for first-generation students by providing academic support and engagement activities.

Many thanks go to Dr. Yvonne Terrell-Powell, Christina Castorena, and Dana Parker for the good work they do to support our first-generation students, which has made this important distinction possible.

**Student Technology Update**

Spring Quarter: We anticipate having enough equipment to meet new Chromebook/laptop requests for spring quarter. Currently 141 Chromebook/laptops are available to lend and 508 are currently checked out to enrolled students. There are 4 WiFi JetPacks available to lend, 82 are checked out to currently enrolled students.

Planning for Summer and Fall Replenishment: We will order Chromebooks for summer and fall quarters soon. We are currently working on a replenishment plan that we're hoping the CARES Act can fund this year, and are also working on longer term strategies to meet ongoing student technology needs.

**Legislative Contacts**

In fall quarter, I held one-on-one meetings with all nine state legislators from the three districts our college covers (LDs 1, 21, 32), to give them an update on our college priorities, and share the impact of COVID-19 on our students and employees. Additionally, I met with Congressman Rick Larsen (CD 7), and also Senator Maria Cantwell's staff to discuss federal investments in aerospace materials science.

This past month, I contacted our nine state legislators again to ask for their support of funding for our college and capital projects in the Governor's budget. We've had additional contacts with some of them relating to their support for HB 1044, creating prison to postsecondary education pathways, an initiative we strongly believe in.

I also met with staff members from Congressman Rick Larsen, Senator Maria Cantwell, and Senator Patty Murray's offices in February as part of the ACT delegation, to talk about the 2021 priorities for community colleges in Washington State, including an expansion of Pell Grants and CARES Act funding.

**PSTAA Funding**

In addition to meeting with state and federal officials, I've been in close and frequent contact with our Snohomish County Councilors as they reconsider their earlier decision to allocate funding from the Puget Sound Taxpayer Accountability Account (PSTAA) to K-12 and higher education institutions.

With new membership on the Council, they decided to re-open the decision and there was a concerted effort by one councilmember to focus the funding completely on early childhood education. Over the past few months I have worked with my counterparts from Everett Community College and WSU-Everett to advocate with each of the councilmembers, to make public comments at Council meetings, and to enlist the help of others in advocating for our position and interpretation of the legislation, which mandates that counties use the funding for early childhood education, K-12 and higher education, and that the funds be focused on vulnerable populations, which many of our students are. Many thanks to the trustees who have assisted by reaching out to councilmembers to make the case for supporting our students.

The Council is expected to vote on this matter soon, and I am very grateful that many of them were so willing to meet with us and listen to our concerns. A special thanks go to Council Chair, Stephanie Wright, who has been a true partner in this effort.