EDMONDS COLLEGE

WASHINGTON COMMUNITY COLLEGE DISTRICT 23 MISSION: TEACHING | LEARNING | COMMUNITY

BOARD OF TRUSTEES
Regular Meeting
Thursday, March 12, 2026
Meeting: 3:30pm – 6:30pm
In Person: Gateway Hall, Room 352, 6600 196th Street SW, Lynnwood, WA
Zoom: https://us02web.zoom.us/j/84036232012
Join by telephone: (253) 215-8782 **| Meeting ID:** 840 3623 2012

AGENDA

1. 3:30pm **Call to Order** — Chair Courtney Wooten

2. 3:32pm **Land Acknowledgement**

3. 3:35pm **Introductions of Board and Leadership Team** — Chair Courtney Wooten

4. 3:39pm **Approval of Meeting Minutes** — Chair Courtney Wooten
   February 12, 2026 - Regular Meeting

5. 3:43pm **Next Meeting** — Chair Courtney Wooten
   April 9, 2026, 3:30pm – Regular Meeting

6. 3:45pm **Transforming Lives**

7. 3:55pm **Public Comment** — Chair Courtney Wooten
   To make a public comment, you may submit it in writing to publiccomment@edmonds.edu no later than Wednesday, March 11, 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. Public comments may also be made in person at the meeting. All virtual participants who wish to make a public comment should submit one in writing as outlined above.

8. 4:05pm **Representative Reports**
   a. Student Government Representative (5 mins) — Tiffany Mphepo
   b. Classified Staff Representative (5 mins) — Lia Andrews
   c. Faculty Representative (5 mins) — Scott Haddock

9. 4:20pm **Foundation Report** — Lillian Sherman

10. 4:25pm **President's Report** — Dr. Amit Singh

11.	4:35pm	**Old Business: Second Consideration and Final Action**	
		a. Approval of Head Start Governance Transfer **RESOLUTION #26-3-1**	Dr. Amit Singh
		b. Endorsement of Tuition Rates for FY27 **RESOLUTION #26-3-2**	Dr. Amit Singh
		c. Approval of Course Fee Changes **RESOLUTION #26-3-3**	Dr. Kim Chapman
12.	4:50pm	**Break (10 mins)**	
13.	5:00pm	**New Business: First Consideration and Final Action Requested**	
		Consideration and Approval of ASEC Fees **RESOLUTION #26-3-4**	Afnan Ali
14.	5:10pm	**New Business: First Consideration**	
		a. Consideration of Tenure Status	Dr. Kim Chapman
		b. Consideration of Continuing Tenure Probationary Status	Dr. Kim Chapman
		c. Consideration of Professional Leave	Dr. Kim Chapman
15.	5:25pm	**Board Discussion** a. Trustee Updates b. Other	Chair Courtney Wooten
16.	5:35pm	**Study Session** Washington Aerospace Training & Research (WATR) Center Update	Matt Poischbeg
17.	6:00pm	**Executive Session (30 mins**)	Chair Courtney Wooten
18.	6:30pm	**Adjournment**	Chair Courtney Wooten

Next Regular Meeting: April 9, 2026, 3:30pm – Regular Meeting

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Times are estimates only and subject to change.

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110. Action 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

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
Regular Meeting: February 12, 2026

Location: Edmonds College, Gateway Hall 352: 6600 196th Street SW, Lynnwood, WA
Virtual Participation via Zoom

Draft Minutes

Trustees Present: Dr. Courtney Wooten, Chair; Dave Earling; Kayla Linadi; Adrianne Wagner; Carl Zapora
Trustees Absent: Wally Webster, Vice Chair

Others Present:
Dr. Amit Singh, President
Sara King, Assistant Attorney General (arrived 4:30pm)
Scott Haddock, Faculty Union Representative
Tiffany Mphepo, Associated Students of Edmonds College Representative
Dr. Kim Chapman, Vice President for Instruction
Karen Magarelli, Vice President for Strategic Marketing, Grants & Foundation - PIO & Special Assistant to the President
Suzanne Moreau, Vice President for Human Resources
Jim Mulik, Vice President for Finance and Institutional Effectiveness
Kristen NyQuist, Director of Planning and Operations
Dr. Indra Paola Peláez, Vice President for Enrollment and Student Services
Lillian Sherman, Executive Director of the Edmonds College Foundation
Eva Smith, Chief Information Officer
Dr. Yvonne Terrell-Powell, Vice President for Student Success, Belonging, and Global Engagement

Various members of the campus community and public

CALL TO ORDER
Chair Wooten called the meeting to order at 3:30pm, and welcomed those present.

LAND ACKNOWLEDGEMENT
Trustee Wagner read the Land Acknowledgement.

INTRODUCTIONS
Chair Wooten led introductions of the Board. Dr. Singh led introductions of the President's Leadership Team and Advisory Representatives.

APPROVAL OF MEETING MINUTES
Chair Wooten entertained a motion to approve the minutes from the November 18, 2025 meeting, which was made by Trustee Zapora, seconded by Trustee Earling, and unanimously approved as presented.
Approved

Chair Wooten entertained a motion to approve the minutes from the January 13, 2026 retreat, which was made by Trustee Zapora, seconded by Trustee Earling, and unanimously approved as presented.
Approved

NEXT MEETING
Chair Wooten announced that the next meeting will be held March 12, 2026 at 3:30pm.

TRANSFORMING LIVES
Angela Adams, a student pursuing a music degree who performs with EC's jazz choir Soundsation, shared her educational journey with the Board. She's known for a long time that she'd end up in music, which requires technical precision and emotional presence, and develops the ability to deeply listen to others. In high school, she attended performances of EC's Soundsation, which she found to be professional and meaningful. Those performances helped her see Edmonds College as a place she could grow. She has found the community here supportive and the faculty highly invested in students, noting Soundsation Director Jeff Horenstein as key to the success of the group who continually reminds them what they are capable of. Ms. Adams plans to pursue a doctorate in music and be an educator to help students find their voice and express themselves. She closed by sharing that Edmonds College will always be a part of her story, and that performances, the environment, and faculty can have a lasting impact on students.

Soundsation, the college's jazz choir, backed by an instrumental trio, under the direction of Interim Director Jeff Horenstein, performed a beautiful rendition of "Stained Glass Windows," and received a standing ovation.

The trustee thanked Ms. Adams and all the performers for their eloquence and artistry.

PUBLIC COMMENTS
No public comments were received in writing, and none were given in person.

REPRESENTATIVE REPORTS
ASEC Representative - Tiffany Mphepo, Executive Officer for Administration, reported on recent Student Governments activities as follows:

- Student Government represented Edmonds College in Olympia for Advocacy Day, led by the Executive Officer for Community Relations. The delegation met with several legislators to advocate for key student priorities, including expanding support for student parents, increasing housing affordability, and ensuring that all colleges have Student Trustees.
- Student Government will be traveling to Washington, D.C. to advocate at the federal level.
- The Executive Officer of Budget and Finance updated the Services & Activities Funding Request forms and the Services & Activities funding application cycle for the 2026–27 fiscal year has officially opened.
- Since November, the Executive Officer for Student Relations has published more than twelve editions of the Student Government Newsletter, and over 300 students are now subscribed. He also supports Mobile Outreach efforts. These efforts are strengthening student engagement and increasing awareness of Student Government programming.
- The Executive Officer for Technology is coordinating the Technology Investment Management Committee Information session, and is encouraging student participation on the committee.
- The Executive Officer for Academics held a Books & Boba event, which brought together key book-lending and academic support resources. The officer has also been meeting with faculty regarding the Inclusive Access program, an initiative designed to provide students with course materials at the lowest possible cost and with timely delivery. Student representatives have now been assigned to faculty tenure committees. Additionally, he arranged in-class presentations to raise awareness of Student Government initiatives and opportunities for student involvement.
- The Executive Officer for Diversity reported progress in increasing student participation in diversity-focused events and promoting cultural engagement and awareness. He has taken an active role in encouraging student involvement in the Latino Leadership Initiative and has supported

outreach efforts including tabling and mobile marketing to boost attendance at key campus events and is currently leading the planning and coordination of a Women's History Month event.
- The Communications Coordinator has been producing weekly promotional posters for campus events and student programming.
- The Executive Officer for Student Organization has continued supporting clubs in planning and executing student-organized events.

WPEA Representative - Lia Andrews, Chief Shop Steward could not attend the meeting, but sent a report that was read by Ms. NyQuist, as follows:
- In early February, Edmonds College stewards participated in the Washington State Labor Council Lobby Days in Olympia.
- WPEA supported a broad agenda designed to protect workers in a rapidly changing economic and political climate, including worker-centered AI policies, expanding collective bargaining, immigration protection, and progressive revenue.
- During formal appointments with representatives they focused on the need for contract funding and institutional stability.
- While our legislators signaled strong intent to support, the final numbers will be dictated by the nuances of the upcoming budget forecast. WPEA remains vigilant as we await the forecast.
- The recent "Postcards & Pies" event, which generated 131 signatures, proves that members are ready to continue this momentum.
- We look forward to working alongside the Board to advocate for the resources necessary to keep Edmonds College thriving.

AFT Representative - Scott Haddock, AFT Local President, reported on recent AFT activity as follows:
- Members of AFT Washington and the faculty union at Edmonds College will spend Presidents Day in Olympia meeting with legislators to advocate on behalf of higher education, students, and the communities served by Washington's colleges. These conversations include progressive revenue proposals, the Well Washington Fund, and protecting education funding from harmful cuts.
- The American Federation of Teachers has also been actively engaged in national litigation and advocacy affecting higher education, student borrowers, academic freedom, and the faculty workforce. AFT has served as a lead plaintiff, securing successful legal challenges to federal actions that threatened diversity, equity, and inclusion initiatives in education, as well as litigation that helped restore student loan forgiveness pathways for millions of borrowers.
- Mr. Haddock meets regularly with AFT National President Randi Weingarten as part of ongoing national leadership engagement, which helps ensure we remain informed about federal policy developments affecting higher education.
- Here on campus, faculty continue to work to support student success, program quality, and institutional stability.
- The next round of collective bargaining is now underway; the current contract expires on June 30, 2026. Members are seeking meaningful progress on working conditions and pay equity, and our goal is a collaborative process that supports both faculty and the college's long-term success.

