

**BOARD OF TRUSTEES**  
**Regular Meeting**  
**November 14, 2019, 4:30pm**  
**Gateway Hall 352**

**AGENDA**

4:30pm	<b>1. Call to Order</b>		Chair Yim
4:32pm	<b>2. Introduction of Guests</b>		Chair Yim
4:35pm	<b>3. Public Comment</b> (3 min. each)		Chair Yim
4:44pm	<b>4. Approval of Meeting Minutes</b> October 10, 2019 – Regular Meeting	pg 3	Chair Yim
4:45pm	<b>5. Next Meeting</b> February 20, 2020 at 4:30pm - Regular Board Meeting, Gateway 352		Chair Yim
4:50pm	<b>6. Informational &amp; Monitoring Reports</b>		
	a. Quarterly Operating Budget Update (10)		Kevin McKay
	b. Entrepreneurship Center (10)	pg 11	Dr. Terry Cox
	c. Institutional Monitoring Report (5)	pg 13	James Mulik
	d. New Data Tool and Key Findings (15)		James Mulik
	e. Comprehensive Planning Update (10)		James Mulik
5:40pm	<b>7. Old Business: Second Consideration, Final Action</b>		
	a. Approval of Board Policies and Procedures:	pg 35	Chair Yim
	i. BOT 1.0, 1.01pr – Bylaws		
	ii. BOT 3.0, 3.01pr – Board Member Code of Ethics		
	iii. BOT 4.0, 4.01pr – Board Philosophy of Governance		
	iv. BOT 5.0, 5.01pr – Board Civility and Respect		
	RESOLUTION #19-11-1		
	b. Approval of BOT 14.0 policy, 14.01pr – Student Success	pg 55	Chair Yim
	RESOLUTION #19-11-2		
5:50pm	<b>8. New Business: First Consideration</b> New BAS: Robotics and AI	pg 61	Dr. Terry Cox

5:55pm	<b>9. Representative Reports</b> <ul style="list-style-type: none"><li>a. Faculty Representative</li><li>b. Student Representative</li><li>c. Classified Staff Representative (will submit written report)</li></ul>		Kay Latimer Brenda Obonyo Frederick Pieters
6:10pm	<b>10. Break</b>		
6:20pm	<b>11. Foundation Report</b>	pg 62	Brad Thomas
6:25pm	<b>12. President’s Report</b>	pg 63	Dr. Amit Singh
6:30pm	<b>13. Board Discussion</b> <ul style="list-style-type: none"><li>a. Governance Leadership Institute (GLI)</li><li>b. ACCT/ACT Conference Debrief</li><li>c. Other Items</li></ul>		Chair Yim
6:40pm	<b>14. Study Session (40)</b> Open Public Meetings Act, Ethics in Public Service, Public Records Act		AAG Arlene Anderson
7:20pm	<b>15. Executive Session</b>		Chair Yim
7:30pm	<b>16. Adjournment</b>		Chair Yim

**Next Regular Meeting: February 20, 2020, Gateway Hall 352**

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Times are estimates only and subject to change.

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

Edmonds Community College will schedule meetings in locations that are free of mobility barriers. Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President, 425-640-1516

## **BOARD OF TRUSTEES**

### **Regular Meeting: October 10, 2019**

Edmonds Community College, Gateway Hall 352

### **DRAFT Minutes**

**Trustees Present:** Carl Zapora, Vice Chair; Diana Clay; Stacie Horner; Dr. Tia Benson Tolle; Wally Webster

**Trustees Excused:** Emily Yim, Chair

**Others Present:** Arlene Anderson, Kay Latimer, Brenda Obonyo, Frederick Pieters, Danielle Carnes, Dr. Charlie Crawford, Kevin McKay, Kristen NyQuist, Jim Mulik, Mushka Rohani, Dr. Amit Singh, Eva Smith, Dr. Yvonne Terrell-Powell, Brad Thomas, and members of the staff, faculty and student body.

#### **CALL TO ORDER AND WELCOME**

Vice Chair Zapora, acting as Chair in the absence of Chair Yim, called the meeting to order at 4:30pm, and welcomed those present. He noted that this was the first meeting in Trustee Webster's term, and welcomed him officially to the Board. Trustee Webster shared how meaningful the appointment is to him due to the role that community colleges played in his life.

#### **INTRODUCTION OF GUESTS**

Vice Chair Zapora asked each person to share their name and title.

#### **PUBLIC COMMENT**

Vice Chair Zapora opened the public comment portion of the meeting, asking those interested in speaking to limit their comments to three minutes each.

