



BOARD OF TRUSTEES

Regular Meeting

Wednesday, November 10, 2021, 2021 | 3:30pm – 6:30pm

Remote Meeting via Zoom

Zoom Link: <https://us02web.zoom.us/j/81377819489>

Dial-in: 253 215 8782 | Meeting ID: 813 7781 9489

AGENDA

- 3:30pm **1. Call to Order** Chair Wally Webster

- 3:32pm **2. Introduction of Guests** Chair Wally Webster

- 3:35pm **3. Public Comment** Chair Wally Webster
 To make a public comment, please submit it in writing to publiccomment@edcc.edu no later than Tuesday, November 9, 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 Wally Webster
[page 3](#) October 7, 2021 - Regular Meeting

- 3:47pm **5. Next Meeting** Chair Wally Webster
 Tuesday, February 1, 2022 6:30pm – Joint Study Session with Edmonds School District Board
 Thursday, February 17, 2022 3:30pm – Regular Meeting

- 3:50pm **6. Informational & Monitoring Reports**
 a. Faculty Senate Update (10) David Breed
 b. Q1 Operating Budget Update (10) James Mulik
[page 11](#) c. Institutional Performance Report (10) James Mulik

- 4:20pm **7. Old Business: Second Consideration and Final Action**
[page 36](#) a. Approval of Lease Amendment – Golf Course Mushka Rohani
[page 39](#) **RESOLUTION #21-11-1**
[page 40](#) b. Approval of Hazel Miller Hall Space Naming Danielle Carnes
[page 41](#) **RESOLUTION #21-11-2**
[page 42](#) c. Approval of 1/3 Board Policies and Procedures Chair Wally Webster
[page 59](#) **RESOLUTION #21-11-3**
[page 60](#) d. Approval of Permanent Status Kim Chapman
 i. Nancy Nelson
 ii. Dean Schlegel
[page 61](#) **RESOLUTION #21-11-4**

- 4:40pm **8. Representative Reports**
 a. Student Representative (5) Puneet Birk
 b. Classified Staff Representative (5) Liz Mueth
 c. Faculty Representative (5) Kay Latimer

4:55pm	9. Break	
5:05pm	10. Foundation Report page 62	Danielle Carnes
5:10pm	11. President’s Report page 63	Dr. Amit Singh
5:15pm	12. Board Discussion <ul style="list-style-type: none">a. Trustee Updatesb. DEI Committeec. Other	Chair Wally Webster
5:30pm	13. Study Session Facilities: Capital Projects	Chris Szarek
6:00pm	14. Executive Session	Chair Wally Webster
6:30pm	15. Adjournment	Chair Wally Webster

Next Meeting:

Tuesday, February 1, 2022 6:30pm – Joint Study Session with Edmonds School District Board

Thursday, February 17, 2022 3:30pm – Regular Meeting

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 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@edmonds.edu



BOARD OF TRUSTEES

Regular Meeting: October 7, 2021

Held via Zoom video conference due to COVID-19

Draft Minutes

Trustees Present: Wally Webster, Chair; Adrienne Wagner, Vice Chair; Dr. Tia Benson Tolle; Carl Zapora

Trustees Excused: Dave Earling

Others Present:

Dr. Amit Singh, President

Arlene Anderson, Assistant Attorney General

Kay Latimer, Faculty Union Representative

Puneet Birk, Associated Students of Edmonds College Representative

Elizabeth Mueth, Classified Staff Union Representative

Danielle Carnes, Vice President of Innovation and Strategic Partnerships

Christina Castorena, Vice President of Student Success

Kim Chapman, Interim Vice President of Instruction

Kristen NyQuist, Director of Planning and Operations

Jim Mulik, Vice President of Finance, Grants, and Institutional Effectiveness

Mushka Rohani, Vice President of Human Resources and Operations

Eva Smith, Chief Information Officer

Dr. Yvonne Terrell-Powell, Vice President of Equity, Inclusion and Belonging

Various members of the campus community and public.

CALL TO ORDER

With a quorum established, Chair Webster called the meeting to order at 3:30pm, and welcomed those present.

INTRODUCTIONS

Chair Webster led introductions of the trustees.

APPROVAL OF MEETING MINUTES

Chair Webster asked for a motion to approve the minutes of the September 9, 2021 meeting, which was made by Vice Chair Wagner, and seconded by Trustee Zapora. One correction was identified by Trustee Zapora, who noted a typo in the timing of the end of the executive session, which should have been 6:30pm. With that correction noted, Chair Webster called for a vote, and the minutes were unanimously approved with the correction.

Approved

NEXT MEETING

Chair Webster noted that the next meeting takes place on Wednesday, November 10, 2021, as the usual meeting day of the second Thursday falls on Veterans Day in November.

PUBLIC COMMENTS

No public comments were received.

SPECIAL PRESENTATION OF THE BOARD OF TRUSTEES

Chair Webster stated that the Board had met in executive session at the September 9, 2021 meeting to discuss personnel matters, and that the Board was pleased to share information related to the presidential evaluation that had been conducted during that session.

Chair Webster stated that when the Board reviewed the role of the president during the 2018 presidential search they were looking for a leader who could identify new opportunities to take Edmonds from good to great, who was visionary, who would lead and build a strong, effective leadership team, and who would vocally and visibly advocate for Edmonds College in the community, region, state, nationally and internationally.

Dr. Singh was selected as President because of his big picture vision, leadership experiences, management style, willingness to take risks.

Chair Webster stated that Dr. Singh's significant accomplishments, effective communication abilities, and his adaptive, situational leadership style have garnered the unanimous, unwavering, and unequivocal support of the Board of Trustees.

Vice Chair Wagner added that the college had many formal goals, strategies, and action steps over the last year, which the Board receives a mid-year and year-end progress report on. She stated that the work accomplished during the pandemic was remarkable, and highlighted the following achievements as examples of the creative ways the college met the challenges of a rather extraordinary year:

- The College moved all operations online, and kept serving students in all stages of enrollment throughout the pandemic.
- The Office of International Programs changed the way they worked to reach those students who could no longer travel to the U.S. They created a marketing campaign focusing on "begin your degree at home now, complete on campus later" to enable new applicants to study in their home country before attending on campus.
- To assure that all students had access to technology for online learning, the IT team loaned almost 1,000 laptop computers and more than 100 Verizon wifi hotspots to students. They also provided virtual access to all computer lab software in the cloud, allowing students to complete their classwork from any device, anywhere, at any time.
- Orientation, New Student Advising, and the services of the Triton Navigators were made available online. Career and College Success courses previously offered online, were added in the Professional Technical areas too.
- To ensure excellence in teaching and learning across all courses, faculty online teaching training was offered over the summer of 2020 so faculty members could move the majority of their classes online. At the same time, many Allied Health and STEM faculty had to revise their courses so hands-on components and labs could be safely offered on campus.
- Even though the pandemic made it harder to collaborate in many ways, the college worked with the City of Lynnwood, Sound Transit, and many other community partners to launch a tuition-free, 10-week, pre-apprenticeship program for students entering the construction trades. This program provides a pathway to stable family-wage jobs with benefits, and addresses a critical workforce shortage, as Sound Transit continues light rail expansion to Lynnwood and beyond.

- Additionally, the college made a commitment to advancing equity and creating an inclusive, learning environment that supports the success of all students. Throughout the college's Comprehensive Plan, equity goals are intentionally embedded to focus on student success with an emphasis on closing racial equity gaps, and creating a culture of inclusion and belonging.
- In a truly entrepreneurial spirit, the college was able to plan for and execute the launch of two new centers to increase the capacity of Edmonds College to serve the community as an entrepreneurial hub: The Center for Innovation and Entrepreneurship and the Advanced Manufacturing Skills Center
- All of these initiatives were achieved while the college prepared for and successfully migrated all of its transaction systems to ctcLink, the statewide implementation of PeopleSoft. Thousands of employee hours were dedicated to preparing for the migration, and this change impacted all business processes at the college as employees and students learned how to use the new system.

Trustee Zapora, who was Chair during the performance period being reviewed, thanked Dr. Singh for his great leadership during what may have been the most challenging academic year ever. As Chair of the Board, he had worked closely with Dr. Singh, regularly facing Covid-19 related challenges, and found that he consistently worked to find the best solutions to those challenges, obtained input from the campus, community and health experts, and communicated regularly with the campus community. As a result, among our state's 34 community and technical colleges, Edmonds College is in one of the best positions overall to thrive this coming academic year.

Chair Webster closed the presentation by reporting that based on these and other significant accomplishments, the Board rated Dr. Singh's 2020-21 annual performance "exceeds expectations."

INFORMATIONAL & MONITORING REPORTS

Dr. Singh introduced Allison Cohen, Dean of Pre-College Education, who presented an overview of her department's work, as follows:

- Purpose of Pre-College is to offer culturally relevant college and career pathways through earning high school credentials, improving literacy and math skills, transitioning to college, and securing living-wage jobs.
- Pre-College serves 1300 FTEs annually, a diverse population of students who are usually the furthest from educational equity.
- The Pre-College department is made up of 45 employees: 50% staff, 50% faculty, 40% first generation, 29% BIPOC, and 46% bi-lingual.
- There is a large need in the workforce for employees with basic education/skills
- Programs offered: High school diplomas for domestic and international students; accelerated instructional pathways and dual enrollment; in-house mandatory advising and case management.
- GED preparation courses; adult high school both of which offer reduced tuition.
- 1,271 high school diplomas awarded since 2017
- I-BEST program integrates basic education and skills training, and students are 9 times more likely to earn a certificate or degree.
- Moving forward, Pre-College will grow the I-BEST program, create fully online high school diploma pathways, foster students' goal attainment, and participate in the college's anti-racism work in collaboration with the DEI Council.

Chair Webster thanked Ms. Cohen and the Pre-College division employees for their work in meeting students where they are, adding that the presentation had touched his heart. Vice Chair Wagner noted that this work is truly the college leading with its values, and she thanked Ms. Cohen for the opportunity to share in the success of the Pre-College students.

OLD BUSINESS: SECOND CONSIDERATION AND FINAL ACTION

Chair Webster presented the meeting dates for 2022 for the Board's consideration and final approval. He called for a motion to approve Resolution #21-10-1, approving the meeting dates for 2022. The motion was made by Vice Chair Wagner and seconded by Trustee Zapora. The motion was unanimously approved.

Approved

NEW BUSINESS: FIRST CONSIDERATION**Lease Amendment - City of Lynnwood/Golf Course**

Mushka Rohani, Vice President of Human Resources and Operations, presented a proposed lease amendment requested by the City of Lynnwood's for their lease of the golf course space on campus. The lease amendment would include an additional room in Woodway Hall near the other rooms they are currently leasing, and would not require additional payment for the room. The Board thanked Ms. Rohani for the information, and will vote on the proposal at the November meeting.

Hazel Miller Hall Space Naming

Danielle Carnes, Vice President of Innovation and Strategic Partnerships, presented a proposal to name the south entrance of Hazel Miller Hall after the Foundation Board of Directors in recognition for \$25K previously raised for the LAUNCH Campaign. The Board will vote on the proposal at the November meeting.

Consideration of Faculty for Permanent Status

Kim Chapman, Interim Vice President of Instruction, presented two faculty candidates for consideration of permanent status, Nancy Nelson and Dean Schlegel, both in the Corrections Education department. Ms. Nelson and Mr. Schlegel will join the Board at the November meeting to discuss their permanent status candidacy.