INFORMATIONAL & MONITORING REPORTS

Q2 Budget Update

James Mulik, Vice President for Finance and Institutional Effectiveness, reported on the FY26 operating budget results through the second quarter. Looking at expenses, salaries are up 9.5% and benefits are up 12% over the prior year, which corresponds to the increase in enrollment; expenses as a percentage of the budget through the second quarter are up just slightly compared to last year. On the revenue side, tuition is up $1.3M and shared funding is up just slightly over the prior year. Dr. Singh noted that during the pandemic, the college had extra capacity in student services and instruction. When enrollment started to

increase, we had the people in place to handle it. However, now that enrollment is on the verge of 18,000, we need to grow our personnel to support that student growth, which is putting pressure on the budget.

The trustees thanked Mr. Mulik for his report, noting that Edmonds College is well-positioned financially.

FOUNDATION REPORT
Lillian Sherman, Executive Director of the Edmonds College Foundation, reported on the following Foundation activities: Katie McKenna has been hired as an associate director of development; a Valentine's Day fundraiser in support of the culinary arts program was a success; the Foundation is now able to support groups who want to crowdsource funding; and scholarship applications are open until March 29. Several major gifts were received recently, including from a past major donor who reconnected with the Foundation and gave a very generous donation of $750K for scholarships for the LPN program. The Foundation Board will hold their annual retreat on February 13. The INSPIRE gala will be held on April 25, and tickets are still available.

PRESIDENT'S REPORT
Because of the length of the agenda, Dr. Singh yielded his report time.

NEW BUSINESS: FIRST CONSIDERATION
Consideration of Head Start Transfer of Governance
Dr. Singh presented background information on a proposed transfer of governance for the Head Start and Early Head Start programs, which is governed by the Federal Head Start Act, and which Edmonds has been offering since 1983. The grant is about $7M annually. Currently there are six Head Start sites and close to 100 employees. For many years, the President's Leadership Team served as the Governing Body for the program, which was known to and accepted by the Office of Head Start, and approved with each 5-year grant application. However, in a 2025 audit, the State Auditor's Office mandated that the Board of Trustees serve as the Governing Body. Because much of the responsibilities of the Governing Body are operational in nature, the college is proposing that the Board of Trustees delegate some responsibilities to Dr. Singh, as allowed by Board Policy BOT 8.0 - General Executive Expectations and Authority.

Dr. Kim Chapman, Vice President for Instruction, will serve as the liaison between the Head Start program and the Board of Trustees, bringing updates and managing the approvals needed. The Board will be asked to approve the transfer of governance at the March meeting.

Consideration of Endorsement of Tuition Rates for FY27
Dr. Singh presented background information on tuition rates for the coming academic year, noting that the state, via the Office of Financial Management, calculates the maximum allowable tuition increase and gives that to the State Board for Community and Technical Colleges to determine and approve. One component of the tuition package is the Services & Activities (S&A) Fee, the approval of which is left to student governments to propose to local Boards for their approval. The S&A Fee will be proposed separately by the Associated Students of Edmonds College at the March Board of Trustees meeting.

The proposed tuition increase for the coming year is 3.3%. Dr. Singh outlined some of the financial aid available to students who cannot afford to fully pay for their tuition, including the Pell Grant and the Washington College Grant. The Board will be asked to endorse that tuition increase of 3.3% at the next Board meeting.

Consideration of Course Fee Changes
Dr. Singh presented background information on two course fee increases proposed, noting that many programs use supplies and other materials that are charged to students via course fees. Each time a fee

increase is proposed by a faculty member or dean, it is considered carefully. Some are supported from other sources of funding, some are sent back for more research and justification. The two presented are a $30 increase for pottery class supplies, to keep up with the cost of materials, and a $30 increase for music students' private lessons, to keep pace with the market place and ensure that vocalists and instrumentalists have access to studio teachers in their specific area. The Board will be asked to approve the course fee changes at the March meeting.

BREAK
At 4:34pm, Chair Wooten adjourned the meeting for a 10-minute break, returning to open session at 4:44pm.

At 4:44pm Chair Wooten called the meeting to order in open session.

NEW BUSINESS: FIRST CONSIDERATION & FINAL ACTION REQUESTED
Presentation of FY24 Audit
Mr. Mulik reported that the FY24 audit was the last of the catch-up audits brought about by the conversion to ctcLink in 2021. He introduced Jeff Ball, a partner from the accounting firm Davis Farr to present the audit results.

Mr. Ball presented the FY24 audit results, as had been communicated with the college in the governance letter:

- The scope was the Annual Financial Statement Audit for the year ended June 30, 2024
- The audit was performed from October 2025 to December 2025
- Davis Farr is independent from the college
- Management responsibilities: Preparation and fair presentation of financial statements and notes, that are free from material misstatement, and in accordance with Generally Accepted Accounting Principles; Design, implementation and maintenance of a system of internal control
- Auditor responsibilities: Express an opinion on those financial statements; Conduct an audit in accordance with Generally Accepted Auditing Standards and Government Auditing Standards; and Plan and perform audit procedures to obtain reasonable assurance that financial statements are free from material misstatement
- Audit results: Unmodified (Clean) opinion; financial statements were free of material misstatement.
- Significant risk areas identified were accounts payable and receivable, due to reconciling issues noted in the prior year and carried over from the ctcLink implementation
- Significant estimates identified: Pension and OPEB accounts and related disclosures
- No significant unusual transactions, difficulties or disagreements with management, uncorrected misstatements, or material adjustments noted
- Management representation letter was received
- Management did not consult with other accountants

The Board and Dr. Singh thanked Mr. Ball for his presentation, and also thanked the finance team for their continuous effort over the past few years.

Consideration and Approval of FY24 Financial Statements
Chair Wooten asked for a motion to approve Resolution #26-2-1 Approval of FY24 Financial Statements, which was made by Trustee Zapora, seconded by Trustee Wagner, and unanimously approved.
Approved

BOARD DISCUSSION

ACCT Conference

Chair Wooten invited trustees to share their thoughts on the recent ACCT National Legislative Summit Conference. Trustee Linadi shared that it was great to be able to speak with legislators and meet with a hundred student trustees from around the country. Trustee Zapora reported on the lawyers roundtable where many important legal topics were discussed including NCAA anti-trust suits, challenges to land acknowledgement policies, AI legal issues, First Amendment and religious rights suits, and large language model hallucinations among others. Chair Wooten shared that she brought copies back of materials to share with trustees who could not attend, and said she was heartened to hear that AFT and WPEA advocacy priorities are so well-aligned. Dr. Singh noted that advocacy is a powerful tool that can have a big impact.

Trustee Updates

Chair Wooten opened the floor for updates from the trustees.

- Trustee Linadi thanked Dr. Singh and the trustees for helping prepare her for her speaking role in the meetings with legislators.
- Trustee Earling shared his appreciation for the Soundsation performance earlier in the meeting.
- Trustee Zapora thanked Dr. Singh and the college faculty, staff, and students for their work, noting that we are lucky to have good leaders at all levels.
- Trustee Wagner shared that she has been impressed by how many Edmonds College employees are active in our community, showing up and supporting community organizations. Leadership Snohomish County is holding its annual Step Up conference on April 24, with the theme of "Equity in Action"; She thanked the college for hosting LSC's Education Day earlier in the month.
- Chair Wooten noted a theme from students at the ACCT Conference, that they want and need more stability. She thanked Dr. Singh, the leadership team, faculty and staff for providing that support

STUDY SESSION - Comprehensive Plan Mid-Year Update

The President's Leadership Team presented an update on the 2025-26 Comprehensive Plan as follows:

Disaggregated enrollments for Fall and Winter terms show increased headcounts in all categories, but the categories themselves haven't changed much in terms of percentage of total enrollments.

Goal 1 - Access

Strategy 1A: Offer Alternative Opportunities for Skill Attainment, Leading to Family-Sustaining Wage Jobs

- Establish a Center for Professional Education by Creating an Implementation Plan which Includes Hiring Staff and Developing Courses/Curriculum
- Develop and Implement a Marketing Plan to Create Awareness and Recruit Participants

Mid-Year Update:

- Team has been working with consultant and has developed a pro forma that details the Center's development, launch plan, and budget
- Administrative assistant has been hired, but the other two vacancies remain unfilled
- Managerial positions to be revisioned and reposted

Goal 2 - Success

Strategy 2A: Analyze First-Year Student Data in Order to Identify Actionable Insights to Help Students be More Successful

- Create and Implement a Student First-Year Experience Research Plan

Mid-Year Update:

- Research Plan developed
- New Student, Fall-to-Winter term persistence data analyzed
- Course combinations taken within the same term data analyzed
- Researching findings still being compiled

Strategy 2B: Advance our Culture of Care and Belonging
- Implement Title II Plan for Accessibility
- Implement a Customer Service Standard Related to Care and Belonging

Mid-Year Update:
- Comprehensive audit of key digital content is underway
- Ongoing faculty and staff digital accessibility training
- Survey Review of October and January Trainings in Process
- Reviewed customer service/relations delivery standards for higher education
- Began discussions about standards and next steps for implementation
- Care Belonging & Equity Training Day - January 30 - for all employees - sessions include Wellness, Mental Health - Microagressions - incorporating customer service
- Critical Conversation, Title II, Training Provided - October 31 and January 30
- Talent Management Update - Process Improvement for Onboarding

Goal 3 - Community Engagement
Strategy 3A: Develop Strategic Partnerships with Local Industry Sectors for Student Opportunities
- Identify and Tier Target Strategic Employers in Advanced Manufacturing and Healthcare Industries
- Orchestrate a Multi-Channel Engagement Playbook for Strategic Employers

Mid-Year Update:
- Cross-functional team working on strategic partnerships has been assembled
- CRM selection is in process
- Lists of companies created and growing
- Criteria and tiers are in progress, focus is on “warm leads”
- Learning and adjusting as we go, organic opportunities