Faculty member Margaret West shared that as a member of the faculty union negotiating team, she feels that negotiations are going well aside from the sticking point of compensation. She distributed a handout outlining the faculty salary schedule for several community colleges in the area.

Faculty member Linda Carlson shared her concern that Edmonds CC faculty are leaving to work for other colleges due to compensation.

Faculty member Daniel Griesbach shared his concern about valued members of the tenured faculty leaving to work for local school districts where they can earn more.

Faculty member Ruth Harris-Barnett shared her concerns about Edmonds CC being able to retain high-quality faculty and asked the Board to make faculty a high priority.

Faculty member Shari Arnesen shared her concern about the number of steps involved in the faculty pay schedule and how many years it takes to advance through them, particularly as it relates to losing faculty members to other colleges.

Faculty member Karen Fenner shared her concern that part-time faculty compensation isn't sufficient to live on in the area, which may lead to faculty members looking for work at other colleges.

Patrick Averbek, faculty member, shared concern about faculty compensation not keeping pace in relation to the Cost of Living Index as compared to King County and the pay increases received there.

Kelly Weibel, faculty member, shared her concern about working without a contract as well as how Edmonds CC faculty pay compares to public school teacher pay in eastern Washington.

Virginia Gibbs, faculty member, shared her concern that even as a long-time faculty member, she may never reach the top of the pay scale. She also shared concern for associate faculty compensation.

Faculty member Melissa Hope shared that she has a second job in addition to being a full-time faculty member.

Faculty member Charles Mueller shared his concern about hurtful language used to minimize faculty concerns about compensation, and stated the need for change in that regard.

### **APPROVAL OF MEETING MINUTES**

Vice Chair Zapora asked for a motion to approve the minutes from September 12, 2019, with one edit on page 2. Trustee Clay made the motion, which Trustee Benson Tolle seconded. Vice Chair Zapora called for a vote and the motion passed unanimously.

***Approved***

### **NEXT REGULAR MEETING**

Vice Chair Zapora announced that the next meeting of the Board would be a joint special meeting with the Edmonds School District Board of Directors on October 29, 2019 and that the next regular meeting of the Board of Trustees would take place on November 14, 2019, at 4:30pm.

### **INFORMATIONAL & MONITORING REPORT – College Success Course**

Elisabeth Frederickson, Associate Dean of Instruction, and Kim Chapman, Dean of Humanities and Social Sciences, gave an update on the College Success Course which, after three years of planning is being taught in twenty-five sections to 560 students this quarter. The course is used to get students on a Pathway quickly so that they are connected to an adviser, a librarian, and other resources. Faculty are benefitting from the community of practice and being able to take new ideas and learning approaches into other classes. The course will be implemented in professional/technical programs next year.

### **OLD BUSINESS**

#### **Approval of 2019/2020 Board Meeting Dates**

Vice Chair Zapora asked for a motion to approve the 2020 Board of Trustee meeting dates outlined in Resolution #19-10-1, noting that the date for the May meeting might have to change later on. Trustee Clay made the motion, which was seconded by Trustee Benson Tolle and unanimously approved by the Board.

***Approved***

#### **Approval of BOT 17.0 and 17.01pr – Board of Trustees Stipend**

Vice Chair Zapora, noting that Board policy BOT 17.0, BOT 17.01pr had been reviewed, leaving in place the practice of providing a stipend for just the student trustee, but outlining in the resolution that all trustees may receive reimbursements for travel to meetings no matter their location, called for a motion to approve

Resolution #19-10-2. Trustee Webster made the motion, which was seconded by Trustee Clay and unanimously approved by the Board.

**Approved**

#### **Approval of BOT 2.01pr – Board Job Description**

Mr. McKay, Vice President of Finance and Operations, outlined the changes that had been made to the Board procedure BOT 2.01pr, based on discussion at the September 12, 2019 Board meeting, noting that policy BOT 2.0 will remain unchanged. As a result of Board discussion, all naming rights for buildings and acknowledgeable entities will be approved by the Board of Trustees. Vice Chair Zapora called for a motion to approve Resolution #19-10-3. Trustee Clay made the motion, which Trustee Benson Tolle seconded and the Board unanimously approved.

**Approved**

#### **Approval of Naming of Classroom**

Mr. Thomas, Executive Director of Edmonds Community College Foundation, reported that as part of the STEM & Nursing building capital campaign, a \$50K gift had been given to name an engineering classroom in honor of Louise Leone, as outlined in Resolution #19-10-4.

Vice Chair Zapora called for a motion to approve Resolution #19-10-4, which was made by Trustee Clay and seconded by Trustee Benson Tolle. After some discussion on the Foundation's vetting process for donors, Vice Chair Zapora called the vote and Resolution #19-10-4 unanimously passed.