Review of ½ Board Policies and Procedures

As part of the Board's regular review of its policies each year, Chair Webster presented the background on proposed amendments to policies 6, 11, 12, 13, and 15. The Board will vote on the amendments at the November meeting.

REPRESENTATIVE REPORTS

ASEC Representative Puneet Birk gave her report [Attachment 1]

Classified Staff Representative Liz Mueth gave her report [Attachment 2]

Faculty Representative Kay Latimer gave her report [Attachment 3]

FOUNDATION REPORT

Ms. Carnes reported on recent Foundation activity as follows: the Foundation's candidate profile for the executive director position had been completed by the search firm; the Foundation recently awarded several faculty and staff awards, which were announced at Convocation; the leadership campaign to raise \$70K has begun, and the Foundation Board encourages campus and community leaders to support the Student Success Fund; and the annual gala will take place on April 9, 2022 at the Lynnwood Convention Center.

PRESIDENT'S REPORT

Dr. Singh thanked Chair Webster for his participation at Convocation and offered his congratulations to the faculty and staff members who received awards. He reported that as the college was heading into the 4th week of Fall Quarter, all seemed to be going well. He attended the STEM and MESA kick off event, in which over 60 students were able to participate - a great event. Dr. Singh shared some events with several external organizations that he has been involved with, including the Aspen Institute where he is an alum, Harper

College Leadership Academy where he participated as a panelist, and Economic Alliance Snohomish County's Business Resiliency Forum, where he will participate as a panelist.

BOARD DISCUSSION

Chair Webster opened the floor for updates from trustees.

Trustee Zapora shared that he would be attending the ACCT Conference in mid-October, where he has been authorized by Chair Webster to vote on the college's behalf.

Chair Webster is involved with Lynnwood's Sister City Association, and he shared that Chilpancingo, Guerrero, Mexico is now a Friendship City, celebrated by the new art box by Alderwood Mall, which demonstrates the connection between the two cities. He said the relationship is also now moving beyond art, dance, and culture to include education.

Vice Chair Wagner shared that she had recently interviewed Ms. Verna Hill, Community Health Director for Tulalip Tribes, about the experience of Indigenous People in healthcare. The conversation touched on the fact that thousands of indigenous children were removed from their homes, sent to boarding schools, and many ended up in unmarked graves now being discovered in western Canada, and how that kind generational trauma can lead to mistrust in systems. Vice Chair Wagner shared that while the topic was about healthcare, it could easily have been about education, and she noted there are many partnership opportunities for the college and the tribes.

At 5:03pm Trustee Benson Tolle joined the meeting.

EXECUTIVE SESSION

At 5:07pm Chair Webster adjourned the meeting to executive session to discuss litigation and personnel matters for 50 minutes.

OPEN SESSION

At 6:01pm, Chair Webster reconvened the meeting in open session, and reported that the trustees had discussed a personnel matter and also litigation, and that the Board would report on both matters at the next meeting.

ADJOURNMENT

With no further business, the meeting was adjourned by Chair Webster at 6:03pm.

Next Meeting: The next regular Board meeting will be held November 10, 2021.

Wallace Webster II, Chair

Date Approved

ATTEST:

Dr. Amit B. Singh, Secretary

**BOARD OF TRUSTEES
MEETING REPORT
October 7th, 2021
Associated Students of Edmonds College**

- A great amount of progress has been made in getting more officers on the board and in the onboarding/training progress. Recently, I have been in office, familiarizing myself with Edmonds College’s committees and meeting one on one with Dr. Singh and other supporting staff.

- October 13th will be the first official Student Government meeting; attached is the agenda for this meeting and its contents.

<https://docs.google.com/document/d/10Sw4r7KfiL4Jmvv8dW18U7hZcoQa5wic3P0o3is1Y2A/edit?usp=sharing>

- Following this first meeting my team and I will be in contact coordinating a day and time to meet with the President’s Leadership team giving us the opportunity to exchange ideas and initial concerns Student Government has to share.
- As previously mentioned, there are many more officers on the team with only assistant positions and one officer position left to fill, these positions will hopefully be filled soon as well, as myself and Director Wayne Anthony will be scheduling possible interviews for interested applicants. Below is the new ASEC Executive Board team.

Wayne Anthony	Director of CSEL
Puneet Birk	Executive Officer for Administration
Tran Truong	Executive Officer for Academics
Shinhae Hwang	Executive Officer for Budget & Finance
Dabeen Yoon	Executive Officer for Clubs
Sadie Szeto	Executive Officer for Community Relations
Open	Executive Officer for Diversity
Nielsen Nielsen	Executive Officer for Student Relations
Frederick Kusomo	Executive Officer for Technology
Open	Assistant to the Executive Board
Open	Communication Assistant

Respectfully Submitted,
Puneet Birk
Executive Officer for Administration

ATTACHMENT 2**BOARD OF TRUSTEES****October 7, 2021 MEETING REPORT
WPEA/UFCW LOCAL 365**

- Frederick was supposed to attend the meeting on my behalf today, however due to last minute changes he had to stay in the EdPass office. Although I'm off on vacation today I thought it was more important to be able to report to the board.
- Staff continue to experience with the disruptions and constant change. We are still healing from the trauma of the lockdown, furloughs, transition to CTCLink, clean up from the impacts of the new college name. At the moment we are particularly concerned with the vaccination mandate. This mandate creates the possible loss of experienced staff as well as impacts remaining staff as we figure out why changes of work load or hiring of new employees. The union will be watching to make sure work previously performed by classified staff should remain in our bargaining unit. Although the intent of the vaccine is to protect the greater public and workforce, the concern is that it will still have a significant impact to the workforce. We are concerned about the vaccination mandate's impact on those who are not vaccinated, have exemptions, and vacate positions due to it.
- WPEA/UFCW365 also recently opened the compensation article of our Collective Bargaining Agreement with the state. Qualifying Classified employees will receive a 3.25% COLA (Cost of Living Adjustment) on July 1, 2022, and qualifying members will receive a lump sum of \$2,000 on July 1, 2022.
- WPEA/UFCW 365 recently completed a demand to bargain regarding the impact of the vaccination mandate with the state's OFM office. This MOU outlines expectations for the employer and provides additional protections for those employees that have started, but not finished the vaccination process.

Respectfully submitted by
Liz Mueth and Frederick Pieters,
EdCC WPEA Shop Steward,
WPEA VP District 7

**ATTACHMENT 3**

Local No. 4254

Edmonds College Federation of Teachers

BOARD OF TRUSTEES**Meeting Report****October 7, 2021**

- I was very pleased to see in my email this morning the favorable PERC decision in our Unfair Labor Practice over the pay cut to Associate Faculty at Corrections. Hopefully we can put this issue behind us and move forward.
- I was saddened to see in the meeting packet the college is considering revoking the email access to those with Emeritus status. This college used to be a true community that valued previous students, Associate Faculty and retirees and supported communication with all. I guess when Community was dropped from our name it was dropped from our culture too.
- It is an understatement to say that the Ctclink implementation has not gone smoothly and many Faculty have experienced incorrect paychecks during this last year. HR and payroll have been addressing these problems as they come up, but this is an ongoing issue. Recently it has come to light that sick leave has not been properly reported on paystubs and in the totals.
- In support of the state wide vaccination mandate for Faculty and staff, I have made it clear that our local cannot and will not fight the mandate.

Institutional Performance Report

Comprehensive Planning
and
Measuring Mission Fulfillment



EDMONDS
COLLEGE

TEACHING | LEARNING | COMMUNITY

2020-21
Benchmark Report

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Comprehensive Planning

Edmonds College has a comprehensive approach to its planning. The integrated planning approach allows the college to strengthen its existing functions (i.e., operational planning) while simultaneously leaning into the future (i.e., innovation planning). Weaving long-term planning with annual operational planning allows the college to focus on meeting its mission while working toward realizing its vision.

Comprehensive Planning



Edmonds College's comprehensive planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess short-term and long-term outcomes for programs and services. The planning model's mechanisms for data analyses and stakeholder discussions inform decision-making processes for resource allocations and for institutional changes that promote continuous improvement.

This Institutional Performance Report provides updates on the comprehensive planning work and the mission fulfillment determination that was completed during the 2020-21 academic year.

Operational Planning

The college’s operational plan is organized around four overarching goals: Access, Success, Community Partnerships, and Capacity/Operational Excellence. Each of these goals has multiple strategies, and each strategy has multiple specific, measurable actions that are assigned to different individuals at the college. In this sense, the operational plan is tied to the college’s organizational chart.

The President’s Leadership Team regularly provides updates on actions, and formal updates are presented to the college’s Board of Trustees. The plan is refreshed each year as completed items roll off and new actions are added.

Innovation Planning

To assist with innovation (i.e., strategic) planning, the college has an Idea Lab designed to be a permanent innovation structure at Edmonds College to brainstorm, incubate, evaluate, and mobilize innovative solutions to create a change-ready and adaptive college.

Ideas for the innovation plan may come from a variety of sources, but the ideas should be forward-thinking. Once ideas are vetted, approved, and implemented, they inform shorter-term operational plans, goals, strategies, and actions. In this way, the college’s innovation plan and operational plan are integrated. The diagram below illustrates the inherent relationship between the two sides of the college’s comprehensive plan.



Defining and Measuring Mission Fulfillment

The concepts of leading and lagging indicators (particularly as described in the book, [*Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*](#)) are utilized when Edmonds College defines its mission fulfillment:

- Lagging indicators reflect the goals that the college focuses on; and
- Leading indicators reflect actionable measures that influence lagging indicators in order to provide information about progress on the college's goals.

Within the leading and lagging indicator framework, leading indicators represent planned, measured actions (in the operational plan) that are designed to influence a lagging indicator. As a result, the leading-lagging framework allows the college flexibility in creating short-term plans, undertaking strategies, and implementing initiatives that can directly (or indirectly) influence the college's long-term plans and goals.

The college has identified ten (10) lagging indicators, which are monitored to assess institutional health and assess work toward the college's plans. The ten lagging indicators include strategic targets that were developed after looking at multiple years of college data. These targets are stretch targets that the college aspires to achieve.

For accreditation purposes, five (5) of the lagging indicators have established minimal threshold levels that the college should exceed in order to fulfill the college's mission. This is stipulated in the college's Board of Trustees's [Monitoring and Planning Policy](#).

The status of each indicator is reported annually in the college's Institutional Performance Report, which is reviewed and approved by the President's Leadership Team and the contents of which are presented to the Board of Trustees. Copies of the annual performance reports are posted on the college's website.

Lagging Indicators

In developing the lagging indicators, the college took several steps, including the following:

- collection of input and feedback from constituents
- examination of historical trends
- completion of an environmental scan and SWOT analysis
- review of higher education resources, such as [Core Indicators of Effectiveness for Community Colleges, 3rd Edition](#); [From Strategy to Change: Implementing the Plan in Higher Education](#); and [Creating a Data-Informed Culture in Community Colleges: A New Model for Educators](#)
- dialogue with other institutions about indicators that they have considered.

These resources provided insight into appropriate lagging indicators and helped the college intentionally select a mix among local state/regional, and national comparisons.