Goal 4 - Capacity and Operational Excellence
Strategy 4A: Successfully Implement Internal Systems and Processes that Leverage Student Success Features within ctcLink
- Design and Implement Systems for Managing Advising Notes in ctcLink
- Design and Implement Systems to Train and Advise Students on how to Effectively Manage Their Customized Academic Plans in ctcLink

Mid-Year Update:
- The team is designing an intuitive, standardized advising notes system
- Developing ctcLink instructional modules for CCS courses

Strategy 4B: Develop and Upskill Employees Through Customized and General Training Opportunities
- Build and Offer Training Curriculum to Fill Identified Training Needs for Employees
- Increase AI Fluency for College Staff Through the Creation and Implementation of a Training Toolkit with Recommended Tools for Staff Use

Mid-Year Update:
- Working to develop AI Toolkit in accordance with the AI Training Team

- Review of Compensation Workflow Improvements - Training Plan in Process
- New Employee Orientation Update with Cross-functional Follow Up
- Designing Workgroup Surveys to Assess Process Efficiencies
- Coffee Hour Sessions - Training Needs for Payroll, Scheduling, Performance Evaluations

Goal 5: Provide Guidance and Support for Lifelong Learning And Career Mobility
Strategy 5A: Serving Students Better Through Lifelong Career Advising

- Develop a Structure for Managing Relationships with Graduates After They Leave Edmonds College
- Develop a Process to Advise Graduates for the Next Phase of Their Career, Using Labor Market Tools
- Simplify Intake and Enrollment Processes for Non-Credential-Seeking Students, Including Use of Prior Learning Assessment, Based on Data Gathered in 2024-25

Mid-Year Update:

- Opt-In Survey will be deployed Spring 2026
- Aligning advising with regional demand via "Hot Jobs" insights
- Streamlining Prior Learning Assessment processes so that students get credit for their prior skills

Goal 6: Embracing Disruptive Technologies to be Future Ready
Strategy 6A: Advance Center for AI and Data Science as an Innovation Hub

- Increase AI Fluency for College Faculty Through the Creation of Instructional Content by Faculty Professional Development Coordinators and Faculty Pedagogies Group
- Offer Continuing Education in AI for K-12 Educators

Mid-Year Update:

- Developed and tested surveys in collaboration with faculty, staff, and student leaders. Survey results were analyzed by project leaders with assistance from AI. The survey captured both AI usage and concerns and provided the team with actionable insights allowing them to address the questions and concerns raised in the surveys as well as develop and refine further training.
- Student AI Survey: Fall 25 (515 responses)
- Faculty AI Survey: Fall 25 (165 responses)

The trustees thanked Dr. Singh and the leadership team for their presentation.

EXECUTIVE SESSION
At 5:39pm, Chair Wooten adjourned the meeting for a 31-minute executive session, returning at 6:10pm, to discuss personnel and litigation matters.

At 6:10pm, Chair Wooten reconvened the meeting in open session, noting that no action had been taken during the executive session.

ADJOURNMENT
With no further business, Chair Wooten adjourned the meeting at 6:10pm.

Next Meeting: The next regular Board meeting will be held March 12, 2026 at 3:30pm

_____
Dr. Courtney Wooten, Chair

_____

Date Approved

ATTEST:

_____
Dr. Amit B. Singh, Secretary

EDMONDS COLLEGE FOUNDATION REPORT

Fundraising Update
As of February 27, 2026 we have raised **$1,845,003** from **344 donors**. This includes: **$750,000 from Dr. Mike West** for the West Family LPN Scholarship; **$60,000 in Annual Corporate Partnerships and Sponsorships for INSPIRE.**

Board Update
The Foundation Board held their annual retreat on February 13th. The primary discussion focused on where the Foundation can have more impact on the student experience and on the campus community, namely building sustainable funding for the student emergency resources.

While the Foundation has been and will continue to provide funding for emergency services, this is an area where we are compelled to build a stronger, more sustainable funding system to better serve our students, including determining our role in supporting the renovation of the Triton Student Resource Hub.

Additionally, the Foundation is interested in learning how we can support the College's goals in the Comprehensive Plan.

Scholarship Update
Applications for Complete the Dream for Spring quarter closed on March 2nd. Our Foundation Annual Scholarships opened on January 31, and will close on March 29th.

Finance Update
We are working on several process improvement exercises for the Foundation's budget for next year which includes updating endowment and other funding agreements with the College, fundraising planning and spending evaluation for increased transparency and efficiency. This includes system improvement in hosting/hospitality, kickstarter and the various funds that we administer across campus. We have also recently determined scholarship allocations for next year from the investment resources.

INSPIRE is less than two months away! *Saturday, April 25, 2026 | 5:30–9:00 p.m. | Lynnwood Event Center*
We invite all Trustees to join us for our annual gala, INSPIRE 2026, an elegant evening of engagement and celebration with a vintage Black and White 20s theme. In addition to getting tickets and sharing the information with your network, if you have any connections that may be a good fit for sponsorship or auction procurement, please don't hesitate to send them our way.

Save the Date for Fall Reception Fundraiser on Campus - Triton Heroes! *Friday, October 16, 2026 | Brier Hall*

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
HEAD START AND EARLY HEAD START TRANSFER OF GOVERNANCE

Subject
The Board of Trustees is asked to consider a transfer of governance for the Head Start and Early Head Start programs.

Background
Head Start and Early Head Start are Federal early childhood education programs that serve children ages birth to 5, as well as their families. The programs, which focus on family support and involvement, deliver no-cost services in the core areas of early learning, health, and family well-being, for those meeting the eligibility requirements, which are based on income, housing status, eligibility for certain public assistance programs, and/or developmental and environmental factors. The ultimate goal is for students to exit the program ready for entry into Kindergarten.

The Federal government funds these programs through the awarding of 5-year grants. Edmonds College has held Head Start and Early Head Start grants since 1983, and currently serves 383 Snohomish County children and their families at six sites, funded by a grant totaling just over $7M, and employing approximately 85 FTE employees. Edmonds College is currently in the fifth year of the grant and will reapply for another five year grant this spring.

The Federal Head Start Act outlines the required governance structure and responsibilities of the entities delivering Head Start services. For many years, the College President and the President's Leadership Team served as the primary Governing Body, working closely with the Executive Director of Head Start, who manages the other governing entity of the program, the Policy Council -- a body made up of parents who are elected at the classroom level. The structure of the Governing Body has been known to the Office of Head Start throughout the entire period in which Head Start has been offered in partnership with the college. This structure has been clearly outlined in each approved grant submission over the years and has not been subject to question. However, in 2025, the College program was audited by the Washington State Auditor's Office, who mandated that the Board of Trustees serve as the Governing Body for the program.

The responsibilities assigned to the Governing Body in the Head Start Act are both governmental and operational in nature. To ensure timely decision-making aligned with both the Board of Trustees' meeting schedule and their policy governance purview, the administration recommends that the Board of Trustees retain certain oversight responsibilities and delegate some of the more operational Governing Body responsibilities to the President, as is provided for in Board policy BOT 8.0 - General Executive Expectations and Authority, which states:

"*The President shall act on behalf of the Board of Trustees in any and all matters which concern the administrative functions of the college, including serving as appointing authority for all faculty, classified, and*

exempt employees of the college. Any authority delegated by the Board is through the President so that the President is held accountable and responsible for all employee performance.

The President shall ensure that all college practices, activities, decisions, and organizational circumstances conform to prudent, legal, ethical, and commonly accepted business and professional standards. The President will ensure that all laws of the State of Washington, rules and regulations of the State Board for Community and Technical Colleges, and all relevant federal statutes are upheld as they relate to college operations."

To that end, the administration recommends the following division of duties related to the governance of Head Start, the responsibilities which are stated in the **Head Start Act, section 642(c)(1)(E) Responsibilities**, and wherein "Agency" refers to the Head Start and Early Head Start programs at Edmonds College:

The Board of Trustees, serving as the Governing Body, shall:

1. Have legal and fiscal responsibility for administering and overseeing Head Start and Early Head Start programs, including the safeguarding of Federal funds;

2. Review and approve the annual self-assessment and financial audit;

3. Review and approve all major financial expenditures of the agency;

4. Approve the annual operating budget of the agency; and

5. Establish, adopt, and periodically update written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving—

    a. any conflict of interest, and any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and

    b. complaints, including investigations, when appropriate

And the Board of Trustees shall delegate to the President the responsibility to:

1. Adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices relating to the resolution of internal disputes, including any impasse in the governance of Head Start programs; and the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council, and fully participate in the development, planning, and evaluation of the Head Start programs involved;

2. Ensure compliance with Federal laws (including regulations) and applicable State and local laws; and

3. Be responsible for other activities, including:

    a. selecting delegate agencies and the service areas for such agencies;

    c. establishing procedures and criteria for recruitment, selection, and enrollment of children;

    d. reviewing all applications for funding and amendments to applications for funding for programs under this subchapter;

    e. establishing procedures and guidelines for accessing and collecting information as it relates to the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations;

    f. reviewing and approving all major policies of the agency, including—

i. such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and
ii. personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;

g. developing procedures for how members of the policy council are selected, consistent with the Head Start Act requirements;

h. approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the—

i. selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and

ii. monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

i. reviewing results from monitoring conducted under section 641A(c) of the Head Start Act, including appropriate follow-up activities;

j. approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;

k. to the extent practicable and appropriate, at the discretion of the President, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.

Recommendation

The administration recommends this transfer of governance as outlined above - where the Board of Trustees serves as the official Governing Body of the Head Start and Early Head Start agency, duly authorized, as per its own policies to delegate authority to its only employee, the President of Edmonds College. The administration believes this will satisfy the stipulations of the Head Start Act as well as the State Auditor’s Office, and will allow for timely decision-making and ensure accountability and transparency.