**Approved**

### **NEW BUSINESS**

#### **Annual Review of 1/3 Board Policies and Procedures**

Vice Chair Zapora walked the Board through proposed changes to Board policies BOT 1.0, 3.0, 4.0, and 5.0, and their accompanying procedures, as part of the Board-agreed regular policy review done on a tri-annual schedule. The majority of the changes proposed were for clarity and consistency, and were shown in redline as well as in an executive summary.

#### **Update to BOT 14.0 policy, 14.01 procedure – Student Success**

Dr. Terrell-Powell, Vice President for Equity and Inclusion, presented a redlined version of the Board policy and procedure on Student Success, 14.0, 14.01pr, noting that at the summer study session, the Board had asked that the policy be revised to incorporate some of the SBCTC's vision statement on equity as well as the college's commitment to equity and inclusion. There was some discussion and several suggestions were made by trustees and AAG Anderson.

#### **New Bachelor of Applied Science: Advanced Materials and Manufacturing Engineering Technology**

Dr. Crawford, Executive Vice President of Instruction, presented information on a new Bachelor of Applied Science in Advanced Materials and Manufacturing Engineering Technology, which had been created in coordination with The Boeing Company to fill a gap in the labor market. The draft degree will be sent to the State Board in November, and then presented for approval to the State Board in February of 2020.

Dr. Singh shared the intention of informing the Board of Trustees about new degree programs a little earlier in the process, noting that this degree would come back to the Board for approval in the spring.

Dr. Cox thanked Trustee Benson Tolle for her input as the degree was being put together.

## **ADVISORY REPRESENTATIVE REPORTS**

Faculty Representative, Ms. Latimer, gave her report to the Board as outlined in Attachment 1.

Student Representative, Brenda Obonyo, gave her report to the Board as outlined in Attachment 2.

Classified Staff Representative, Frederick Pieters, gave his report to the Board as outlined in Attachment 3.

## **BREAK**

At 6:00pm Vice Chair Zapora adjourned the meeting for a 10-minute break. At 6:10pm Vice Chair Zapora reconvened the meeting.

## **FOUNDATION REPORT**

Trustee Clay went over the Foundation report as included in the meeting materials, noting that the Foundation awarded 217 scholarships this year. She encouraged everyone to attend the October 24th Scholarship Reception.

## **PRESIDENT'S REPORT**

Dr. Singh reported that Fall Quarter got off to a good start, thanks to the efforts of many staff and faculty members. He noted his report in the meeting materials and highlighted a STEM and Nursing Building tour he'd given to U.S. Representative Rick Larsen, as well as a great meeting he'd had with the current and incoming superintendents of the Mukilteo School District.

## **BOARD DISCUSSION**

Vice Chair Zapora noted that there would be an additional standing item ("other") on the agenda under the Board Discussion heading in the future, to capture anything that trustees wanted to share.

### **Recognition of Trustee Diana Clay's Contributions**

Vice Chair Zapora, in recognition of Trustee Clay's last Board meeting, thanked her for her service, for her kindness and support of new trustees, and for her contributions to the college and the foundation, presenting her with a small token of the college's appreciation. Trustee Clay shared her gratitude for her time on the Board and her deep connection to the mission of the college because education changes lives.

### **New Board Orientation Process & Mentoring**

Vice Chair Zapora outlined a plan included in the materials for a more formalized approach to trustee orientation and mentoring. It was recommended that the process document be revised to clarify that the student trustee is included in the process.

### **Other**

Vice Chair Zapora reported that Edmonds CC had been asked by ACT to consider hosting the spring conference in May 2020, which if ends up happening would present a conflict with the May 14, 2020 Board of Trustees meeting.

Vice Chair Zapora noted that at the upcoming ACCT Conference, one trustee would need to be appointed as the Edmonds CC delegate. He recommended that he be appointed as the delegate and the Board agreed.

### **STUDY SESSION – ctclink**

Executive Director of IT and eLearning, Eva Smith, introduced Ligia Cicos, project manager for ctclink. Ms. Cicos walked the Board through the progress on the \$145M+ state-wide business transformation project which encompasses all student-related activities, finance management and Human Resources. Edmonds CC kicks off deployment phases this month, and will go live in winter 2021. She outlined the magnitude of the project across our campus and shared some of the change management strategies being used.

The Board thanked Ms. Cicos for her leadership and expressed excitement about the project and acknowledged what an impressive undertaking it is.

**EXECUTIVE SESSION**

At 7:13pm, Vice Chair Zapora called an executive session to discuss a personnel issue, noting that the Board would reconvene in open session at 7:30pm, but no further action would be taken.