Set of Lagging Indicators
Local Comparisons: 7
State/Regional Comparisons: 1
National Comparisons: 2
Total: 10

Rationales for each lagging indicator have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators, organized under goals and strategies in the college’s 2020-2021 comprehensive plan, are provided in the appendix to this document. The college’s current performance on each indicator is shown in the next section of this report.

Summary of Lagging Indicators

Indicator	Mission Fulfillment Threshold	2023-24 Strategic Target	Most Current Value
<u>Quality Academic Programs</u>			
Percentage Reviewed	33%	100%	100%
<u>Enrollment Targets</u>			
State FTES	--	4562	3913
Contract FTES	--	3030	2178
Annual Headcount	--	18044	13397
<u>Successful Class Completion</u>			
Class Pass Rates	50%	86%	80%
<u>Student Academic Progress</u>			
SAI Points per Student	0.50	2.00	1.31
<u>Quarterly Student Persistence</u>			
Fall-to-Winter	--	84%	79%
Fall-to-Spring	--	75%	72%
Fall-to-Fall	--	55%	49%
Winter-to-Spring	--	70%	65%
Spring-to-Fall	--	50%	39%
<u>Quarterly Student Persistence by Enrollment Level</u>			
Full-Time	--	73%	66%
Part-Time	--	57%	50%
<u>Combined Student Graduation and Transfer Rates</u>			
Graduation Rate	15%	39%	32%
Transfer Rate	15%	28%	21%
Combined Rates	30%	67%	54%
<u>Program Completions</u>			
4-yr Degrees		25	16
2-yr Degrees	--	1070	931
Certificates (all levels)	--	1528	820
High School Diploma	--	448	189
Total Awards	--	3071	1956
<u>Student Job Placement Percentage</u>			
Completers	--	86%	82%
Leavers	--	72%	67%
<u>Students Served through Industry and Community Education Partnerships</u>			
Total	3000	6000	2324

Mission Fulfillment Determination

With one of the five accreditation-related lagging indicators below the established Mission Fulfillment Threshold level in 2020-21, the college did not fulfill its mission as defined by [Board Resolution No. 18-6-7](#) and the board's [Monitoring and Planning Policy](#).

The college did not meet the Students Served through Industry and Community Education Partnerships indicator in 2020-21. Most of the students who are included in the measurement of that indicator are traditionally taught in person. Due to the global pandemic in 2020-21, the college was not able to offer as many in-person learning opportunities to these students as it has in the past.

That said, in lieu of the more formal partnerships that the college usually offers, during 2020-21 the college partnered with local community health organizations to offer COVID-19 vaccines on the college's Lynnwood campus. As a result, more than 39,000 vaccines were administered to community members. So, while the specific measurement of the Students Served through Industry and Community Education Partnerships indicator was not met, the college continued to partner with its community and found new ways in 2020-21 to serve it.

Appendix: Details of the 10 Lagging Indicators Arranged by College Goal and Strategy (with reference to Accreditation Core Themes and Objectives)

College Goal 1: Access

(Core Theme 1: Academic Excellence)

College Strategies	Lagging Indicators
Offer Clear, Relevant Academic Programs	Quality Academic Programs
Increase New Student Enrollments	Enrollment Targets <small>(This indicator is not accreditation related or reported.)</small>

Strategy: Offer Clear, Relevant Academic Programs

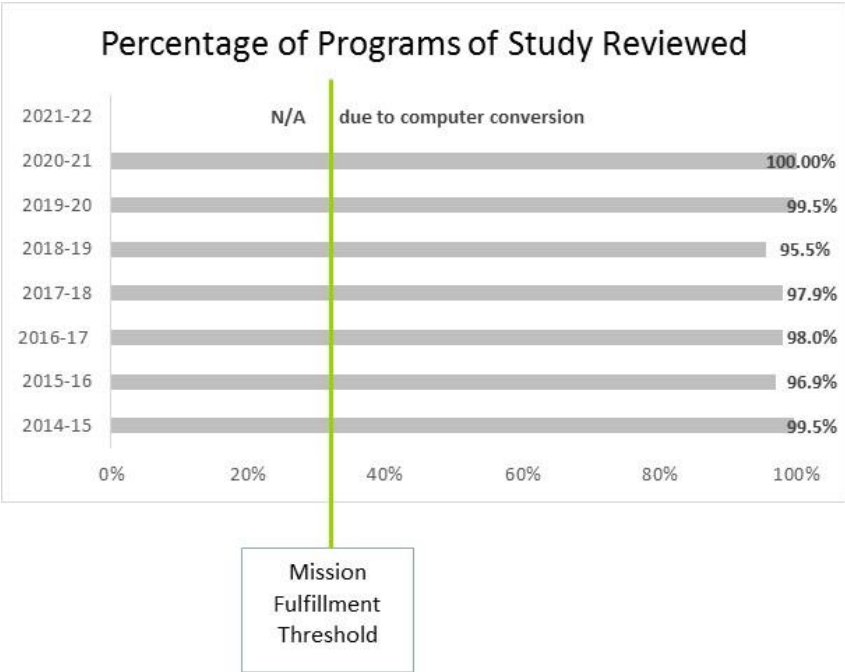
Lagging Indicator: Quality Academic Programs

Measurements: Each year, the college will review the content, structure, and learning outcomes of at least 33% of all of its programs of study (i.e., degrees, certificates, and diplomas). The college strives to review 100% of its programs to study.

Rationale: Regular review of programs of study ensures that the college’s curriculum, wherever offered and however delivered, demonstrates a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning and helps ensure that the college’s curriculum remains innovative and includes global and cultural perspectives and topics.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 33%



2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Review for 2015-16 Catalog	Review for 2016-17 Catalog	Review for 2017-18 Catalog	Review for 2018-19 Catalog	Review for 2019-20 Catalog	Review for 2020-21 Catalog	Review for 2021-22 Catalog
96.9%	98.0%	97.9%	95.5%	99.5%	100%	N/A

Current Status: This indicator was not measured in 2020-21 due to a college-wide computer conversion. The college was meeting this indicator for the most recently available data since the college’s performance was above the mission fulfillment threshold level.

Strategy: Increase New Student Enrollments

Lagging Indicator: Enrollment Targets

Measurement: State FTES, Contract FTES, and Annual Headcounts are calculated and reported to the SBCTC each quarter. The data is aggregated to produce annual figures.

Rationale: Each year, the college will strive to meet particular state-funded, contract-funded, and unduplicated headcount enrollment levels.

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Funding Category	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
State FTES	4763	4515	4345	4303	4239	3913
Contract FTES	2828	2811	2886	2907	2605	2178
Annual Headcount	18042	17687	17185	16843	16487	13397

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

College Goal 2: Student Success

(Core Theme 2: Student Success)

College Strategies	Lagging Indicators
<p>Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success</p>	<p>Successful Class Completion</p>
	<p>Quarterly Student Persistence <small>(This indicator is not accreditation related or reported.)</small></p>
	<p>Quarterly Student Persistence by Enrollment Level <small>(This indicator is not accreditation related or reported.)</small></p>
	<p>Academic Progress</p>
	<p>Combined Student Graduation and Transfer Rates</p>
	<p>Program Completions <small>(This indicator is not accreditation related or reported.)</small></p>
<p>Ensure Learning for All Students</p>	<p>Student Job Placement Percentage <small>(This indicator is not accreditation related or reported.)</small></p>

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

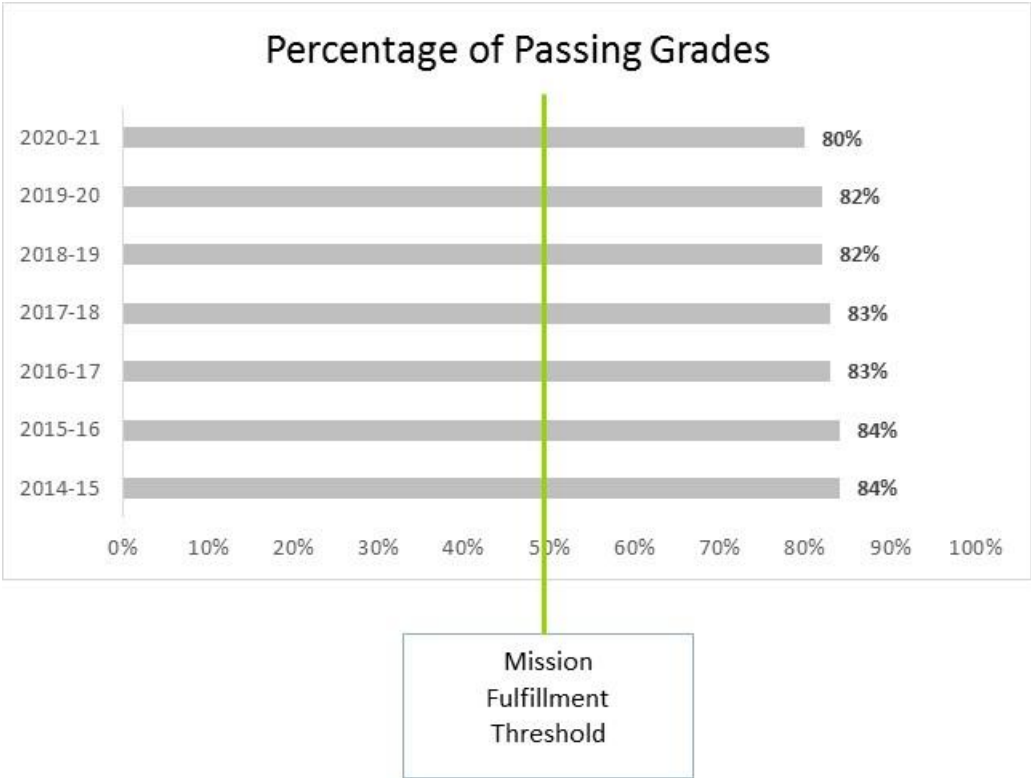
Lagging Indicator: Successful Class Completion

Measurement: The percentage of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 50%. The college strives for the percentage to be 86%.

Rationale: While the retention of students from the beginning to the end of a quarter is a fundamental measure of student success, class retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses. Faculty-student interactions and support services offered by the college (both in and out of the classroom) should positively impact students’ ability to pass each of their classes. Disaggregating the data will allow the college to identify and develop strategies to address equity gaps and determine if any high-enrolled, low-completion (HELCO) courses exist.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 50%



2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
84%	84%	83%	83%	82%	82%	80%

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

Lagging Indicator: Quarterly Student Persistence

Measurement: Cohorts of new, credit-bearing students (excluding Corrections and Student-Funded Enrollments) are tracked for enrollment in subsequent quarters.

Rationale: Each year, the college strives to attain specific quarter-to-quarter persistence rates for new, credit-bearing students (excluding Corrections and Student-Funded Enrollments).

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Quarter-to-Quarter Period	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort
Fall-to-Winter	59% n=1981	61% n=1830	66% n=1801	71% n=1787	75% n=1926	79% n=1225
Fall-to-Spring	60%	63%	67%	63%	63%	72%
Fall-to-Fall	40%	45%	46%	47%	49%	TBD
Winter-to-Spring	63% n=602	62% n=661	60% n=538	61% n=840	47% n=1076	65% n=961
Spring-to-Fall	43% n=753	38% n=581	39% n=717	43% n=773	39% n=427	TBD

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

Lagging Indicator: Fall-to-Fall Student Persistence by Enrollment Level

Measurement: Cohorts of new, credit-bearing students (excluding Corrections and Student-Funded Enrollments) are tracked for enrollment in the subsequent Fall quarter. Different cohorts based upon full-time vs. part-time enrollment status (in their first quarter) are tracked and compared to other colleges who have been recognized by the Aspen Institute or who are in-state peer colleges.