A resolution will be presented to the Board for its review and approval at the March 12, 2026 meeting.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
MARCH 12, 2026

RESOLUTION #26-3-1
APPROVAL OF TRANSFER OF GOVERNANCE FOR HEAD START AND EARLY HEAD START PROGRAMS

WHEREAS, Head Start and Early Head Start are Federal early childhood education programs that serve children ages birth to 5, as well as their families, funded through the awarding of 5-year grants; and

WHEREAS, Edmonds College has held Head Start and Early Head Start grants since 1983, and currently serves 383 Snohomish County children and their families at six sites, funded by a grant totaling just over $7M, and employing approximately 85 FTE employees; and

WHEREAS, the Federal Head Start Act outlines the required governance structure and responsibilities of the entities delivering Head Start services; and

WHEREAS, for many years the College President and the President's Leadership Team served as the primary Governing Body, working closely with the Executive Director of Head Start - an arrangement that was known to and approved by the Office of Head Start; and

WHEREAS, in 2025, the Washington State Auditor's Office mandated that the college transfer the role of Governing Body for Head Start to the Board of Trustees; and

WHEREAS, the duties of governance outlined in the Head Start Act are both governmental and operational in nature; and

WHEREAS, per Edmonds College Board Policy BOT 8.0 - General Executive Expectations and Authority, the Board delegates authority in any and all matters which concern the administrative functions of the college to the President; and

WHEREAS, the Board has reviewed a proposed division of governance duties between the Board and the President that will satisfy the stipulations of the Head Start Act as well as the State Auditor's Office, and will allow for timely decision-making and ensure accountability and transparency;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the transfer of governance for the Head Start and Early Head Start programs at Edmonds College as presented at the February 12, 2026 and March 12, 2026 Board of Trustees meetings, wherein the Board of Trustees becomes the Governing Body for the Head Start and Early Head Start agency, but delegates some operational responsibilities to the President of Edmonds College.

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Dr. Courtney Wooten, Chair

Date Approved _____

ATTEST:

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Dr. Amit B. Singh

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
2026-27 TUITION AND FEE RATE ENDORSEMENT

Subject
Board of Trustees endorsement of the 2026-27 tuition and fee rates for resident and non-resident students.

Background
Washington State statute RCW 28B.15.067 gives the Office of Financial Management (OFM) the authority to set the maximum allowable increase in resident undergraduate tuition for state universities, regional universities, The Evergreen State College, and community and technical colleges. The legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor linked to median wages in Washington. OFM must provide the maximum annual increase in tuition operating fees to the State Board for Community and Technical Colleges (SBCTC) no later than October 1 of the year prior.

Once the maximum allowable tuition operating fee increase is received from OFM, the SBCTC has the authority to adopt tuition operating fees up to the maximum for resident students, and also to set tuition and fees for non-resident students.

On December 17, 2025, the SBCTC voted to approve a 3.3% increase in tuition operating fees for resident and non-resident tuition alike, representing the maximum allowed increase for resident students, as set forth by OFM.

Community and Technical College tuition is made up of several fees - an operating fee, a building fee, and an S&A fee, as shown in the 2026-27 rate increase charts approved by the SBCTC, below. The operating fee is determined and approved by the State Board (up to the maximum allowable rate), based data provided by the OFM; the building fee is determined by the SBCTC based on a formula provided in the state statute and adjusted by the Seattle CPI inflation factor; and the maximum allowable S&A Fee is also determined by the SBCTC based on the weighted average increase of the operating and building fees. However, the approval of the exact S&A fee is left to the local governing Boards. The Associated Students of Edmonds College (student government) will bring their proposal for the 2026-27 S&A Fee to the Board of Trustees for approval separately from this tuition endorsement proposal.

Lower Division Tuition - RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$1,288.50	$1,331.05	$42.55	3.3%
Building Fee	$181.60	$185.75	$4.15	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$1,645.05**	**$1,697.30**	**$52.25**	**3.2%**

Upper Division Tuition - RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$2,269.30	$2344.20	$74.90	3.3%
Building Fee	$181.60	$185.75	$4.15	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$2,625.85**	**$2,710.45**	**$84.60**	3.2%

Lower Division Tuition - NON-RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$3,209.45	$3,315.35	$105.90	3.3%
Building Fee	$376.45	$385.00	$8.55	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$3,760.85**	**$3,880.85**	**$120.00**	3.2%

Upper Division Tuition - NON-RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$6,708.90	$6,930.30	$221.40	3.3%
Building Fee	$376.45	$385.00	$8.55	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$7,260.30**	**$7,495.80**	**$235.50**	3.2%

Recommendation

The President and President's Leadership Team recommend that the Board endorse the 2026-27 tuition and fee rates for resident and non-resident students as determined and approved by the SBCTC and as presented in the document above, with the understanding that the S&A Fee portion will be separately presented for the Board's approval by the ASEC Executive Officer for Finance and Budget. A resolution to formally endorse the 2026-27 tuition and fee rates will be presented to the Board of Trustees at their March 12, 2026 meeting.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

RESOLUTION #26-3-2
ENDORSEMENT OF 2026-27 TUITION AND FEE RATES

WHEREAS, Washington state community and technical college tuition is made up of three fees - an operating fee, a building fee, and a Services and Activities (S&A) fee; and

WHEREAS, the Washington Legislature, through RCW 28B.15.067 gives the Office of Financial Management (OFM) the authority to set the maximum allowable operating fee, which is linked to median wages in Washington; and

WHEREAS, the State Board for Community and Technical Colleges has the authority to adopt tuition operating fees up to the maximum for resident students, and also to set tuition and fees for non-resident students; and

WHEREAS, the building fee is determined by the State Board for Community and Technical Colleges (SBCTC) based on a formula provided in the state statute; and

WHEREAS, the maximum allowable S & A Fee is determined by the SBCTC based on the weighted average increase of the operating and building fees, and the actual increase is recommended by the student government and approved by the local governing Boards; and

WHEREAS, on December 17, 2025, the SBCTC voted to approve a 3.3% increase in 2026-27 tuition operating fees for resident and non-resident tuition alike, representing the maximum allowed increase for resident students, as set forth by OFM, and as shown in the tables below,

NOW THEREFORE BE IT RESOLVED that the Edmonds College Board of Trustees endorses the SBCTC-approved 2026-27 tuition and fee rates for resident and non-resident students as shown in the tables below.

Lower Division Tuition - RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$1,288.50	$1,331.05	$42.55	3.3%
Building Fee	$181.60	$185.75	$4.15	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$1,645.05**	**$1,697.30**	**$52.25**	**3.2%**

Upper Division Tuition - RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$2,269.30	$2344.20	$74.90	3.3%
Building Fee	$181.60	$185.75	$4.15	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$2,625.85**	**$2,710.45**	**$84.60**	3.2%

Lower Division Tuition - NON-RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$3,209.45	$3,315.35	$105.90	3.3%
Building Fee	$376.45	$385.00	$8.55	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$3,760.85**	**$3,880.85**	**$120.00**	3.2%

Upper Division Tuition - NON-RESIDENT (Quarterly Fees, Assuming 15 credits)

Fees	2025-26	2026-27	Rate Change	% Change
Operating Fee	$6,708.90	$6,930.30	$221.40	3.3%
Building Fee	$376.45	$385.00	$8.55	2.3%
Maximum S & A Fee	$174.95	$180.50	$5.55	3.2%
Total Tuition and Fees	**$7,260.30**	**$7,495.80**	**$235.50**	3.2%

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Dr. Courtney Wooten, Chair

Date Approved _____

ATTEST:

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Dr. Amit B. Singh

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
CONSIDERATION OF COURSE FEE CHANGES

Subject
Consideration of course fee changes.

Background
According to RCW 28B.15.100, "The governing boards of… community and technical colleges shall charge to and collect from each of the students registering at the particular institution for any quarter or semester such tuition fees and services and activities fees, and other fees as such board shall in its discretion determine…"

Edmonds College strives to keep costs for students low and is judicious in raising or adding course fees, only doing so when necessary to provide services and/or materials.

The following increased fees are suggested for the 2026-27 academic year:

FEE INCREASES	FROM	TO	NOTE
ART/Pottery	$50	$80	Increase to cover needed materials such as clay and glazes, etc.
MUSC/Private Lessons	$45	$75	Increase to match the industry hourly rate

Recommendation
The administration of Edmonds College recommends that the Board of Trustees approve the course fee changes listed above, when presented for approval at the March 12, 2026 meeting.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

RESOLUTION #26-3-3
APPROVAL OF COURSE FEE CHANGES

WHEREAS, According to RCW 28B.15.100, "The governing boards of… community and technical colleges shall charge to and collect from each of the students registering at the particular institution for any quarter or semester such tuition fees and services and activities fees, and other fees as such board shall in its discretion determine…" and

WHEREAS, Edmonds College strives to keep costs for students low and is judicious in raising or adding fees, only doing so when necessary to provide services and/or materials; and

WHEREAS, The following increased fees are suggested for the 2026-27 academic year:

- Art/Pottery fees increase from $50 to $80 to cover needed materials such as clay, glazes, etc.
- Music/Private Lessons increase from $45 to $75 to match the industry hourly rate.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the course fee changes as presented, at the February 12, 2026, and again at the March 12, 2026 meeting.

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Dr. Courtney Wooten, Chair

Date Approved _____

ATTEST:

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Dr. Amit B. Singh

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
MARCH 12, 2026

BACKGROUND
ASSOCIATED STUDENTS OF EDMONDS COLLEGE FY 2026-27 FEES

Subject
Proposed Associated Students of Edmonds College (ASEC) Services and Activities and self-assessed local fees for Fiscal Year (FY) 2026-27.

Background
The ASEC budget development process is outlined in the ASEC Financial Code and RCW 28B.15.045.
The ASEC Executive Board is responsible for determining fee levels within the guidelines that the State Legislature and the State Board of Community and Technical Colleges (SBCTC) have set.

The following fees are submitted for consideration.

The ASEC Executive Board recommends to the Board of Trustees fee levels for the following six fees: the Services and Activities Fee and five local voluntary self-assessed fees. The State Board sets the Services and Activities Fee maximum for Community and Technical Colleges, and the Associated Students Executive Board proposes rates for the five local voluntary self-assessed fees. The SBCTC, following the information given to them by the Office of Financial Management, approved an S&A Fee maximum increase of 3.2% over the year prior. The State Legislature has given authority to each college local Board to determine local fees.

On February 24, 2026, the ASEC Executive Board voted in favor of keeping five fees unchanged for 2026-27, while approving a 3.2% increase to the Services and Activities Fee.