Vice Chair Zapora reconvened the meeting in open session at 7:30pm.

**ADJOURNMENT**

The meeting was adjourned by Vice Chair Zapora at 7:30pm.

**Next Meeting:** The next meeting will be a joint special meeting with the Edmonds School District Board of Directors on October 29, 2019 at 6:30pm at the School District Offices.

The next regular Board meeting will be held November 14, 2019 at 4:30pm at Gateway Hall 352.

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

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

ATTEST:

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

# ATTACHMENT 1

**BOARD OF TRUSTEES  
October 10, 2019  
Meeting Report  
AFT Local 4254 EdCC Faculty**

Greetings:

The topics are grievances, bargaining and some feedback from Faculty.

- The Pre-College grievance and ULP has a ULP mediation on October 21<sup>st</sup>. If mediation fails then there is a ULP hearing in December and arbitration in January.
- One of the last resolution steps in the Performance Appraisal grievance is currently being worked on. Hopefully it will be wrapped up in the next month.
- There are three other issues at the pre-grievance stage.
- There has been no progress in bargaining since my last report.
- Several Faculty have emailed me to point out a recent job posting for an executive administrative assistant with a salary range of \$61K to \$66K with only an Associate degree and a few years of experience required. That is what many of our full-time Faculty are paid and yet they often have a Master's degree and many years of experience.
- Faculty are also concerned about decisions that affect Faculty are made without their input. Specifically moving departments from one division to another.

Thank you.

Kay Latimer

AFT President, Local 4254



## ATTACHMENT 2

**BOARD OF TRUSTEES  
October 10<sup>th</sup> 2019  
Meeting Report  
Student Government**

- The Executive Board held their first meeting on October 4<sup>th</sup> 2019.
- The student government approved 16,950 dollars for the jazz band trip to Puerto Rico.
- The associated students allowed housing to use the funded amount of 806,590 dollars towards bedroom furniture in the Triton Court. The 806,590 dollars was originally meant to fund both the bedroom and common area furniture but the bedroom furniture proved to be more expensive than what they had anticipated.

Submitted by:  
Brenda Obonyo,  
ASEdCC Executive Officer for Administration.

# ATTACHMENT 3

**BOARD OF TRUSTEES  
October 10, 2019  
MEETING REPORT  
WPEA/UFCW Local 365**

- Greetings to Trustee Webster and welcome to the Edmonds Community College Board of Trustees.
  
- It is surprising to think that over two years have passed since accepting the role of chief shop steward. One goal was to help members understand that our union is of the members and for the members. All fair share dues-paying members have an equal voice in their contract, negotiation, outcome, and representation. An early goal was to eventually step down as chief shop steward, and now that we have 8 active stewards, it is time to do so. Elections will be held for a new chief steward soon.
  
- Past reports started with there was not much to report even though we have had minor issues, that they have all come to informal resolution. Even though WPEA still enjoys an amicable relationship with Edmonds Community College Human Relations Department, the Step one (1) grievance I reported previously did not come to a resolution and has now moved to Step two (2) grievance. I have the same hope as before that the grievance will come to a resolution before we would have to go to mediation.
  
- We are reaching the appeal phase of the statewide IT (Information Technology) restructuring. Many members who felt the new placements are incorrectly have now submitted their appeals to the state Office of Financial Management.
  
- For the new trustee. The IT restructure was initiated by the state and was a statewide reclassification in efforts to
  - Ensure enterprise and organizational alignment and equity
  - Improve opportunities for career growth
  - Keep pace with the rate of information technology industry change
  - Improve the state's ability to benchmark work internally and externally
  
- We are now holding our breath for the outcome of these appeals as we could see many members leave state employment for the school district or private industry.

Respectfully submitted by  
Frederick Pieters,  
EdCC WPEA Chief Shop Steward,  
WPEA VP District 7

# Edmonds Community College

20000 68th AVE W  
Lynnwood, WA 98036  
(425) 640-1964

## ENTREPRENEURSHIP AND INNOVATION CENTER

<b>Name</b>	<b>Timeframe</b>	<b>Submitted on</b>
David Voetmann	Fall 2019 and Winter 2020	11/1/2019