Rationale: Each year, the college strives to attain a specific fall-to-fall persistence rate for new, credit-bearing students (excluding Corrections and Student-Funded Enrollments) depending on their full-time vs. part-time enrollment status.

Benchmark Type: National comparison

Threshold Levels: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Persistence Measure	Fall 2015-16 Cohort <small>(returned in Fall 2016-17)</small>	Fall 2016-17 Cohort <small>(returned in Fall 2017-18)</small>	Fall 2017-18 Cohort <small>(returned in Fall 2018-19)</small>	Fall 2018-19 Cohort <small>(returned in Fall 2019-20)</small>	Fall 2019-20 Cohort <small>(returned in Fall 2020-21)</small>
Full-Time	68%	68%	65%	67%	66%
Part-Time	47%	52%	45%	53%	50%

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level(s) against which to compare.

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

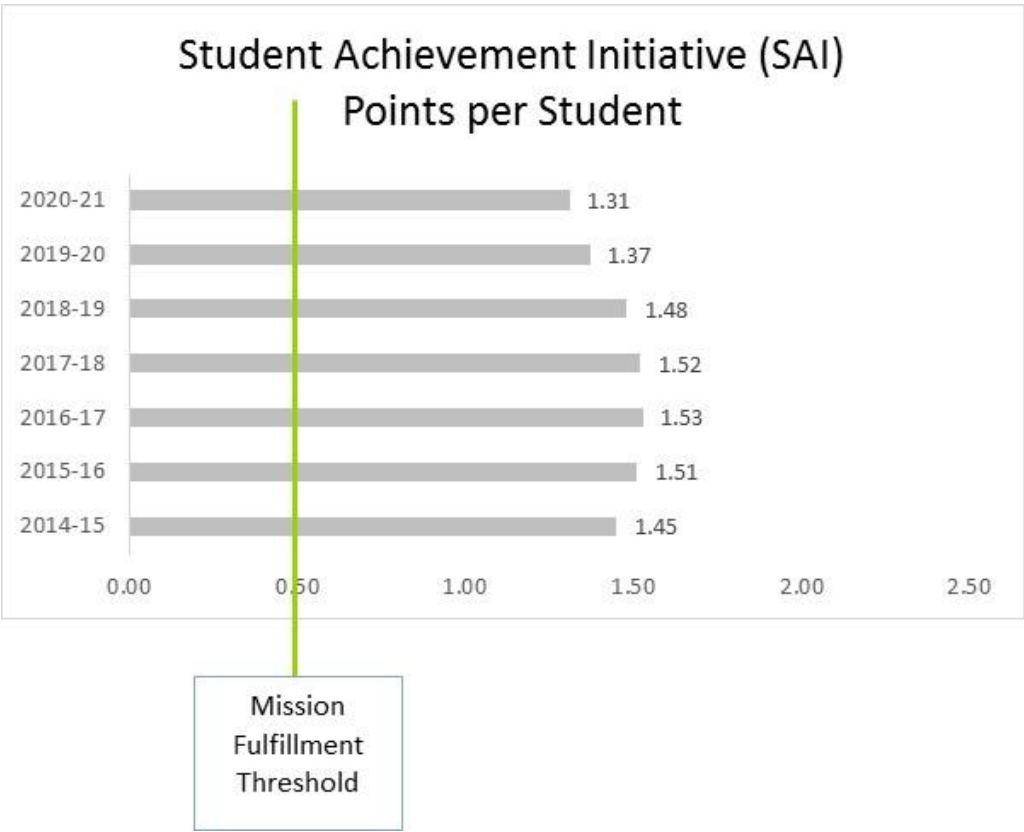
Lagging Indicator: Academic Progress*

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the college's points per student (measured annually).

Rationale: The college offers programs and services that assist students to make credit gains each year. The college’s aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.60 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: State/Regional comparison

Threshold Levels: Mission Fulfillment Threshold: 0.50 points per student



2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1.45	1.51	1.53	1.52	1.48	1.37	1.31

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

* The state board has adjusted the SAI framework measures, and the college is using version 3.0 for the data points. Previously, the college used and reported the SAI version 2.0 measures.

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

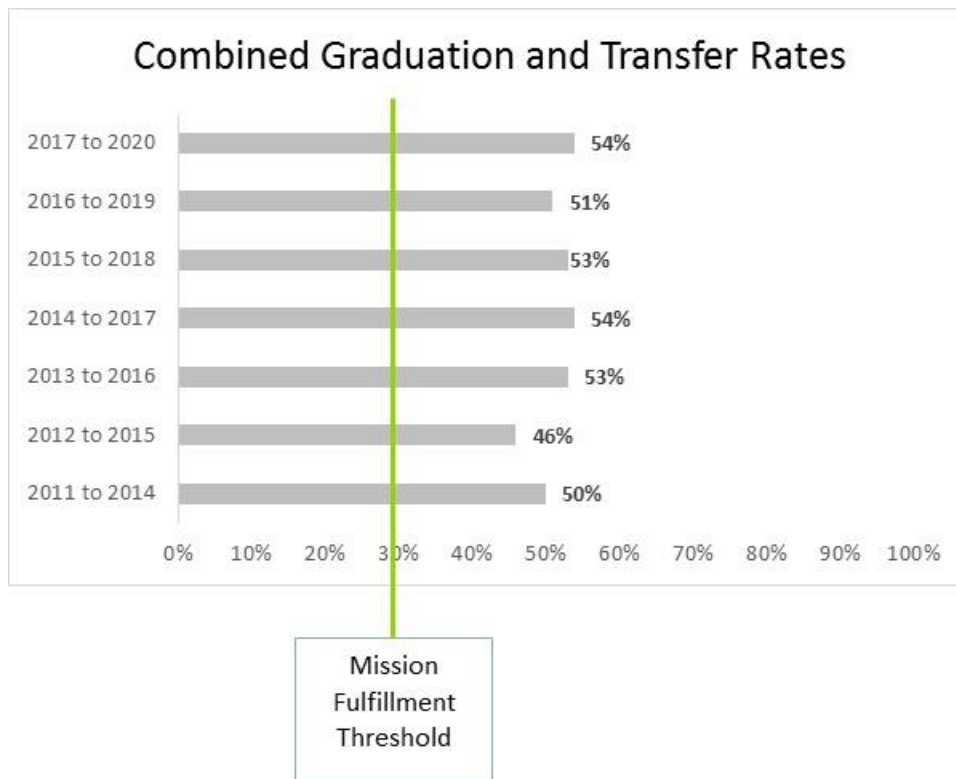
Lagging Indicator: Combined Student Graduation and Transfer-out Rates*

Measurement: The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation and Transfer-out Rates (combined) will not be lower than 30%, which aligns with the Council of Regional Accrediting Commissions' (C-RAC) minimal acceptable level of a 15% graduation rate for a college to not be considered as a "low-performing institution" (p. 17). The college strives for a combined rate of 67%.

Rationale: The IPEDS Graduation Rate is for first-time, full-time, degree-seeking students who complete within 150% of the program length time. The IPEDS Transfer-out Rate is the total number of students from the first-time, full-time, degree-seeking cohort who are known to have transferred out of the college. Comparison with national standards allows the college to monitor its outcomes and ensure compliance with external expectations. The college's aspirational (i.e., strategic/stretch) threshold has been based upon doubling the minimal national level. Disaggregating the data by student demographics will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: National comparison

Threshold Level: Mission Fulfillment Threshold: 30%



Rate	2011-12 Cohort (grad by 2014-15)	2012-13 Cohort (grad by 2015-16)	2013-14 Cohort (grad by 2016-17)	2014-15 Cohort (grad by 2017-18)	2015-16 Cohort (grad by 2018-19)	2016-17 Cohort (grad by 2019-20)	2017-18 Cohort (grad by 2020-21)
Graduation Rate	28%	24%	28%	29%	34%	29%	33%
Transfer Rate	22%	22%	25%	25%	19%	22%	21%
Combined Rates	50%	46%	53%	54%	53%	51%	54%

Current Status: The college is currently meeting this indicator since the college’s performance is above the mission fulfillment threshold level.

Strategy: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

Lagging Indicator: Program Completions

Measurement: The number of awards that the college confers.

Rationale: Each year, the college strives to achieve a particular number of program completions, measured by awards conferred.

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Category	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
4-yr Degrees	--	--	--	13	13	16
2-yr Degrees	1135	1103	1019	1071	942	931
Certificates (all levels)	2542	1545	1455	1441	1452	820
High School Diploma	375	389	427	308	333	189
Total Awards	4052	3037	2901	2833	2740	1956

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

Strategy: Ensure Learning for All Students

Lagging Indicator: Student Job Placement Percentage

Measurement: Students who left professional/technical programs or apprenticeships in a given year, whether they completed the program or not, are matched with other state data SOURCES. (This information is compiled by the SBCTC staff.)

Rationale: Each year, the college strives to maintain particular employment (job placement) rates and continuing education rates for professional/technical students who exited a program (whether they completed the program or not) and (a) were employed in a job covered by unemployment insurance (UI) three quarters after exiting the college or (b) were continuing their education. (The year displayed reflects the year the students exited the program.)

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Completers	79%	79%	77%	79%	82%	N/A	TBD
Leavers	68%	71%	70%	69%	67%	N/A	TBD

Current Status: The 2019-20 data is not yet available from the state, and not enough time has elapsed for the 2020-21 data to be reported. Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

College Goal 3: Community Engagement

(Core Theme 3: Community Engagement)

College Strategies	Lagging Indicator
Meet Employer and Community Needs through Programs and Services	Students Served through Industry and Community Education Partnerships

Strategy: Transformational Partnerships: Deepen industry and community relationships to add value to key stakeholders through programs and services.

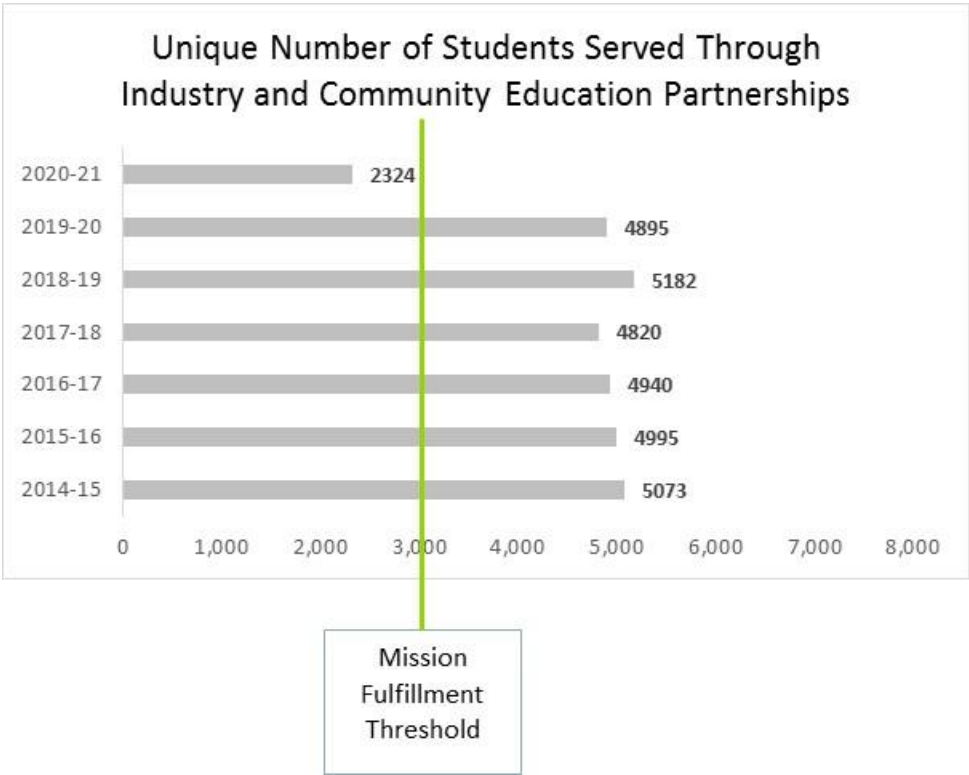
Lagging Indicator: Students Served through Industry and Community Education Partnerships

Measurement: The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes. The college strives to serve 6,000 students.