Current ASEC Fees

<u>Services and Activities (S&A) Fee</u>
The Services and Activities Fee is included as part of the tuition a student pays.

S&A Fee 2025-26	$13.57/credit (credits 1-10)	$7.85/credit (credits 11-18)
S&A Fee 2026-27	$14.00/credit (credits 1-10)	$8.10/credit (credits 11-18)

Assessment Fee

The Associated Student Executive Board took action to assess a fee to fund the Triton Student Center and subsidize the bus pass program with Community Transit. The recommended fee for 2026-27 remains the same as the prior year.

Assessment Fee 2025-26	$4.37/credit
Assessment Fee 2026-27	$4.37/credit

Student Center Maintenance and Operation (M&O) Fee

The Associated Student Executive Board instituted the Student Center M&O fee in 2005-06 to support a dedicated fund for the M&O of the Triton Student Center. Currently, the State does not fund M&O for buildings constructed with Certificates of Participation (COP). This fee provides a dedicated revenue stream for the student center's operations. It has not been changed since FY 17-18. The recommended fee for 2026-27 remains the same as the prior year.

Student Center M&O Fee 2025-26	$0.65/credit
Student Center M&O Fee 2026-27	$0.65/credit

Sustainability Fee

The Associated Student Executive Board took action to assess a Sustainability Fee in the Fall Quarter of 2011 to provide dedicated funding to enhance sustainability on campus. The fee provides funding for the Campus Green Fund, which funds student positions known as “Green Team”, who educate the campus community about sustainability practices. The recommended fee for 2026-27 remains the same as the prior year.

Sustainability Fee 2025-26	$0.45/credit
Sustainability Fee 2026-27	$0.45/credit

Triton Field Fee

The Associated Student Executive Board took action to assess the Triton Field Fee beginning the Fall Quarter of 2019. The purpose of the fee is to provide dedicated funding for ongoing maintenance, field improvements, and turf replacement. The recommended fee for 2026-27 remains the same as the prior year.

Triton Field Fee 2025-26	$1.00/credit
Triton Field Fee 2026-27	$1.00/credit

Recommendation

The Associated Student Executive Board recommends that the Board of Trustees adopt the proposed ASEC self-assessed fees for the 2026-27 FY: **Assessment Fee, Student Center M&O Fee, Sustainability Fee, Triton Field Fee, Transit Pass User Fee,** and adopt the increase to the **Services and Activities Fee** to the maximum allowed by the state. These fees are presented for the Board’s consideration and final action at their March 12, 2026 meeting.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

RESOLUTION #26-3-4
APPROVAL OF ASEC SERVICES AND ACTIVITIES and SELF-ASSESSED FEE RATES FY 2026-27

WHEREAS, the State Board for Community and Technical Colleges, in accordance with the Office of Financial Management and state statute, sets the tuition and fee rates for Fiscal Year (FY) 2026-27; and

WHEREAS, the State Board for Community and Technical Colleges approves the maximum allowable Services & Activities Fee (S&A Fee), which for FY27 is an increase of 3.2% over the prior year; and

WHEREAS, the Board of Trustees of Community College District 23, possesses the authority to set the Services and Activities Fee (S&A Fee) portion of the tuition and fee rate for FY 2026-27 up to the maximum allowed by the State Board for Community and Technical Colleges; and

WHEREAS, the Associated Students of Edmonds College Executive Board has approved the following fees for FY 2026-27, and now proposes their approval to the Edmonds College Board of Trustees:

- S&A Fee: $14.00/credit (credits 1-10) and $8.10/credit (credits 11-18) reflecting the 3.2% maximum allowable increase as approved by the State Board for Community and Technical Colleges
- Assessment Fee: $4.37 per credit (no change from prior year)
- Student Center Maintenance and Operation Fee: $0.65 per credit (no change from prior year)
- Sustainability Fee: $0.45 per credit (no change from prior year)
- Triton Field Fee: $1.00 per credit (no change from prior year)
- Transit Pass User Fee: $26.00 per quarter (no change from prior year)

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the proposed FY 2026-27 S&A Fee, Assessment Fee, Student Center Maintenance and Operation Fee, Sustainability Fee, Triton Field Fee, and Transit Pass User Fee.

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Dr. Courtney Wooten, Chair

Date Approved _____

ATTEST:

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Dr. Amit B. Singh

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
CONSIDERATION OF TENURE

Subject
Consideration of tenure for:

Lily Fox, High School Completion
Nina Kunimoto, Sociology
Jennifer Casperson, Nursing
Jackie Sheppard, English Language Acquisition
Julio Garibay, Computer Science
Anna Truss, Computer Information Systems
Yoon Han, Accounting
Sarah Gray, Library

Background
Per BOT Policy 2.0 - Job Description, the Board of Trustees, with the exception of the Student Trustee, retains the non-delegable duty of granting or denying tenure to faculty. Per the collective bargaining agreement with the American Federation of Teachers, the Board is required to consider the award or denial of tenure following a probationary period not to exceed nine (9) consecutive quarters, excluding summer quarters and approved leaves of absence.

Lily Fox, Nina Kunimoto, Jennifer Casperson, Jackie Sheppard, Julio Garibay, Anna Truss, Yoon Han, and Sarah Gray have successfully completed their three-year probationary period. The Appointment Review Committees and administration recommend approval of tenure status.

The tenure candidates have each submitted electronic tenure packets this year, with navigation that will guide you through the required sections of their tenure portfolios. **Please click on the names above to review the packets.**

Recommendation
The administration recommends that the Board of Trustees consider tenure for Lily Fox, Nina Kunimoto, Jennifer Casperson, Jackie Sheppard, Julio Garibay, Anna Truss, Yoon Han, and Sarah Gray at the March 12, 2026 meeting and approve tenure for these faculty members at the April 9, 2026 meeting.

BIOGRAPHIES
TENURE TRACK CANDIDATES

School of Academic Foundations

Lily Fox - High School Completion

Lily Fox serves as a history instructor in the High School Completion program at Edmonds College. Ms. Fox holds a Master of Arts in history from Western Washington University, where her academic studies focused on U.S. history and U.S. Latin American relations. Ms. Fox began teaching as an adjunct instructor in the history department at Western Washington University. She expanded her teaching portfolio to include various U.S. and regional history courses at Everett Community College. Ms. Fox's passion for community college education stems from personal experience as a first-generation student. As a community college student, she found confidence in her academic and intellectual abilities and discovered an intense love for politics and our historical past. This transformative experience inspired her career aspirations and continues shaping her teaching philosophy.

Ms. Fox has consistently demonstrated a steadfast dedication and enthusiasm for teaching at the community college level. Her passion lies in broadening access to opportunity through education and instilling a love for learning, particularly in the realm of history. Each course Ms. Fox teaches incorporates inclusive course design to serve the needs of students from diverse backgrounds. Her teaching objective is to encourage active learning wherein students spend significant time evaluating arguments about the past and drawing connections to contemporary events and problems. Anti-racist pedagogy informs her teaching by encouraging diverse voices and discussions of power and inequality. Students assume a central role in shaping assignments to align with their interests and strengths, placing them at the center of their education experience.

Ms. Fox's dedication to the community college mission expands beyond teaching to include a commitment to campus service. Ms. Fox was a faculty senate representative within Everett Community College's shared governance council. She participated in various task forces to revise campus policies to promote equity, reform pathway distributions, and update teaching evaluations. Additionally, Ms. Fox served as an advising mentor. Ms. Fox is excited to join the Edmonds College community and dedicate her time and passion to supporting its students and mission. She looks forward to serving on the Faculty Professional Development Committee and as a representative to the Faculty Senate. Most of all, she is eager to teach the unique and inspiring students in the Pre-College Department.

School of Humanities and Social Sciences

Nina Kunimoto - Sociology

Nina Kunimoto grew up in Japan, Germany, Los Angeles, and New York City in the United States. Since her early college career, she has taught internationally in refugee camps, nonprofit settings, public schools, and a graduate teacher education program. These experiences gave her broad experiences that have helped her cultivate a dynamic classroom that supports all students. She earned her doctoral degree at the University of Massachusetts Boston - Urban Education, Leadership and Policy Studies Program; her study used a unique

methodology to study how a teacher education program prepares teachers to become justice-oriented K-12 teachers. She also taught sociology courses at the Community College of Vermont during her doctoral research. Additionally, she co-developed a foundations of equity course for the college and co-facilitated the first pilot with the President and her colleagues in the President's office.

Her scholarship is guided by equity and justice. She has co-authored a number of articles and chapters that focus on equity and justice in education and teacher education. She is very excited to be part of a book project that honors the Black feminist scholar bell hooks, where she has been invited to write a chapter as a solo author. These scholarly pursuits translate to her classroom. Her classroom is engaging because she brings bits and pieces of scholarly items into the curriculum and classroom discussions, which engage students intellectually as well as practically.

School of Healthcare and Human Services

Jennifer Casperson - Nursing

Jennifer Casperson has a BSN from Seattle University and an MSN from Northwest Nazarene University. She has extensive clinical experience in pediatric nursing in acute and chronic care.

As a nursing instructor for over 10 years in both ADN and PN programs she has revised and developed curricula as well as provided interim program administrative support. She is a simulation innovator and maintains certification as a healthcare simulation educator and pediatric nurse. She is active in national simulation and pediatric nursing organizations.

Jennifer taught in the PN Program at Edmonds as a part time faculty starting in 2014 and returned to teach in a full-time temporary capacity in 2022 prior to her current tenure track appointment. During her time at Edmonds, she spearheaded a complete curriculum revision, has been working with community practice partners and state leaders to develop a nursing assistant to LPN apprenticeship program, has become the director of our simulation program, has joined the Faculty Professional Development Committee, and the Collaborative for Equity a DEI focused committee. Her continued goal as nursing educator is to improve diversity and equity in our healthcare system through changes to curriculum and access to resources at all levels of nursing education.