<b>Dates</b>	<b>Project</b>	<b>Details</b>
October 23	<b>Small Business Summit</b>	Booth to support the public soft launch of our Entrepreneurship Initiative. Announcement and preregistration for Build it Now. Presentation of our LEAN methodology and feedback.
November 8-9	<b>Veteran's Guitar Build</b>	Introduction to Entrepreneurship as part of this product build workshop. Introduction to Project Charon. Collaboration with NSF, Chris Szarek/Veterans Resource Center, and others.
November	<b>Small Business Primer</b>	Introduction to the Essentials of Entrepreneurship and Small Business Management. Collaboration with Immigrant and Refugee group identified by our ABE/ESL Department.
November	<b>Project Charon</b>	Kit build and preparation for additional workshops customizing coin displays as a potential business or side gig. Collaboration with Chris Szarek and the Veterans Resource Center.
November	<b>Intro to Rapid Prototyping</b>	Introduction to the concept of Rapid Prototyping within the Lean Startup Methodology. This intro meetup will cover both products and services. Collaboration with Made in Lynnwood.
December	<b>Marine Products CLUB</b>	Kickoff of our Marine Products Club with Anne Avery as a guest speaker.
January - February	<b>Build it Now</b>	Take your business idea from concept to prototype in just 6 weeks of Saturday workshops. Collaboration with NWIRC.
Winter	<b>Resource Fair</b>	Proposed Business Resource Fair with Snolsle Library.

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# Institutional Performance Report:

Developing a Comprehensive Planning Progress  
and  
Measuring Mission Fulfillment



2018-19  
Benchmark Report

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## ***Comprehensive Planning***

During the 2018-19 academic year, Edmonds Community College developed a comprehensive approach to its planning. This integrated approach to planning allows the college to strengthen its existing functions (i.e., operational planning), while simultaneously leaning into the future (i.e., innovation planning). Weaving long-term planning with annual operational planning allows the college to focus on meeting its mission, while working toward realizing its vision.

### **Comprehensive Planning**



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

This Institutional Performance Report provides updates on the comprehensive planning work and the mission fulfillment determination that was completed during the 2018-19 academic year.

## Operational Planning

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

Updates on actions are regularly provided by the President's Leadership Team, and formal updates are presented to the college's Board of Trustees. An example of an update provided to the Board is in [this document](#). The plan is refreshed each year, as completed items roll off and new actions are added.

## Innovation Planning

To assist with innovation (i.e., strategic) planning, the college created an Idea Lab, which is designed to be a permanent innovation structure at Edmonds CC to brainstorm, incubate, evaluate, and mobilize innovative solutions to create a change-ready and adaptive college. The Idea Lab will begin during the 2019-20 academic year, with the first cohort of employees assisting the college with the creation of the college's next innovation plan.

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





## ***Defining and Measuring Mission Fulfillment***

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

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

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

The college has identified ten (10) lagging indicators, which are monitored not only to assess institutional health, but also to assess work toward the college's plans. The ten lagging indicators include strategic targets that were developed after looking at multiple years of college data. These targets are stretch targets that the college aspires to achieve.

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

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

## **Lagging Indicators**

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

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

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

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

Rationales for each of the lagging indicators have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators are provided in the appendix to this document. The college's current performance on each indicator is shown in the next section of this report.

## Summary of Lagging Indicators

Indicator	Mission Fulfillment Threshold	Current Value	Strategic Target
<u>Quality Academic Programs</u>			
Percentage Reviewed	33%	99.5%	100%
<u>Successful Class Completion</u>			
Class Pass Rates	50%	82%	86%
<u>Student Academic Progress</u>			
SAI Points per Student	0.50	1.52	2.00
<u>Quarterly Student Persistence</u>			
Fall-to-Winter	--	71%	71%
Fall-to-Spring	--	63%	71%
Fall-to-Fall	--	46%	50%
Winter-to-Spring	--	61%	66%
Spring-to-Fall	--	39%	45%
<u>Quarterly Student Persistence by Enrollment Level</u>			
Full-Time	--	65%	73%
Part-Time	--	45%	57%
<u>Combined Student Graduation and Transfer Rates</u>			
Graduation Rate	15%	34%	39%
Transfer Rate	15%	19%	28%
Combined Rates	30%	53%	67%
<u>Program Completions</u>			
Degrees	--	1019	1070
Certificates (all levels)	--	1455	1528
High School Diploma	--	427	448
Total Awards	--	2901	3046
<u>Student Job Placement Percentage</u>			
Completers	--	77.0%	80.0%
Leavers	--	70.1%	70.0%
<u>Students Served through Industry and Community Education Partnerships</u>			
Total	3000	5182	6000
<u>Enrollment Targets</u>			
State FTES	--	4303	4562
Contract FTES	--	2907	3030
Annual Headcount	--	16843	18044

## ***Mission Fulfillment Determination***

With all five of the accreditation-related lagging indicators above the established Mission Fulfillment Threshold levels, the college is fulfilling its mission as defined by [Board Resolution No. 18-6-7](#) and the board's [Monitoring and Planning Policy](#).