Rationale: The college offers a mix of learning offerings for children, students, and community members. This is consistent with the [Revised Code of Washington](#) (RCW 28B.50.020) for community colleges, ensuring that the college offers “thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in ... community services of an educational, cultural, and recreational nature.” The number of individuals taking these offerings epitomizes the value of personal enrichment and innovation that the college strives to instill in its community and students.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 3,000 students



2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
5073	4995	4940	4820	5182	4895	2324

Current Status: The college did not meet this indicator in 2020-21. Most of the students who are included in the measurement are taught in person. Due to the global pandemic in 2020-21, the college was not able to offer as many in-person learning opportunities to these students as it has in the past.



Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

BACKGROUND

Lease Addendum with City of Lynnwood

Subject

Proposed addendum to lease with the City of Lynnwood to include the use of Room 120 in Woodway Hall.

Background

According to Board Policy BOT 2.0 - Board Job Description, the Board of Trustees retains the right to approve every lease of real property.

The City of Lynnwood currently leases space from Edmonds College including golf course grounds, parking areas, and part of Woodway Hall for golf course operations including a pro-shop, restrooms, shower, and locker rooms. The City of Lynnwood has formally requested permission to add Woodway Hall, Room 120, which would allow for a reservations center for the golf course. Room 120 in Woodway Hall is not currently in use, and is surrounded by other space leased by the City of Lynnwood.

The City of Lynnwood is responsible for all utilities and all other services required for the operations of the reservation center.

Edmonds College is not increasing the rental amount paid by the City of Lynnwood, for the use of this additional 281 square foot space.

Further, it is agreed that upon termination of the lease, the City of Lynnwood would be responsible to return the rooms to their original condition.

Recommendation

Edmonds College recommends that the Board of Trustees approve the lease addendum with the City of Lynnwood at the November 10, 2021 Board of Trustees meeting.

Addendum #1

Lease between State of Washington Edmonds College and City of Lynnwood

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THIS ADDENDUM is made as of the ____ day of _____, 2021 (“Addendum Date”), between State of Washington Edmonds Community College (“College”), whose address is 20000 68th Ave W, Lynnwood, WA 98036, for its executors, administrators, successors, and assigns, hereinafter called the Lessor, and the City of Lynnwood, a municipal corporation hereinafter called the Lessee.

WHEREAS, the Lessor and Lessee deem it to be in the best public interest to enter into this Addendum to the Lease entered into by the Lessor and Lessee on the 7 day of December 2017.

NOW, THEREFORE, in consideration of the terms, conditions, covenants, and performances contained herein, IT IS MUTUALLY AGREED AS FOLLOWS:

- 1. Pursuant to Section 1.2 of the Lease, Lessor and Lessee agree to add Room 120 in the Woodway Hall Building for use in golf course operations, including but not limited to: the operations of a Reservation Center. Once occupied by the Lessee, this additional space described will become part of the leased space referenced in section 1.2 of the Lease.
- 2. UTILITIES – Reservation Center (Room 120). When the Lessee occupies the additional spaced, the Lessee shall be responsible for all utilities related to operations of the Reservation Center. Pursuant to Section 5.2 Utilities – Food and Beverage Operation, utilities for Room 120 will be moved to the new meter(s) at the expense of the Lessee.
- 3. Lessee is responsible for all other services required for the operations of the Reservation Center including, but not limited to, telephone, cable, security system, Wi-Fi or any other service installed by the Lessee.

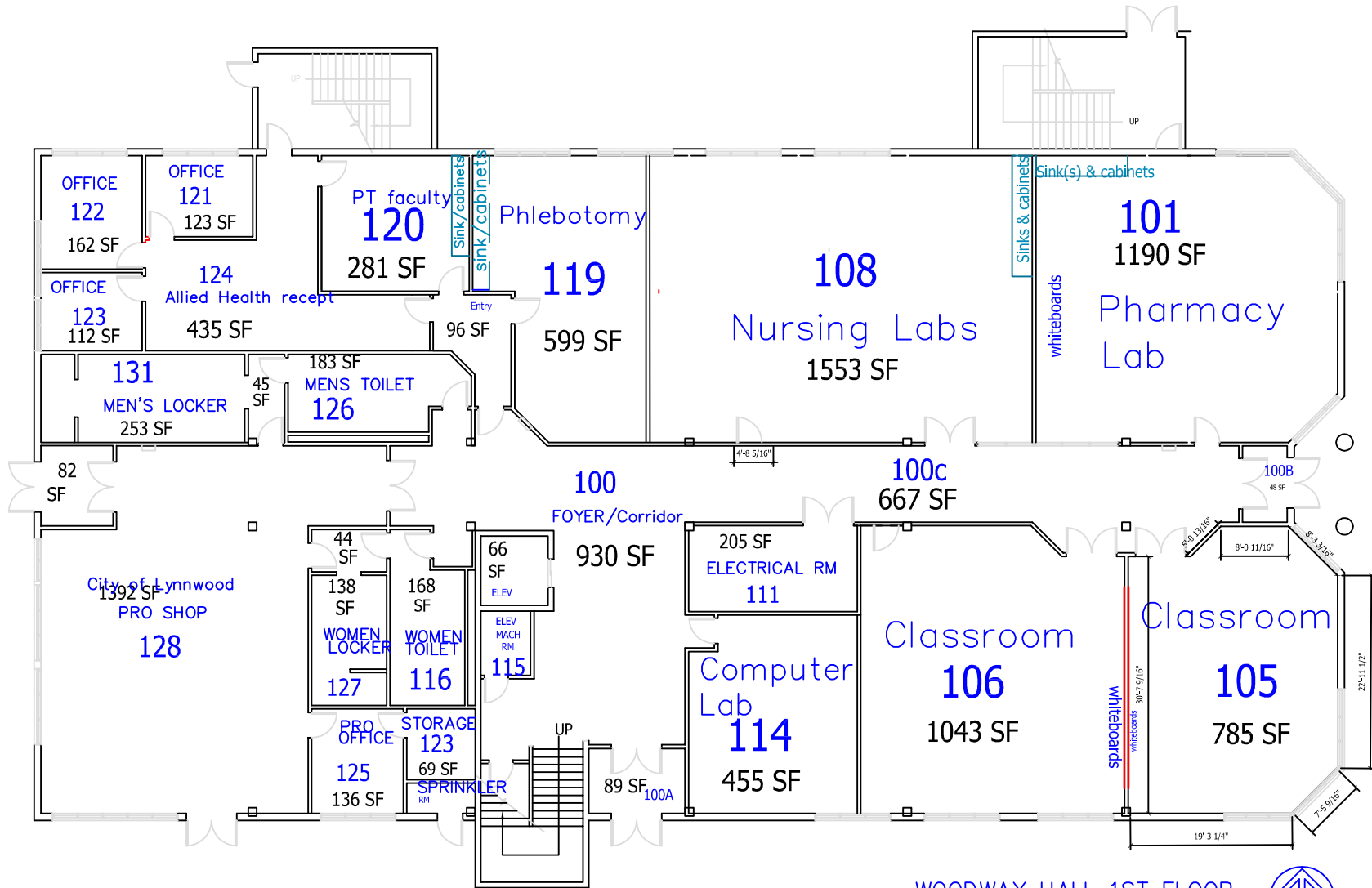
ALL other terms and conditions of the Lease shall apply and include the addition of the space as outlined in this Addendum and shall remain in effect, unless terminated, renewed, or extended in accordance with the provisions of the Lease.

IN WITNESS WHEREOF, the College and the City have executed this Addendum as of the date first written above.

State of Washington
By: _____
Printed Name:
Title:
Date: _____

City of Lynnwood
By: _____
Printed Name: Nicola Smith
Title: Mayor
Date: _____

Exhibit A



WOODWAY HALL 1ST FLOOR





Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

**RESOLUTION #21-11-1
Lease Addendum with City of Lynnwood**

WHEREAS, the Board of Trustees retains the right to approve every lease of real property; and

WHEREAS, Edmonds College and the City of Lynnwood previously entered into a Board-approved lease agreement on December 7, 2017; and

WHEREAS, in that lease agreement the City of Lynnwood currently leases space in Woodway Hall for use in golf course operations including a pro-shop, restrooms, and locker rooms; and

WHEREAS, Edmonds College and the City of Lynnwood agree to add Room 120 in Woodway Hall for use in golf course operations, including but not limited to: the operations of a Reservation Center; and

WHEREAS, Room 120 is not currently being used by Edmonds College, and is surrounded by other rooms leased by the City of Lynnwood; and

WHEREAS, the lease agreement and addendum provide for the City of Lynnwood to be responsible for all utilities used in Woodway Hall Room 120 as in all the rooms contained in the lease agreement, and also to return the room in its original condition upon termination of the lease agreement;

NOW, THEREFORE BE IT RESOLVED THAT the Edmonds College Board of Trustees approves the lease addendum as presented at the October 7, 2021 Board of Trustees meeting, and authorizes the College President to enter into the agreement with the City of Lynnwood on behalf of the College.

Wallace Webster II, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh



**BOARD OF TRUSTEES
November 10, 2021**

BACKGROUND
Naming of Hazel Miller Hall South Entrance

Subject

The Edmonds College Foundation launched a \$2M STEM and Nursing campaign to raise funds for the new building, technology, programs, and scholarships in FYs 2019-2021.

Background

The President's Leadership Team, with the approval of the Board of Trustees, has recommended building naming opportunities of class rooms, conference rooms, labs, departments, programs and other spaces in Hazel Miller Hall, to inspire those individuals, companies and foundations that would appreciate this type of donor recognition for their gifts.

Recommendation

The EC Foundation led the LAUNCH campaign in raising \$2.1M that included the namesake gift from the Hazel Miller Foundation. The individual members of the EC Foundation Board of Directors collectively gave \$275K to the campaign, \$250K of which has already been recognized through naming rights approved by the Board of Trustees. Naming the South Entrance to Hazel Miller Hall, currently unnamed, would recognize the final \$25K in gifts from individual Foundation Board members and countless hours of fundraising for the LAUNCH campaign.

The President's Leadership Team recommends that the South Entrance to Hazel Miller Hall be named in recognition of the Foundation Board of Director's \$25K donation and their overall contribution to the success of the LAUNCH campaign.