School of English Language Studies

Jackie Sheppard - English Language Acquisition

Jackie Sheppard holds a Master's in TESOL from the University of Washington. She has worked as an ELA instructor for over 15 years, having taught domestically in California and Washington, as well as overseas in Japan and Spain. Most recently she has spent the last 8 years working at Shoreline Community College in both the ESL Department and the Trajal Hospitality & Tourism College contracted program. She has also regularly taught short-term study abroad programs at Central Washington University, the University of Washington, North Seattle College, and Shoreline Community College. In addition, she is the lead curriculum designer and instructor for the non-profit Khenpo Gyamtso Rinpoche Foundation language instruction pilot program supporting Buddhist nuns in Bhutan.

In addition to her teaching, she has also had the pleasure of supporting her previous institutions as a Study-Abroad Program Manager, Curriculum Designer, Learning Center Coordinator, Business Analyst, and Technology Support Specialist. Her passion is for understanding the needs of students and programs holistically, from the first point of contact with the student through job placement or college-transfer. She has specialized knowledge in Slate, a customer relationship management system designed for higher education. In addition, she has extensive supervisory experience through yearly hiring, training, and supervising 9-15 employees through her positions at Shoreline. Her strengths include integrating learning and teaching technologies, building greater accessibility and retention strategies into programs, and identifying and resolving gaps in student support services.

Jackie also commits to being a lifelong learner, pursuing research in equitable and culturally sustaining pedagogies, giving presentations on literature through feminist and queer studies lenses, and exploring the intersections between language and culture through pursuing a second MA degree in Germanic Philology.

School of Science, Technology, Engineering, and Mathematics

Julio Garibay - Computer Science

Julio Garibay has a PhD in Business Administration from Alliant International University, a Master of Science in Telecommunications Systems Management from National University, and a Bachelor of Science in Computer Science from University of BC.

Prior to joining the Edmonds faculty, he taught as an adjunct faculty member at several colleges in California and spent time as an Assistant Professor at USU. Julio has also spent time in industry and has experience working in several different roles and at a variety of companies.

School of Business, Entrepreneurship, & Professional Education

Anna Truss - Computer Science

Anna Truss is the CIS Faculty at Edmonds College. She is a seasoned professional in the fields of web development and digital forensics, with over two decades of experience bridging the technical and investigative aspects of information technology. She began her career as a web developer, where she honed her skills in creating user-centric, responsive websites. Her expertise encompasses a wide range of programming languages, including HTML, CSS, JavaScript, and PHP, as well as experience with popular content management systems like WordPress, Drupal and Joomla.

Driven by a passion for cybersecurity and digital investigations, Anna transitioned into the realm of digital forensics. In this capacity, she has worked extensively in the collection, analysis, and preservation of digital evidence. Her work has supported both private sector and law enforcement agencies in solving complex cybercrimes and understanding digital footprints. Anna also worked for Deloitte & Touche as an Incident Response Manager prior to joining Edmonds College.

Anna is a volunteer and training for IACIS, where she is a chair/developer/trainer for the Applied Scripting Forensics Techniques course and a developer/trainer for the Mobile Device Forensics course. She also teaches cyber security, web development and scripting courses at several colleges.

Anna’s academic journey began at Edmonds College, where she earned Associate of Science (AS) in Computer Science and Associate of Technical Arts (ATA) in Information Security and Digital Forensics degrees. Subsequently, she advanced her education at Excelsior University, securing a Bachelor's degree in Information Technology and a Master's degree in Cybersecurity. This progression underscores her profound academic groundwork in her fields of expertise.

Throughout her career, Anna has demonstrated a unique ability to adapt to the rapidly evolving tech landscape, making her a valuable asset in any investigative or development team. Her work has not only contributed to safer digital environments but has also paved the way for innovative approaches to understanding and utilizing digital data. Anna continues to share her knowledge through workshops and seminars, inspiring the next generation of web developers and digital forensic investigators.

Yoon Han - Accounting

Yoon Shik Han, DBA, MBA, CPA, CGMA, CFE is an Accounting Faculty at Edmonds College. Since 2006 at three universities, he taught Auditing, Principles of Accounting, Financial Accounting, Intermediate Accounting, Managerial Accounting, Advanced Accounting in both US GAAP and IFRS. He also taught Internal Auditing, and Fraud Examination for electives.

Prior to arriving in Edmonds College, he taught at Bemidji State University, MN and KIMEP University in Almaty, Kazakhstan, Sogang Graduate School of International Studies in Seoul, Korea, and enjoyed a successful career as a CEO of investment advisory companies specializing in private equity and corporate restructuring. He started his career as an auditor with Deloitte & Touche in NY until he moved to a controller position with one of his clients in California. After he came back to Korea, he worked for Samsung Group as an executive staff of Chairman and for POSCO group as a venture capitalist before he was scouted as a CEO of Corporate Restructuring Company (CRC) of Aju Group. He also established his own investment advisory company with his partners and investors. Therefore, he has a wealth of perspectives as an auditor, preparer, and user of financial statements, with substantial experiences in diverse finance and investment sectors.

He is an active member of the California Society of CPAs and Association of Fraud Examiners. He completed his doctoral degree in Accounting at Metropolitan State University in St. Paul, MN and MBA at Rutgers, The State University of New Jersey in the USA. He completed his first degree at Yonsei University in Seoul, Korea. His dissertation was “Infusing Data Analytics into Accounting Programs.”

Library Resources Division

Sarah Gray - Library

Sarah Gray is the Systems and Collections Librarian at Edmonds College Library. Born and raised in Seattle, Washington, she received her graduate education in Honolulu, Hawaiʻi and honed her library skills at Windward Community College in Kāneʻohe, Hawaiʻi while serving students of the Koʻolau region of Oʻahu Island. She holds a Bachelor of Arts in Psychology from the University of Washington and a Master of Library and Information Science from the University of Hawaiʻi at Mānoa. She brings ten years of academic library reference, instruction, systems, and collection management experience to her work at Edmonds College.

Sarah is driven by her mission to reduce barriers to accessing information, particularly for students from historically excluded groups. She finds library work to be incredibly interesting and rewarding, and firmly believes every student should be treated with kindness and respect. Her professional interests include examining how library systems and technology impact information finding and retrieval, and analyzing data in order to improve the library experience for users. In her free time, she enjoys sewing, thrifting, roller skating, and hiking (weather permitting).

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
CONSIDERATION OF CONTINUING TENURE PROBATIONARY STATUS

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

Background
The Board of Trustees is required to decide whether or not to renew probationary appointments based on recommendations presented by the end of winter quarter of the academic year.

According to *Article 4.1.1 - Tenure* in the Faculty Collective Bargaining Agreement, the purpose of tenure is to protect academic employee employment rights and academic employee involvement in the establishment and protection of these rights, and to define a reasonable and orderly process for the appointment of academic employees to tenure status and for the non-renewal of probationary academic employees. This Article follows the definitions and conditions set out in RCW 28B.50.850 through 28B.50.869 for faculty tenure as it now exists or is hereafter amended.

Additionally, as outlined in *Article 4.2.6 - Duties and Responsibilities* in the Faculty Collective Bargaining Agreement, the general duty and responsibility of the Appointment Review Committees shall be to evaluate the probationers, to advise them of their strengths and weaknesses, and to develop with them programs to overcome their deficiencies. The evaluation process shall place primary importance upon the probationer's effectiveness in the appointment. The Appointment Review Committee shall be responsible for making a recommendation, in accordance with the procedures in Sections 4.2.11 and 4.3.2 as to whether the probationer shall be granted tenure, be given an additional probationary year, or be terminated by the non-renewal of his/her probationary status.

The Appointment Review Committees for each of the probationers listed below have evaluated them and recommended to the President that they be given an additional probationary year.

Second Year Appointments
Moni Mungin (Construction Management)
Ashley Pickard (Anthropology)
Elaine Monroe (Allied Health Education)
Heather Peterson-Bruno (Early Childhood Education)
Rachel Zhang (Nursing)
Mindy Moos (English Prep)

First Year Appointments
Denise Shafer (High School Completion/EdCAP)
Bahram Zahir (Information Technology Application Development)
Michael Fong (Horticulture)
Audrey Garcia (Business Management)
Jenny Lazo (Business Management)
Elizabeth Cunningham (English)
Vinh Nguyen (Math)
Amy Lynn (Nursing)

Recommendation
The administration recommends that the Board of Trustees renew the first and second year probationary appointments as presented at the March 12, 2026 meeting, at the April 9, 2026 meeting.

BIOGRAPHIES
SECOND YEAR PROBATIONERS - TENURE TRACK

School of Academic Foundations

Mindy Moos - English Prep

Dr. Mindy Moos is a full time instructor in the English Prep department. She previously worked as a dual enrollment instructor at Columbus State Community College, Ohio Dominican University, and Central Ohio Technical College. Additionally, Mindy was a full time instructor at Ohio University and taught middle and high school English classes for 20 years. All of this experience included working with students and holding leadership roles. Mindy teaches a range of precollege classes at Edmonds College and in a variety of formats (in person and hybrid).

Mindy received her AS in Humanities from Corning Community College. She went on to receive a BA in English from Alfred University, a Masters in English Education from the State University of New York at Buffalo, and her Doctorate in Educational Leadership from the University of Dayton. Mindy holds teaching certification in New York and Ohio and was granted Tenure at Triad School District. She is currently on the Faculty Senate Equity and Inclusion Committee as well as the Student Conduct Committee and Data Team for EDCAP Improvement. She is a member of the Academy for New Faculty and the TakeOff Men of Color Book team. In addition to several peer reviewed publications and numerous conference presentations, Mindy received the University of Dayton Research Showcase Award.

School of Humanities and Social Sciences

Ashley Pickard - Anthropology

Ashley Pickard earned her undergraduate degree in Political Science and Historical Theology from Pacific Lutheran University. Following her undergraduate studies, she decided to pursue her lifelong passion for archaeology by enrolling in an Archaeology Lab Methods course at Edmonds College, where she discovered her love for the discipline. This experience inspired her to participate in several archaeological field schools and complete a professional certificate in GIS (Geographic Information Systems) before pursuing a master's degree. Before her master's program, she worked as an Anthropology Field and Lab Technician at Edmonds College, contributing to a range of projects and building expertise in Anthropological methods.