**Appendix: Details of the 10 Lagging Indicators (Arranged by College Goal and Accreditation Core Theme and Objective)**

**College Goal 1: Access**

(Core Theme 1: Academic Excellence)

Core Theme 1	Objectives	Lagging Indicators
Academic Excellence	Objective 1.1: Edmonds Community College provides high-quality academic programs.	Lagging Indicator 1.1: Quality Academic Programs
	Objective 1.2: Edmonds Community College provides high-quality instruction.	Lagging Indicator 1.2: Successful Class Completion

**Objective 1.1:** Edmonds Community College provides high-quality academic programs.

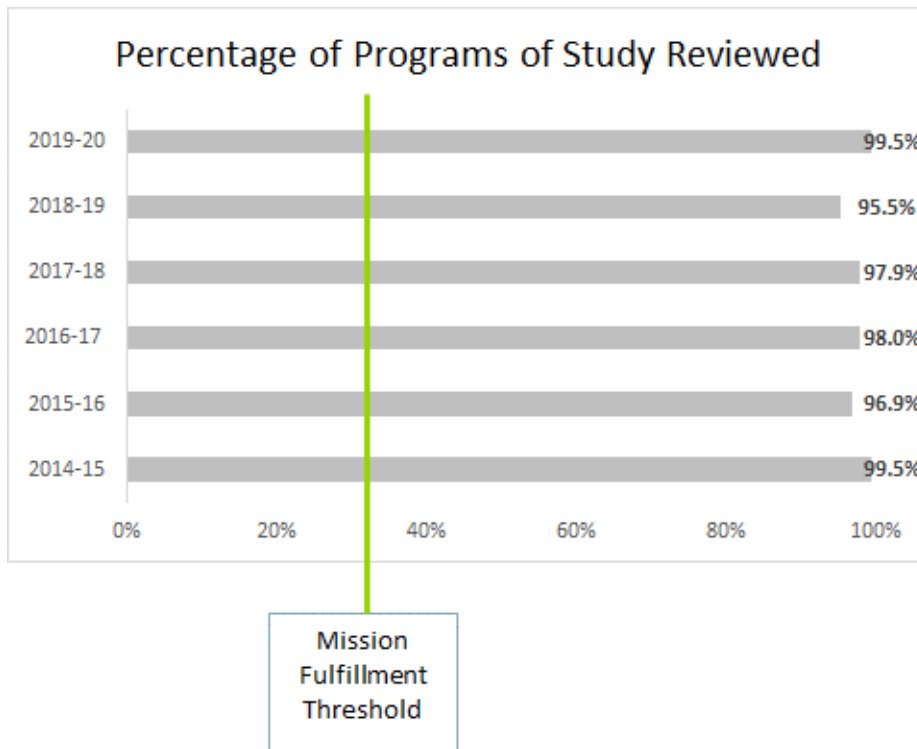
**Lagging Indicator 1:** Quality Academic Programs

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Mission Fulfillment Threshold: 33%; Strategic Target: 100%



2015-16	2016-17	2017-18	2018-19	2019-20	2021-22 Strategic Target
96.9%	98.0%	97.9%	95.5%	99.5%	100%

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

**Objective 1.2:** Edmonds Community College provides high-quality instruction.

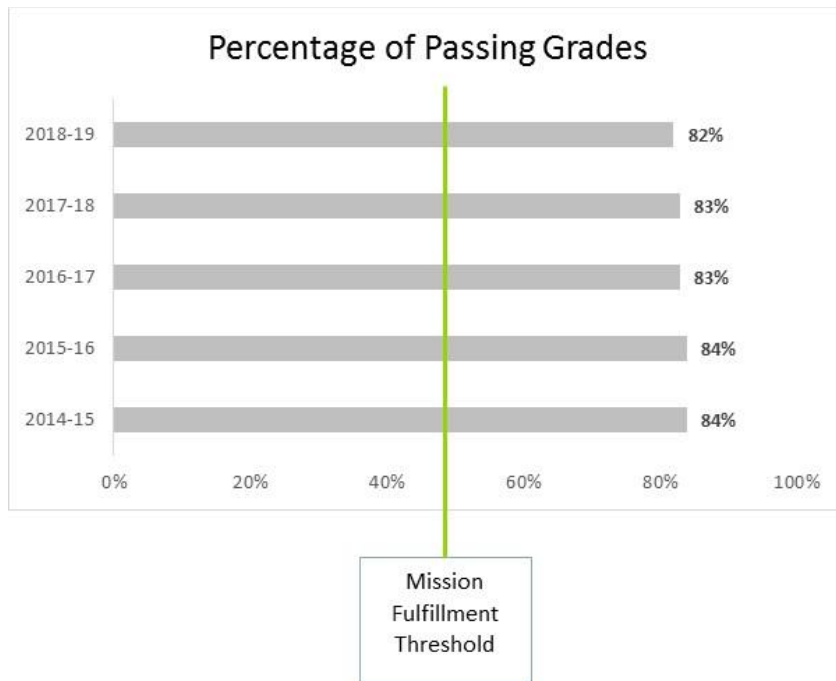
**Lagging Indicator 1.2:** Successful Class Completion