The President's Leadership Team recommends that the Board of Trustees consider granting authority to name the Hazel Miller Hall South Entrance in recognition of the EC Foundation Board of Directors at the October 7, 2021 meeting, and approve it at the November 10, 2021 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

**RESOLUTION #21-11-2
NAMING OF HAZEL MILLER HALL INTERIOR AND EXTERIOR SPACES**

WHEREAS, naming of facility structures such as conference rooms, classrooms, etc. may be named after a donor, and

WHEREAS, the President’s Leadership Team has made a recommendation to offer building naming opportunities for the new STEM & Nursing Building (now named Hazel Miller Hall) as part of the \$2 million STEM and Nursing campaign and,

WHEREAS, the naming of the South Entrance to Hazel Miller Hall recognizes the Foundation’s Board of Directors commitment to the success of the LAUNCH campaign and the additional \$25,000 in gifts from individual Foundation Board members,

NOW THEREFORE BE IT RESOLVED, The Edmonds College Board of Trustees grants authority to the college administration to name the South Entrance to Hazel Miller Hall recognizing the Foundation Board of Directors and approves the designation of “Edmonds College Foundation Board of Directors South Entrance,” at Hazel Miller Hall.

Wally Webster II

Date Approved _____

ATTEST:

Dr. Amit B. Singh

BACKGROUND

Board Policy & Procedure Review: BOT 6.0, 6.01pr, 11.0, 11.01pr, 12.0, 12.01pr, 13.0, 15.0, 16.0, 16.01pr

Background

In 2017, the Board agreed to review its policies and procedures every three years, with one third being reviewed each year (Resolution #17-11-2).

The following policies and procedures represent the third set of a 3-year cycle, with the first portion being reviewed in 2019, and the second portion being reviewed in 2020.

Overview

Board Policies and Procedures 6, 11, 12, 13, 15, and 16 have been reviewed by staff and Assistant Attorney General Arlene Anderson, and proposed changes are outlined in the summary table following this page, and exact changes are shown in “redline” on the policies and procedures themselves.

Recommendation

The college administration recommends that the Board review the proposed changes and provide feedback; Board Policies and Procedures 6, 11, 12, 13, 15, and 16, will be brought back to the Board for approval at the November 10, 2021 meeting.



BOARD POLICY AND PROCEDURE REVIEW

Executive Summary			
	POLICY/PROCEDURE UNDER REVIEW	CHANGES RECOMMENDED	RATIONALE
1	BOT Policy 6.0 Mission, Vision, Core Themes, and Values	<ul style="list-style-type: none"> ● Change “Review Period” language to conform with other policies 	This clarifies that the Board retains the authority to approve this policy.
2	BOT Procedure 6.01pr Mission, Vision, Core Themes, and Value	<ul style="list-style-type: none"> ● Change “Review Period” language, to conform to other policies and procedures 	This brings the review requirements for policies and procedures into alignment (a process started two years ago) and clarifies that the Board retains the authority to approve both policies and procedures.
3	BOT Policy 11.0 Board Treasurer and Fiscal Accountability	<ul style="list-style-type: none"> ● Update language to reflect VP Finance position title ● Update language to reflect our current Comprehensive Planning model ● Decouple budget planning from strategic planning processes, which are done on a much more infrequent basis. 	These changes more simply state the title of the VP of Finance (which may have other areas of responsibility at any given time), reflect our new practices and terminology stemming from our new Comprehensive Planning model, and decouple the annual budgeting process from the strategic planning process because the timing of those two is not the same.
4	BOT Procedure 11.01pr Board Treasurer and Fiscal Accountability	<ul style="list-style-type: none"> ● Update language to reflect VP Finance position title ● Update language to reflect our current Comprehensive Planning model ● Change “Review Period” language, to conform to other policies and procedures (as noted above in line 2) 	These changes more simply state the title of the VP of Finance (which may have other areas of responsibility at any given time), reflect our new practices and terminology stemming from our new Comprehensive Planning model, and clarify that planning assumptions are part of revenue and expense projections

Executive Summary - continued			
	POLICY/PROCEDURE UNDER REVIEW	CHANGES RECOMMENDED	RATIONALE
5	BOT Policy 12.0 Communication and Counsel to the Board	<ul style="list-style-type: none"> ● Update sentence structure and list formatting for clarity ● Add language clarifying that the President may contact trustees on behalf of and at the request of the Chair to disseminate information ● Add language that the President will develop an individual relationship with each trustee 	<p>The formatting changes make it easier for the reader to know what the intention of the policy is.</p> <p>The added language clarifies that the President will disseminate information to all trustees to keep the informed as appropriate, will serve as the conduit for information sharing from the Board Chair, as the OPMA allows, and will also cultivate individual relationships with each trustee.</p> <p>This is in contrast to the existing language which could be interpreted that the President could not reach out to the trustees unless directed by the Chair.</p>
6	BOT Procedure 12.01pr Communication and Counsel to the Board	<ul style="list-style-type: none"> ● Change “Review Period” language, as outlined in line 2 above 	
7	BOT Policy 13.0 Emergency Executive Succession (No Accompanying Procedure)	<ul style="list-style-type: none"> ● Change emergency executive successor selection timing to an annual selection of two leadership team members who could be called on to fill in for the President in case of emergency ● Change process so that the names of the PLT members identified are presented to the Board by the President in a meeting, rather than identified by title in a policy that remains in place until changed. 	<p>These changes allow for a clear line of emergency succession that is based upon the most appropriate leadership team member at any given time, rather than an ex-officio position that does not account for extenuating factors such as length of tenure.</p>
8	BOT Policy 15.0 Academic Freedom (No Accompanying Procedure)	NO CHANGES IDENTIFIED	

<p>9</p>	<p>BOT Policy 16.0 Emeritus Status</p>	<ul style="list-style-type: none"> ● Remove provision to allow those with emeritus status to retain college Google Accounts and internet access 	<p>In a Google environment, a Google account is the “key” to much more than email, including:</p> <ul style="list-style-type: none"> ● access to college data via file sharing ● ability to send communications to the entire campus <p>Having emeritus recipients retain college accounts also subjects their files and correspondence (whether personal or not) to the Open Public Records Act.</p>
<p>10</p>	<p>BOT Procedure 16.01pr Emeritus Status</p>	<ul style="list-style-type: none"> ● Update title language to allow for all members of the President’s Leadership Team, not just those with the title of Vice President ● Update language to reflect our current Comprehensive Planning model ● Change “Review Period” language, as outlined in line 2 above 	<p>These changes clarify that all members of the President’s Leadership Team (not just VPs) can participate in the process, and also reflect our new practices and terminology stemming from our new Comprehensive Planning model</p>

BOT 6.0 - Mission, Vision, Core Themes, and Values :

SUMMARY/SCOPE

The Edmonds College Board of Trustees supports the college's Mission, Vision, Core Themes, and Values. As the governing body for the college, the Board of Trustees approval is required before changes can be implemented.

DESCRIPTION

The current Mission, Vision, Core Themes, and Values are as follows:

MISSION

Teaching | Learning | Community

VISION

Transforming lives through exemplary, nationally recognized educational and career pathways.

CORE THEMES

Guided by innovation, equity, inclusion, and a global perspective, we are committed to...

- Academic Excellence
- Student Success
- Community Engagement

VALUES

The Board, employees, and students of our college value...

Collaboration and Communication

- We promote respectful collaboration, communication, and interaction among students and employees.
- We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.

Responsibility and Accountability

- We manage our resources with efficiency and integrity to ensure the long-term health of the college.
- We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.

Innovation and Creativity

- We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
- We explore, create, and evaluate in order to improve.

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.

An in-depth review of the Mission, Vision, Core Themes, and Values will be conducted at least once every seven (7) years.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 6.01pr Mission, Vision, Core Themes, and Values: Procedure](#)

SOURCE INFORMATION

(was) B 1.1 Mission Statement, Vision Statement, Core Themes, Strategic Objectives, and Values

CONTENT OWNER. The primary responsibility for this policy belongs to:

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to the ~~consulting with the~~ Board of Trustees ~~Chair on~~ ~~changes made.~~

REVIEW HISTORY

2017-Nov 02 Reviewed, Board Resolution 17-11-2

2017-Feb 09 Revised, Board Resolution 17-2-1

2014-Feb 18 Reviewed

2013-Nov 21 Amended, Board Resolution 13-11-2

2013-May 09 Amended, Board Resolution 13-5-1

2012-Sep 09 Amended, Board Resolution 12-9-3

2012-Aug First Consideration of B 1.1

2010-Jun 09 Amended, Board Resolution 10-6-9

2007-Jan 11 Amended

2001-May Approved B 1.1 (and B 1.2)

BOT 6.01pr - Mission, Vision, Core Themes, and Values : Procedure

SUMMARY/SCOPE

Procedure for Board policy BOT 6.0 for updating and revising the Mission, Vision, Core Themes, and Values.

DESCRIPTION

At least once every seven (7) years, the Board of Trustees will direct the President to conduct an in-depth review of the college's Mission, Vision, Core Themes, and Values.

PROCEDURE DETAILS

The President will ask the Office of Planning, Research, and Assessment to assist with college-wide engagement.

The college may use employee/representative bodies, or a steering committee/task force to ensure broad participation by students and employees. In addition, the college will invite external community feedback. Other means of gathering input may include surveys or focus groups. The draft statements will be reviewed and recommended by President's Leadership Team to the Board of Trustees for their review and feedback.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 6.0 Mission, Vision, Core Themes, and Values](#)

SOURCE INFORMATION

(was) B 1.1 Mission Statement, Vision Statement, Core Themes, Strategic Objectives, and Values

CONTENT OWNER. The primary responsibility for this policy belongs to:

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to consulting with the Board of Trustees Chair on changes made.

REVIEW HISTORY

2017-Nov 02 Reviewed, Board Resolution 17-11-2

2017-Feb 09 Revised, Board Resolution 17-2-1

2014-Feb 18 Reviewed

2013-Nov 21 Amended, Board Resolution 13-11-2

2013-May 09 Amended, Board Resolution 13-5-1

2012-Sep 13 Amended, Board Resolution 12-9-3

2012-Aug First Consideration of B 1.1

2010-Jun 09 Amended, Board Resolution 10-6-9

2007-Jan 11 Amended

2001-May Approved B1.1 (and B 1.2)

BOT 11.0 - Board Treasurer and Fiscal Accountability :

SUMMARY/SCOPE

The Board of Trustees maintains fiduciary responsibility for Edmonds College District 23, and the President and Vice President for Finance and Operations ensure fiscal operations are in compliance with state and federal laws and regulations.

DESCRIPTION

The President maintains full authority for all operations of the college, and the Vice President for Finance and Operations serves as the Treasurer of the Board of Trustees. The Treasurer shall submit a quarterly report of the operating budget to the Board on a quarterly basis. The budgeting process for any fiscal year shall clearly reflect the college's Mission, Vision, Core Themes, Strategic Objectives, Strategic Plan, and Values, and Comprehensive Plan; be fiscally sound; and be derived from an institution-wide strategic planning process.

ASSET PROTECTION

The Board delegates to the President the authority to ensure that assets of the college are protected, adequately maintained, and free from unnecessary risk.