Ashley earned her M.A. in Archaeology and Heritage from the University of Leicester in the United Kingdom. Her research focused on water resource management in the Caribbean and the intersection of natural disasters and archaeology. Since joining Edmonds College as a faculty member in 2019, Ashley has taught in both the Diversity Studies and Anthropology departments and has served as Anthropology Department Chair. She has been actively involved in faculty development initiatives, including the Faculty Professional Development Academy and the Climate Justice Institute. Ashley is passionate about bringing archaeology to life for her students and community and is excited to host a new archaeological field school this summer at the Japanese Gulch site in Mukilteo, Washington.

Ashley lives in Edmonds Washington, with her husband and dachshund, Dewey.

School of Healthcare and Human Services

Rachel Zhang - Nursing

Rachel (Zhe) Zhang holds a BSN and a MSN from Western Governors University. As a registered nurse, she has worked in the cardiac telemetry unit and is still working in the Cardiac Catheterization Lab at a local hospital. Rachel has served the public through multiple vaccination events during the Covid-19 pandemic. Before coming to Edmonds College, Rachel taught part-time in an RN program as a clinical instructor. She also had 10+ years of education experience at a university in her home country, China.

Rachel is our new full-time tenure-track faculty member starting in Fall 2024. She teaches clinical and lab courses in our new curriculum with the first-year cohort. While pursuing her tenure track, she is committed to the New Faculty Academy to advance her teaching skills and learn ways to serve the community.

Elaine Monroe - Allied Health Education

Elaine Monroe is a full-time faculty member of the Allied Health Education department with a specialty in Medical Assisting.

Elaine holds a Bachelor of Science in Healthcare Management and a Master of Education in Education Technology and Instructional Design. She is also a Certified Medical Assistant with the American Association of Medical Assistants and is licensed through the Washington State Department of Health.

She was initially brought on as associate faculty for the Medical Assistant program in the fall of 2023 and has been committed to providing excellent educational outcomes since 2020. With over a decade of clinical experience in multi-specialty healthcare settings, Elaine brings comprehensive industry knowledge to her teaching. Her background includes roles as an Adjunct/Associate Faculty in Medical Assistant programs, Clinic Operations Supervisor, and Certified Medical Assistant. In these roles she has worked closely with clinical educators and schools to create successful programs and talent pipelines for aspiring healthcare professionals.

Elaine's passion lies in mentoring and developing healthcare professionals, from beginners to those advancing their careers. She focuses on identifying students' individual learning needs and making appropriate adjustments to help them master topics and skills. Elaine believes that student-focused learning is essential for positive patient outcomes.

Heather Peterson Bruno - Early Childhood Education

Heather Peterson-Bruno is a full-time instructor in the Early Childhood Education Department, and was an Associate faculty member for 7 years before that. She has an Associate Transfer Degree in Sociology from Lane Community College, a Bachelor of Arts in Early Childhood and Family Studies from the University of Washington, and a Master of Science in Inclusive Early Childhood Education with a specialization in Infant and Toddler Mental Health from Portland State University.

Before teaching at Edmonds College, Heather worked in the Early Childhood Education field for over 30 years as an Early Childhood Educator, an Early Interventionist, as a Program Supervisor and as a Director. Heather teaches a wide range of classes in online and flexible (hy-flex) formats, is a Practicum Instructor and an advisor for the ECE program. Heather is a member of the National Association for the Education of Young Children, the National Association of Early Childhood Teacher Educators and Associate Degree Early Childhood Educators.

School of Business, Entrepreneurship, and Professional Education

Moni Mungin - Construction Management

Mungina “Moni” Mungin is the newest full-time, tenure-track faculty in the Edmonds College Construction Management department, having served as an associate faculty member since 2021.

Ms. Mungin has over a decade of work experience in infrastructure fields like oil and gas, electric utilities, telecommunications, and supply chain operations. Her experience reflects work in complex, unseen systems that power homes and businesses. Ms. Mungin has used her expertise in consulting with numerous businesses, from small specialty construction firms to large enterprises (like Microsoft and PG&E). Furthermore, she has assisted companies in reimagining and rebuilding adult learning programs. In this work, she's helped create technical education programs, launch learning platforms, and streamline how learning materials are produced for adult learners. To accomplish this, she has held distinct roles, such as project manager, instructional designer, and e-learning consultant.

Ms. Mungin received her Bachelor of Science degree in Technical Communication from the College of Engineering at the University of Washington. She has had additional undergraduate studies in construction management and occupational safety and health. Additionally, she has related graduate studies in change leadership through the City University of Seattle. The consummate teacher-learner, Ms. Mungin, has been active on the Edmonds College Construction Management Industry Advisory Board (IAB) and Construction Management Student Association (CMSA). She also liaises with the Master Builders Association of King and Snohomish Counties.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BIOGRAPHIES
FIRST YEAR PROBATIONERS - TENURE TRACK

School of Academic Foundations

Denise Shafer - High School Completion/EdCAP

Denise Shafer is a full-time instructor in the School of Academic Foundations. She has been serving as an Associate faculty member at Edmonds College for the past twenty years, teaching in both the School of STEM and the School of Academic Foundations. Before teaching at Edmonds, she was a middle school teacher and played a critical role in the creation of the Center High School in Seattle.

Denise received her Bachelor's degree from California State University Long Beach in mathematics. During her last quarter there she was offered the opportunity to teach a pre-calculus course and she knew from then on, that teaching was her calling. She went on to earn her Master's degree in Education and her K-12 teaching certificate in math and Spanish from Western WA University. While at Edmonds College she has served on the Faculty Senate, the Equity and Inclusion Committee, was a facilitator of the Climate Justice Institute and was the Co-Chair of the Associate Faculty Committee. She is currently the co-chair of the Environmental Justice Committee (a position she has held for the last two years) in which she helped bring Resilient Earth, Resilient Communities, a National Science Foundation exhibit to the campus and community. Currently, she is working with the State Department of Fisheries and Wildlife to bring a fish tank to campus to incorporate in science classes to raise salmon from eggs to release into the wild in the Spring.

School of Business, Entrepreneurship, & Professional Education

Michael Fong - Horticulture

Michael Fong is a horticulturist, curator, and educator whose fascination with plants began in childhood, when he first germinated beans in empty Tic Tac containers lined with moistened paper towels. By the age of nine, he put up his first greenhouse, setting in motion a lifelong commitment to botany, plant conservation, and education. Over his career, he has managed diverse collections of more than 2,500 species across 20,000+ square feet of greenhouse space, developed Integrated Pest Management strategies, and created public exhibits ranging from orchids and carnivorous plants to ethnobotanical displays and the famed corpse flower. His previous roles include Greenhouse Manager and Horticulturist at Sacramento State, Curator at Amazon's Spheres, and Assistant Director of Natural Science Labs at Cascadia College.

Michael's research includes co-authorship on nickel hyperaccumulation in *Streptanthus polygaloides* (*Plant Ecology and Diversity*). Beyond the classroom and greenhouse, he spends much of his time hiking, camping, foraging, and taking road trips to document rare and unusual plant collections—bringing these experiences back to inspire botany, horticulture and biology students alike.

Bahram Zahir - Information Technology Application Development
Bahram Zahir received his bachelor's degree in electrical engineering from Sharif University of Technology in Tehran. He continued his academic journey at the Grenoble Institute of Technology (INPG), where he earned a master's degree in signal processing, followed by a doctorate in communications and electronics from Telecom Paris-Tech.

Bahram is a published author and holds a U.S. patent. He is also a senior member of the Institute of Electrical and Electronics Engineers (IEEE), reflecting his strong technical background in research and engineering.

Transitioning to the private sector, Bahram has built a career in data science at prominent companies, including Microsoft, Facebook, Nortel Networks, and Providence. Demonstrating a strong entrepreneurial spirit, he has been the co-founder and Chief Technology Officer at Hivva Technologies. In addition to his corporate and consulting work, he is a dedicated educator who has taught at several universities, including the University of Ottawa and the University of Washington, the University of Kurdistan, and currently serves as a Professor at Edmonds College and leads the Information Technology Application Development Program.

Jenny Lazo - Business Management
Jenny Lazo, MBA, brings over 20 years of professional business and marketing experience and a dynamic, student-centered teaching approach to Edmonds College, where she teaches within the School of Business & Entrepreneurship, focused on the Business Management program.

Jenny began her academic journey at Shoreline Community College, where she first developed her passion for higher education and student development. She later built an extensive corporate career that included leadership roles at Amazon and deep experience in brand strategy, digital marketing, and business development—expertise she now brings directly into the classroom.

At Edmonds College, she teaches Principles of Marketing, Intro to Business, Personal Finance, and IBEST Business 101, supporting students through an integrated, career-aligned learning model. She integrates applied projects, collaborative breakout sessions, and career-focused assignments that prepare students for today's competitive business landscape. Jenny is especially passionate about helping students identify which areas of business most interest them—whether marketing, entrepreneurship, operations, finance, or management—and guiding them toward career paths that align with their strengths and long-term goals.

In addition to her teaching and consulting work, Jenny plans to pursue a PhD in Educational Leadership to further expand her impact in higher education and continue advancing student-centered innovation in business education.

From a personal perspective, Jenny is passionate about mindfulness and wellness. She is a certified yoga instructor and integrates principles of balance, resilience, and intentional growth into both her professional and academic life, modeling sustainable success for her students.

Audrey Garcia - Business Management
Audrey Garcia is a full-time instructor in the Business program at Edmonds College. She previously taught part-time in higher education for five years before transitioning into full-time academia. She brings over a decade of professional experience from both the big-tech sector (Amazon) and the clinical corporate environment (Seattle Children's), where she worked in HR, compliance, and organizational operations. Audrey's industry background informs her teaching, and she is deeply committed to helping students apply course concepts in meaningful ways. She regularly incorporates group case studies, scenario-based exercises, and practical problem-solving activities to ensure students immediately practice what they learn. Audrey teaches a range of Business, Management, and HR-related courses in multiple delivery modes, including onsite, online, and hybrid.