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Mission Fulfillment Threshold: 50%; Strategic Target: 86%



2014-15	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target
84%	84%	83%	83%	82%	86%

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

## College Goal 2: Student Success

(Core Theme 2: Student Success)

Core Theme 2	Objectives	Lagging Indicators
Student Success	Objective 2.1: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.1: Academic Progress
	Objective 2.2: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.2: Quarterly Student Persistence  <small>(This indicator is not accreditation related or reported.)</small>
	Objective 2.3: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.3: Quarterly Student Persistence by Enrollment Level  <small>(This indicator is not accreditation related or reported.)</small>
	Objective 2.4: Edmonds CC supports students' graduation and transfer goals.	Lagging Indicator 2.4: Combined Student Graduation and Transfer Rates
	Objective 2.5: Edmonds CC supports student completion.	Lagging Indicator 2.5: Program Completions  <small>(This indicator is not accreditation related or reported.)</small>
	Objective 2.6: Edmonds CC supports students' employment efforts.	Lagging Indicator 2.6: Student Job Placement Percentage  <small>(This indicator is not accreditation related or reported.)</small>



**Objective 2.1:** Edmonds Community College supports student persistence and success.

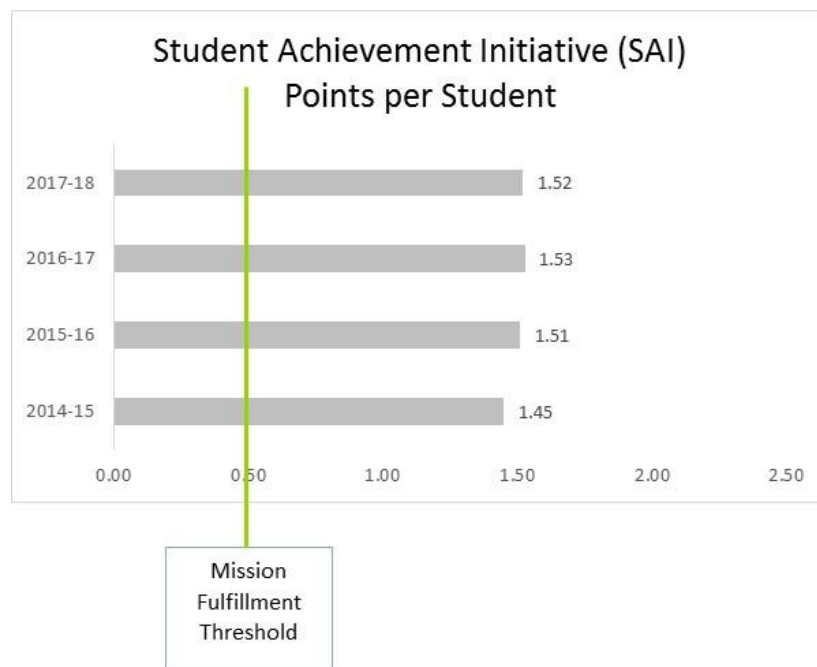
**Lagging Indicator 2.1:** Academic Progress\*

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

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

**Benchmark Type:** State/Regional comparison

**Threshold Levels:** Mission Fulfillment Threshold: 0.50 points per student; Strategic Target: 2.00 points per student



2014-15	2015-16	2016-17	2017-18	2021-22 Strategic Target
1.45	1.51	1.53	1.52	2.00

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

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

**Objective 2.2:** Edmonds Community College supports student persistence and success.

**Lagging Indicator 2.2:** Quarterly Student Persistence

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Strategic Targets: Various

Quarter-to-Quarter Period	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target
Fall-to-Winter	59% n=1981	61% n=1830	66% n=1801	71% n=1787	71%
Fall-to-Spring	60%	63%	67%	63%	71%
Fall-to-Fall	40%	45%	46%	--	50%
Winter-to-Spring	63% n=602	62% n=661	60% n=538	61% n=840	66%
Spring-to-Fall	43% n=753	38% n=581	39% n=717	--	45%
				n=773	