DEBT MANAGEMENT

Edmonds College may incur debt in accordance with RCW 28B.50.140 (6) and RCW 39.94. The college debt shall be effectively managed to ensure adequate resources are available to meet debt service requirements of short-term and long-term indebtedness.

CASH AND INVESTMENT MANAGEMENT

Edmonds College shall invest funds in a manner which provides maximum security with the highest investment return, while meeting the daily cash flow demands of the college and conforming to all state laws governing the investment of public funds.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 11.01pr Board Treasurer and Fiscal Accountability: Procedures](#)

SOURCE INFORMATION

(was) B 2.4 Board Treasurer and Fiscal Accountability, B 2.6 Asset Protection, B 2.10 Debt Management, and B 2.11 Cash and Investment Management

[RCW 28B.50.140 \(6\) Boards of trustees - Powers and duties.](#)

[RCW 39.94 Financing Contracts.](#)

CONTENT OWNER. The primary responsibility for this policy belongs to:
Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)
Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to the Board of Trustees.

REVIEW HISTORY

2017-Mar 09 Amended to combine B 2.9 and B 2.10 with BOT 11.0, Board Resolution 17-3-6

2017-Mar 09 Amended to combine B 2.6 with B 2.4; renamed and changed to BOT 11.0, Board Resolution 17-3-6

2014-Feb 18 Amended to move B 2.7 to B 2.6, B 2.8 to B 2.7, B 2.9 to B 2.8, B 2.10 to B 2.9, and B 2.11 to B 2.10

2014-Feb 18 Amended to combine B 2.5 with B 2.4 and rename, Board Resolution 14-2-1

2014-Feb 18 Amended to combine B 2.6 with B 2.5

2008-Sep 11 Approved B 2.11, Board Resolution 08-9-2

2008-Sep 11 Approved B 2.10, Board Resolution 08-9-1

2002-Aug 01 Amended B 2.7 for Name Change

2001-May Approved B 2.4 - B 2.9

BOT 11.01pr - Board Treasurer and Fiscal Accountability : Procedure

SUMMARY/SCOPE

This procedure explains the process for implementing Board policy BOT 11.0 Board Treasurer and Fiscal Accountability.

DESCRIPTION

With respect to the actual, ongoing condition of the college's financial health, the President will ensure that the institution is proceeding in accordance with the college's Mission, Vision, Core Themes, ~~Strategic Objectives, Strategic Plan, and Values~~, and ~~Comprehensive Plan~~. On a quarterly basis, the Vice President for Finance ~~and Operations~~ shall provide the Board with a quarterly update of the college's operating ~~ingions~~ budget.

PROCEDURE DETAILS

The President is held accountable by the Board of Trustees that the budget:

1. Contains sufficient information, as determined by the Board, to develop credible projections of revenues and expenses, ~~which includes along with~~ reasonable planning assumptions.
2. Maintains an operational reserve.
3. Ensures fiscal soundness for future years.

ASSET PROTECTION

The President will:

1. Minimize exposure of the organization, its Board, and its staff from claims of liability.
2. Receive, process, and disburse funds under controls, which are sufficient to meet the State Auditor's standards.
3. Protect the organization's intellectual property, information, and files from loss or significant damage.
4. Inform the Board, at a minimum quarterly basis, of:
 - A. Any pending litigation.
 - B. Any settlement agreement.
5. Enter into contracts that are aligned with the college's Mission, Vision, Core Themes, ~~Strategic Objectives, Strategic Plan, and Values~~, and ~~Comprehensive Plan~~, as well as fiscally sound and in compliance with state and federal laws and regulations.
6. Safeguard the college's public image and credibility.

DEBT MANAGEMENT

The college shall not incur debt or borrow money which will cause the aggregate debt contracted by the college to exceed that amount for which payments of principal and interest in any fiscal year would require the college to expend more than seven percent (7%) of the average general operating revenues for the three (3) immediately preceding fiscal years. The Vice President for Finance ~~and Operations~~ shall provide annual updates to the Board at the summer study session, as well as when requested by the Board.

CASH AND INVESTMENT MANAGEMENT

The Vice President for Finance ~~and Operations~~ or designee shall invest college funds and is responsible for the college's investment program. The Vice President for Finance ~~and Operations~~ or designee will

take necessary actions to ensure the prudent investment of college funds. The Vice President for Finance ~~and Operations~~ or designee shall provide periodic reports to the President. The Vice President for Finance ~~and Operations~~ shall present an annual report that provides an accurate and meaningful representation of the investment portfolio and provides analysis as proof of compliance with this policy. Should any significant changes occur, the Vice President for Finance ~~and Operations~~, through the President, will ensure that the Chair of the Board is apprised of the situation.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 11.0 Board Treasurer and Fiscal Accountability](#)

SOURCE INFORMATION

(was) B 2.4 Budgeting, B 2.6 Compensation and Benefits, B 2.10 Debt Management, and B 2.11 Cash and Investment Management

CONTENT OWNER. The primary responsibility for this policy belongs to:
Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's ~~recommendation to the consulting with the Board of Trustees Chair on changes made.~~

REVIEW HISTORY

2017-Mar 09 Amended to combine B 2.9 and B 2.10 with BOT 11.0, Board Resolution 17-3-6

2017-Mar 09 Amended to combine B 2.6 with B 2.4; renamed and changed to BOT 11.0, Board Resolution 17-3-6

2014-Feb 18 Amended to move B 2.7 to B 2.6, B 2.8 to B 2.7, B 2.9 to B 2.8, B 2.10 to B 2.9, and B 2.11 to B 2.10

2014-Feb 18 Amended to combine B 2.5 with B 2.4 and rename, Board Resolution 14-2-1

2014-Feb 18 Amended to combine B 2.6 with B 2.5

2008-Sep 11 Approved B 2.11, Board Resolution 08-9-2

2008-Sep 11 Approved B 2.10, Board Resolution 08-9-1

2002-Aug 01 Amended B 2.7 for Name Change

2001-May Approved B 2.4 - B 2.9

BOT 12.0 - Communication and Counsel to the Board :

SUMMARY/SCOPE

The President has the duty to keep the Board of Trustees informed and provide counsel on key issues.

DESCRIPTION

With respect to providing information and counsel to the Board, the President: ~~will have~~

- ~~Has~~ the duty to ensure that the Board remains informed, ~~and to. R r~~ report in a timely manner any actual or anticipated noncompliance with any policy of the Board.
- ~~Functions as the primary college communication link to the Board, keeping the Board as a whole informed as appropriate.~~
- ~~At the request of the Board Chair may contact other Board members on behalf of the Chair to inform them of key issues, as allowed by the Open Public Meetings Act (RCW 42.30.080)~~
- ~~In accordance with good governance best practice, will develop a productive relationship with each trustee to the best of his/her ability.~~

~~Deal with the Board as a whole except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the Board. If concerns arise between an individual Board member and the President, the President shall seek the advice of the Board Chair.¶~~

~~¶~~

~~Function as the primary college communication link through the Board Chair to the Board. At the Board Chair's request, the President may contact other Board members to inform them of key issues in compliance with the Open Public Meetings Act (RCW 42.30.080).¶~~

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 12.01pr Communication and Counsel to the Board: Procedure](#)

SOURCE INFORMATION

[RCW 42.30.080 Special meetings.](#)

CONTENT OWNER. The primary responsibility for this policy belongs to:

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to the Board of Trustees.

REVIEW HISTORY

2017-Mar 09 Amended to change to BOT 12.0, Board Resolution 17-3-6

2014-Feb 18 Amended for Numbering Change to B 2.8

2002-Aug 01 Amended for Name Change

2001-May Approved B 2.7

BOT 12.01pr - Communication and Counsel to the Board : Procedure

SUMMARY/SCOPE

This procedure explains the process for implementing Board policy BOT 12.0 Communication and Counsel to the Board.

DESCRIPTION

The President has an obligation to ensure that the Board of Trustees is kept informed of critical issues and the overall operation of the college.

PROCEDURE DETAILS

The President will:

1. Provide the Board with a President's Report at each Board business meeting.
2. Ensure the Board is aware of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.
3. Submit monitoring data requested by the Board in a clear, timely, and accurate fashion, directly addressing provisions of the Board policies being monitored.
4. Upon specific request of the Board, engage as many staff and external points of view, issues, and options as needed for fully informed Board choices.
5. Advise the Board if, in the President's opinion, the Board is not in compliance with its own policies, particularly in the case of Board behaviors that may be detrimental to the working relationship between the Board and the President.
6. Provide a mechanism for official Board communication, including monthly informational packets as part of the regularly scheduled Board of Trustees meeting.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 12.0 Communication and Counsel to the Board](#)

SOURCE INFORMATION

(was) B 2.7 Communication and Counsel to the Board

CONTENT OWNER. The primary responsibility for this policy belongs to:
Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)
Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to consulting with the Board of Trustees Chair on changes made.

REVIEW HISTORY

2017-Mar 09 Amended to change to BOT 12.0, Board Resolution 17-3-6

2014-Feb 18 Amended for Numbering Change to B 2.8

2001-Aug 01 Amended for Name Change

2001-May Approved BOT 2.7

BOT 13.0 - Emergency Executive Succession :

SUMMARY/SCOPE

Should the President be suddenly unable to perform her/his duties, an emergency executive succession plan will be activated.

DESCRIPTION

In order to protect the Board from sudden loss of chief executive services, the President will ensure that members of the staff are familiar with Board and chief executive issues and processes. ~~In an emergency, the Executive Vice President for Instruction will be responsible for assuming the duties of Acting President until the Board takes action to approve a longer term successor. Should the Executive Vice President for Instruction be unable to perform these duties, then the Vice President for Finance and Operations will serve as Acting President.~~

Each year, generally at the September Board meeting, the President will identify and present to the Board the name and title of the most appropriate member of the President's Leadership Team who, in an emergency, would be responsible for assuming the duties of Acting President until the Board took action to approve a longer-term successor. At the same time, the President will present the name and title of a secondary President's Leadership Team member who could step in as Acting President if the primary person named was unable to perform the duties.

In the event of personnel changes in either of the two named roles, the President will present updated names to the Board as soon as possible, but no later than the next regular meeting of the Board of Trustees.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

SOURCE INFORMATION

(was) B 2.8 Emergency Executive Succession

CONTENT OWNER. The primary responsibility for this policy belongs to:
Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)
Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD
Three years. Requires President’s recommendation to the Board of Trustees.

REVIEW HISTORY
2017-Mar 09 Amended, Board Resolution 17-3-6
2014-Feb 18 Amended for Administrative Title and Numbering Change to B 2.8
2007-Jan 11 Amended
2001-May Approved B 2.9

BOT 15.0 - Academic Freedom :

SUMMARY/SCOPE
Academic freedom is essential for the free search of truth and its exposition.

DESCRIPTION
The Board of Trustees of Edmonds College affirms that it adheres to RCW 28B.50.020. Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its exposition.

Academic freedom is essential to these purposes and applies to all disciplines. Freedom in research is fundamental to the advancement of truth. Academic freedom in all disciplines is fundamental for the protection of the rights of the faculty, staff, and students.

Academic freedom carries with it rights and responsibilities, regardless of employment status. Employees and students must remain civil and respectful, even when on opposite sides of an issue. The purpose of an academic community is to freely question, criticize, worry, discuss ideals, and to provide the forum to seek a better way toward human aspiration and fulfillment.

Academic freedom is essential for the maintenance of excellence in education, and moreover, exists so that society may have benefits of objective and independent criticism. Academic freedom is essential to allow the pursuit and examination of honest answers to scientific, social, and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude.