Audrey holds an MJ-LEL from Tulane University Law School, where she developed a strong foundation in business law and employment related issues. Prior to law school, she completed her undergraduate studies with a focus on communication and workplace dynamics. Drawing from both her legal training and corporate experience, Audrey emphasizes real-world application, ethical decision making, and organizational effectiveness in her classes. She is actively engaged in supporting student success through monthly check-in meetings, individualized guidance, and frequent communication on assignments to help students stay on track and build confidence in their professional skills.

School of Humanities and Social Sciences

Elizabeth Cunningham - English

Elizabeth Cunningham was born in South Carolina and raised in Italy and Florida. She holds a Ph.D. in English Literature and Creative Writing from the University of Georgia, an M.F.A. in Creative Writing from the University of Iowa Writers' Workshop, and a B.A. in English from the University of South Florida. Her fiction, nonfiction, poetry, and image-based work has appeared in *Colorado Review, The Nation*, *Poetry Review*, *Poetry London*, *The Gettysburg Review*, *ZYZZYVA*, and other publications. She is the author of several books, most recently the poetry-photography collection, *Field Notes*, which was published by River River Books in 2025. Prior to joining Edmonds College, she was a Continuing Lecturer at the University of California, Merced. She lives with her partner Matthew and their cat Ophelia.

School of Science, Technology, Engineering, and Mathematics

Vinh Nguyen - Mathematics

Vinh Nguyen is a full-time instructor in the Math Department at Edmonds College, beginning in the Fall 2025 quarter. Bringing a decade of prior full-time experience as a Tenure-Track Math Professor at Van Lang University (2005-2015), Vinh instructs a comprehensive range of mathematics courses across various modalities, including onsite, online, and hybrid formats. Her recent experience also includes serving as an Associate Faculty member in both the Math Department (2018-2025) and the Business Department (2024-2025) at Edmonds College, as well as an Adjunct faculty member at Seattle University (2023-2025). Notably, Vinh is a former Edmonds student, she took English as a Second Language course in Fall 2017.

Vinh's passion for teaching mathematics began at a young age, leading her to graduate from the Math gifted program in high school. She pursued this interest academically, completing her Bachelor's degree (Math Major) at Hue University of Education, and later her Master's degree (Math Major) at Ho Chi Minh University of Education while teaching at Van Lang University. Dedicated to professional growth, she is currently participating in the Academy for New Faculty at Edmonds to further refine her instructional skills. Furthermore,

Vinh is a contributor to an innovative project with Katrina Lefrancois-Hanson and Emily McGee, leveraging AI to develop a method for making hand-written work, especially challenging math formulas and shapes, more accessible. The team has already successfully identified a working solution and is currently exploring additional applications before introducing it to the Math Department.

School of Healthcare and Human Services

Amy Lynn - Nursing

Amy Lynn is a full-time instructor in the Nursing Department. This is her first quarter teaching at Edmonds College. She has experience as an associate faculty at Everett Community College, a preceptor at Swedish Edmonds Emergency Department (ED), and on-call clinical educator at Continuum Care Hospice. Amy has a

wide variety of healthcare experience to draw from; including that of an Emergency Medical Technician, Paramedic, Flight Medic, acute care nursing, and home hospice nursing. Amy teaches a full range of Nursing and Allied Health courses at Edmonds and in a variety of modes (onsite, online, and hybrid). Amy prepared and presented at the Fall Teaching and Learning Day, sharing her knowledge and experience with promoting mental health and self-care within the classroom environment.

Amy received a BA in Philosophy: Religious Studies at Central Washington University which laid the foundation of seeing alternate perspectives and enabling her to see both her patients and her students from a wider lens than otherwise possible. Amy then earned a BS in Paramedicine from Central Washington University which began the foundation for her work in healthcare. She went on to earn her MA in Adult Education, followed by an ADN at Everett Community College where she began her nursing career as an Emergency Department RN at the local Swedish Edmonds hospital. Amy then earned an MN in Nursing Education from the University of Washington - Bothell. She is currently an Assistant Cubmaster for Lake Stevens Pack 42 with Mountbaker Council and volunteers with Marysville School District, working with her children's teachers on classroom activities and with the school to help provide resources for children in need.

EDMONDS COLLEGE
Washington Community College District 23

BOARD OF TRUSTEES
March 12, 2026

BACKGROUND
PROFESSIONAL LEAVE REQUESTS FOR 2026-2027 ACADEMIC YEAR - TENURED FACULTY

Subject
Board of Trustees consideration of faculty professional leave requests for the 2026-2027 academic year.

Background
The negotiated agreement between the Board of Trustees of Washington Community College District 23 and the Edmonds College Federation of Teachers, Local 4254 AFT, AFL/CIO, specifies the process whereby the Board of Trustees may consider and grant professional leave to eligible faculty up to a maximum of four percent of the state-funded Full-Time Equivalent Faculty load. The Federation appointed a Professional Leave Committee to review and rank eligible faculties' professional leave proposals for the Board's consideration.

The agreement states that each professional leave recipient will receive 100 percent of the employee's step placement during the period of time he or she is on professional leave.

A synopsis of each faculty member's leave proposal is included following this background statement.

The Professional Leave Committee recommended to the President that the following faculty members receive leave:

Faculty Member	Professional Leave Recommended
Tucker Howie	1 quarter of professional leave
Patrick Kolanda	1 quarter of professional leave
Scott Haddock	1 quarter of professional leave
Minh Carrico	1 quarter of professional leave
Jennifer Inslee	1 quarter of professional leave

Recommendation
The administration recommends that the Board of Trustees consider the requests above for faculty professional leave for the 2026-27 academic year at the March 12, 2026 meeting and approve the requests at the April 9, 2026 Board of Trustees meeting.

BACKGROUND
2026-2027 Professional Leave Applicant Proposal Synopsis

Dr. Tucker Howie, Full-time Faculty, Engineering
Dr. Howie writes: My plan for the leave would be to create the online homework problem sets for engineering classes in the free WAMAP online homework system. I would be creating somewhere between 16-18 homework sets, each with approximately 4-8 problems for the classes listed below. The process of creating problems is fairly involved, as it includes writing the problem description, generating necessary diagrams, creating the solution for the problem, programming the mathematical steps needed for the solution into WAMAP, verifying the code works properly, and then adding randomization to provide more variations of the problems for students to work. In one quarter, I believe I could complete the problem sets for 2 classes, with a focus on ENGR 224 and 201, which the Engineering department has agreed are the classes that most need WAMAP problems developed for them. I do have some previous problems that I can reference and modify, so that will reduce some of the burden of generating the problem ideas, but I will need to complete the rest of the steps on my own.

Patrick Kolanda, Full-time Faculty, Construction Management
Professional leave benefiting the Construction Management Program at Edmonds College is needed as our industry knowledge needs updating. The specific knowledge that the program is lagging most in is estimating costs, current procedures and current estimating software use. The professional leave requested will address that update. The costs and software focused on in the program are twelve years out of date at a minimum, and some of it is much worse. Much has changed in that time in terms of labor, materials, and overhead costs. Additional changes have happened in the procedural aspects of bid submission and client expectations. This impacts the industry in all major areas: Heavy Commercial, Light Commercial, Multi-use, high-end residential, and standard residential. To properly update miscellaneous costs, all aspects of the industry should be approached and analysed. Contacts of former students, former colleagues, current contacts, industry leaders etc. will be used in this project. The interviews and research to be done largely at the interviewees' places of business.

Scott Haddock, JD, Full-time Faculty, Paralegal
This professional leave proposal is a programwide initiative designed to strengthen the Edmonds College Paralegal Program as a whole. The deliverables are structured for adoption across the curriculum by program faculty and for consistent benefit to students in both required/core and elective coursework. Deliverables will include: (1) a programwide AI competency framework with clear ethical guardrails, disclosure expectations, and verification standards, (2) a reusable LEGAL 100 module establishing baseline AI literacy and academic integrity expectations for paralegal students, (3) course-ready AI learning modules and redesigned signature assessments for the five required/core courses, (4) reusable AI-focused learning objects and updated resources for six electives that are especially impacted by AI in the legal workplace, (5) updated editions of my open educational resource textbooks for LEGAL 205 (Civil Procedure), LEGAL 240 (Contracts), LEGAL 247 (Intellectual Property), and LEGAL 260 (Business Organizations) aligned to programwide standards.

Minh Carrico, Full-time Faculty, Visual Communications and Photography
Minh Carrico writes: I'm seeking technology training with Adobe Creative Cloud applications: Photoshop, InDesign, Illustrator, Bridge, Lightroom, Portfolio, Premiere, and Figma. The School of Visual Concepts (SVC) in Seattle, WA offers 4-6 week in-person classes with the aforementioned applications. Training includes updating my current skills, exploring artificial intelligence tools, and learning advanced functions. Second, I want to engage in professional development training for educators who work with neurodiverse students. Cascadia Training offers a series of in-person and online training for counselors, medical professionals, and educators to become neurodiverse-affirming practitioners. Lastly, I have been working on two long-term community service learning projects with Seattle non-profits: The Wing Luke Asian Art Museum (WLAAM) and Friends of Little Saigon (FLS). The WLAAM invited me to fully redesign a 1600 square foot art gallery in 2024.
The second phase of this multi-year project is scheduled to begin in spring 2026. My role includes designing three dimensional interactive displays, overseeing the fabrication of the aforementioned displays, coordinating with art curators in developing content for display and designing the exhibition information graphics. FLS has commissioned me to develop curriculum, coordinate with business leaders, and recruit community members for developing a series of professional development workshops for entrepreneurs working in the Little Saigon neighborhood.

Jennifer Inslee, Full-time Faculty, English
Jennifer Inslee writes: I seek to answer important questions that are endemic to my daily work and interactions as a college composition instructor who is now teaching almost exclusively Gen Z Running Start students between the ages of 16-18:

- How are Gen Z students generally distinct as the first generation born into smart phone culture and a largely online social existence?
- How have the forces of COVID lockdowns and unprecedented social media use culminated in what the former surgeon general has termed a "loneliness epidemic" for young people?
- Why do Gen Z students often seem to resist reading for school, and how does that impact their motivation and retention of information?
- What can I change about my pedagogy to more effectively motivate and engage Gen Z students?
- Where in my courses can I incorporate data and information about Gen Z in college and generational differences in the workplace?