Accordingly, there shall be no adverse consequences to employment status (promotion, demotion, and/or retention) as a result of discussions and expressions protected by academic freedom.

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

SOURCE INFORMATION

(was) B 1.3 Academic Freedom

[RCW 28B.50.020 Purpose.](#)

CONTENT OWNER. The primary responsibility for this policy belongs to:

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's recommendation to the Board of Trustees.

REVIEW HISTORY

2017-Mar 09 Amended to BOT 15.0, Board Resolution 17-3-6

2013-Nov 21 Amended for Numbering Change to B 1.3, Board Resolution 13-11-2

2013-Sep 12 Adopted B 1.4, Board Resolution 13-9-1

BOT 16.0 - Emeritus Status :

SUMMARY/SCOPE

The college may confer emeritus status to an employee who is retiring from Edmonds College.

DESCRIPTION

Emeritus status may be granted to a college employee upon retirement because he/she displayed meritorious, exemplary performance during his/her employment at the college and has been nominated per this policy. The emeritus title is conferred upon the approval of the President; in the case of the President, the Board of Trustees confers this status.

Benefits of Emeritus Status

All emeriti shall be accorded the following privileges:

1. Possession of a free campus staff parking permit to be issued and verified by Campus Security;
2. Same library borrowing privileges as current employees;
3. Access to campus recreational and social facilities;
4. Complimentary or reduced-priced admission to cultural and athletic events, at the discretion of the sponsoring group;
5. Invitations to participate in selected department and/or college functions;
6. Attendance at public college functions and celebrations affirming the academic mission of the college, such as commencement;
7. Receive Edmonds College mailings;
- ~~8. Will automatically retain their computer account(s), which includes email and internet access.~~

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 16.01pr Emeritus Status: Procedure](#)

SOURCE INFORMATION

(was) B 2.11 Emeritus Status

CONTENT OWNER. The primary responsibility for this policy belongs to:

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President’s recommendation to the Board of Trustees.

REVIEW HISTORY

2017-Mar 09 Amended to BOT 16.0, Board Resolution 17-3-6

2014-Feb 18 Amended for Numbering Change to B 2.11

2013-Aug 22 Adopted B 2.12, Board Resolution 13-8-1

BOT 16.01pr - Emeritus Status : Procedure

SUMMARY/SCOPE

This procedure explains the process for implementing Board policy BOT 16.0 Emeritus Status.

DESCRIPTION

Emeritus status is granted upon approval by the Edmonds College President (Board of Trustees if granting emeritus status to the President) and upon retirement from Edmonds College.

PROCEDURE DETAILS

Initial review of a request for emeritus status originates in the appropriate department or office. The department administrator makes a recommendation to the appropriate ~~Vice President~~ **member of the President’s Leadership Team**. The **President’s Leadership Team member** ~~Vice President~~ for each area makes an independent recommendation to the President. For Vice Presidents, the President will originate such action, as deemed appropriate.

Specific criteria for a positive recommendation for emeritus status will largely be vested in the department or office, based upon those activities that it values as expressed through the unit standards. However, all candidates for emeritus status must meet at least the following general guidelines:

1. The individual must have been employed by Edmonds College for a period of no less than ten (10) years; exceptions to this requirement may be made by the Board of Trustees.

2. The individual must have maintained a record of excellence in the performance of his/her duties, service to the college, and demonstrated the college's Mission, Vision, Core Themes, ~~Strategic Objectives, Strategic Plan, and Values, and Comprehensive Plan.~~

GLOSSARY TERMS

[Board of Trustee\(s\)](#)

RELATED POLICIES AND PROCEDURES

[BOT 16.0 Emeritus Status](#)

SOURCE INFORMATION

(was) B 2.11 Emeritus Status

CONTENT OWNER. The primary responsibility for this policy belongs to:
Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

REVIEW PERIOD

Three years. Requires President's ~~recommendation to consulting with the Board of Trustees Chair on changes made.~~

REVIEW HISTORY

2017-Mar 09 Amended to BOT 16.01pr, Board Resolution 17-3-6

2014-Feb 18 Amended for Numbering Change to B 2.12

2013-Aug 22 Adopted, Board Resolution 13-8-1



Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

**RESOLUTION #21-11-3
APPROVAL OF BOARD POLICIES AND PROCEDURES
BOT 6.0, 6.01pr, 11.0, 11.01pr, 12.0, 12.01pr, 13.0, 15.0, 16.0, 16.01pr**

WHEREAS, the Edmonds College Board of Trustees reviews one third of the Board policies each fall to ensure alignment with the language requirements of accreditation and to reflect current practices; and

WHEREAS, the College administration presented policies BOT 6.0 - Mission, Vision, Core Themes, and Values, BOT Policy 11.0 - Board Treasurer and Fiscal Accountability, BOT Policy 12.0 - Communication and Counsel to the Board, BOT Policy 13.0 - Emergency Executive Succession, BOT Policy 15.0 - Academic Freedom, BOT Policy 16.0 - Emeritus Status, and their accompanying procedures to the Board for first consideration at the October 7, 2021 meeting; and

WHEREAS, the College administration also presented suggested changes to the aforementioned policies and procedures for the purposes of clarity and consistency, to reflect current position titles, to make succession planning more intentional, to reflect the new terminology and practices around Comprehensive Planning, to increase data security, and to clarify how the President disseminates information to the Board;

NOW, THEREFORE, BE IT RESOLVED that the Edmonds College Board of Trustees has approved the above-named policies and accompanying procedures with changes as presented on October 7, 2021 and again on November 10, 2021.

Wally Webster II, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh



Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

BACKGROUND CONSIDERATION OF PERMANENT STATUS

Subject

Consideration of permanent status for:

[Nancy Nelson](#) **Adult Basic Education (Corrections)**
[Dean Schlegel](#) **Construction Trades Apprenticeship Preparation (Corrections)**

Background

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

Nancy Nelson and Dean Schlegel have successfully completed their three-year probationary period. The Appointment Review Committee and Administration recommend approval of permanent status.

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

Please click on the name above to review the packet.

Recommendation

The administration recommends that the Board of Trustees consider permanent status for Nancy Nelson and Dean Schlegel at the October 7, 2021 meeting and approve permanent status for these faculty members at the November 10, 2021 meeting.



Washington Community College District 23

**BOARD OF TRUSTEES
November 10, 2021**

**RESOLUTION #21-11-4
APPROVAL OF PERMANENT STATUS**

Subject

Consideration of permanent status for:

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

WHEREAS, the appointment review committee has met their responsibility under the law and the negotiated agreement to review the appointment of the above-named; and

WHEREAS, the appointment review committee has recommended that permanent status be granted for Nancy Nelson and Dean Schlegel;

NOW THEREFORE BE IT RESOLVED that Edmonds College Board of Trustees grants permanent status to Nancy Nelson and Dean Schlegel and welcomes them to a permanent faculty position at Edmonds College.

Wally Webster II, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh



Washington Community College District 23

BOARD OF TRUSTEES November 10, 2021

FOUNDATION REPORT

EXECUTIVE

- The Executive Director posting closed on November 5th. Valtas, the executive search firm, are screening applicants, and they will present qualified applicants to the selection committee on November 18 or 19 for first round interviews. The committee is hoping for a January 4th, 2022 start date for the new hire.

BOARD OF DIRECTORS & COMMITTEES

- The Foundation began its annual audit process with Vine Dahlen, an external accounting agency in October 2021 and expects the findings in December 2021. These audit results are included in the College's annual financial audit for the same year.
- The Foundation Board of Directors welcomed its newest student representative and ex officio member for 2021-2022, Puneet Birk.
- On October 27th, the Director of Finance along with the Chair of the Finance Committee, held a training for board members on nonprofit accounting principles, financial statements and management reports, and they also discussed the budget and the budget process. It was well attended by 20 board members.
- The Development Committee will host a training session, led by consultant Jim Shapiro from Better Fundraising, on November 17th at 4pm. All Board members are welcome to attend.
- The Foundation Board will be holding its annual retreat on January 14, 2022.

FOUNDATION ACTIVITY

- The Foundation student emergency assistance grant process is being routed to the college for dissemination through the one-stop Triton Benefit Hub with other emergency aid sources for increased access and clarity for students.

FUNDRAISING

- Fortive is confirmed as the TITLE sponsor for the INSPIRE 2022 annual benefit for Student Success on April 9, 2022. As of October 29th, \$62,000 in event sponsorships have been confirmed. Updated event highlights include Fred Northup, Jr. will be our auctioneer, Edmonds College's Soundsations are confirmed as the highlighted entertainment for the event, and The Culinary Arts and Baking Department will be featured in both the dinner and the coveted Dessert Dash. In addition to the live event, there will be an interactive online experience.
- Long time donor, Dorothy Jennings, passed away last month and left a significant bequest for the benefit of the Creative Retirement Institute (CRI) at an expected \$720,000 gift. These funds will arrive sometime in Spring 2022 and will support a strategic vision for the CRI program.

Submitted by: Danielle Carnes

**BOARD OF TRUSTEES
November 10, 2021**

PRESIDENT'S REPORT**Legislative Visits**

I've begun my annual practice of meeting with state senators and representatives from Legislative Districts 21, 32, 1, 38, 39, and 44. This is the second year of the legislative biennium, and while we don't expect to be involved in a lot of policy action in Olympia this session, it's still important to connect with our elected officials. I use this time to thank them for their continued support of our college and to share the work we are doing that aligns with their own interests and priorities based on their committee and community work.

Capital Projects

We have two major capital projects on the horizon, which Interim Director of Facilities, Chris Szarek, will report on in more detail at the November study session:

Lynnwood Hall - We have been approved to move forward with the pre-design and design phases of a \$36M, 56,000 sq. ft. addition to Lynnwood Hall, for the purpose of creating the Triton Learning Commons, a one-stop-shop for students to access services, resources, study space and technology support. We are now in the pre-design phase, for which the budget is \$382K.

Monroe Hall Expansion - We are working on submitting a project proposal to create a Center for Innovation and Entrepreneurship in Monroe Hall (2023-25 biennium). We are in the process of creating the project request report, which includes site drawings, initial owner requirements, and hazmat surveys. The initial site visit with architects and consultants took place on October 28th to review site conditions and gather additional information.

WorkSource Everett Tour

>>>

On October 22nd I participated in a tour of the WorkSource Everett facility, as part of the onboarding for new members of the Future Workforce Alliance Board, which I joined in October 2020. It was a great tour, and very informative.

Meeting with K-12 Leadership

On October 29 Edmonds School District Superintendent Gustavo Balderas and I met along with members of our respective leadership teams. We had a productive meeting discussing two topics:

Early Connections - Beginning our communications with Edmonds SD students in middle school, to make sure they are aware of all the opportunities they have with Edmonds College or higher education in general.

Pathways for High School - Deepening our alignment with the school district to make the transition to Edmonds College as seamless as possible. We agreed to pursue these initiatives further, which is exciting for both organizations.

Meetings with Higher Ed Leadership

I recently met with Dr. Paul Pitre, Chancellor of WSU-Everett, to discuss how to strengthen our partnership and offer more opportunities for our students. On October 21 I attended a get-together of a few WACTC presidents to welcome Dr. Kristin Esterberg to her new role as Chancellor of UW Bothell.