**Objective 2.3:** Edmonds Community College supports student persistence and success.

**Lagging Indicator 2.3:** Quarterly Student Persistence by Enrollment Level

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

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

**Benchmark Type:** National comparison

**Threshold Levels:** Strategic Targets: Various

<b>Persistence Measure</b>	<b>Fall 2015-16</b>	<b>Fall 2016-17</b>	<b>Fall 2017-18</b>	<b>2021-22 Strategic Target</b> <small>(90th Percentile of Comparison Colleges)</small>
Full-Time	68%	68%	65%	73%
Part-Time	47%	52%	45%	57%

**Objective 2.4:** Edmonds CC supports students' graduation and transfer goals.

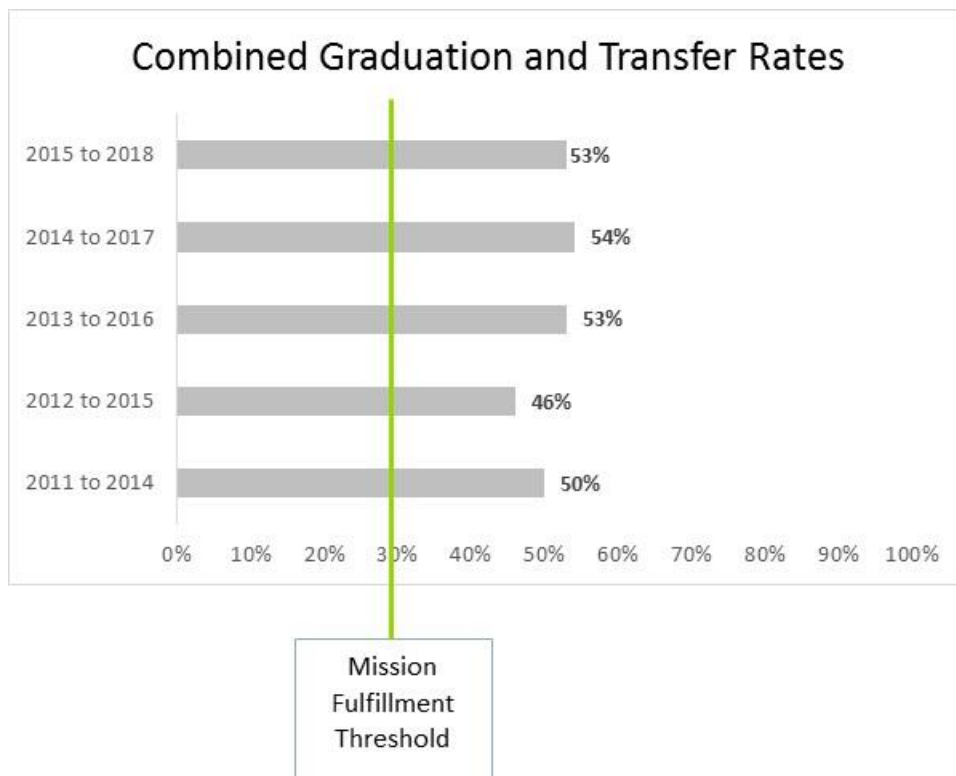
**Lagging Indicator 2.4:** Combined Student Graduation and Transfer-out Rates\*

**Measurement:** The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation and Transfer-out Rates (combined) will not be lower than 30%, which aligns with the Council of Regional Accrediting Commissions' (C-RAC) minimal acceptable level of a 15% graduation rate for a college to not be considered as a "low-performing institution" (p. 17). The college strives for a combined rate of 58%.

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

**Benchmark Type:** National comparison

**Threshold Levels:** Mission Fulfillment Threshold: 30%; Strategic Target: 58%



Rate	2011 Cohort (grad by 2014)	2012 Cohort (grad by 2015)	2013 Cohort (grad by 2016)	2014 Cohort (grad by 2017)	2015 Cohort (grad by 2018)	2021-22 Strategic Target
Graduation Rate	28%	24%	28%	29%	34%	39%
Transfer Rate	22%	22%	25%	25%	19%	28%
Combined Rates	50%	46%	53%	54%	53%	67%

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

**Objective 2.5:** Edmonds Community College supports students' employment efforts.

**Lagging Indicator 2.5:** Program Completions

**Measurement:** The number of awards that the college confers.

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Strategic Targets: Various

<b>Category</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2021-22 Strategic Target</b> <small>(5% increase within 3 years)</small>
Degrees	1135	1103	1019	1070
Certificates (all levels)	2542	1545	1455	1528
High School Diploma	375	389	427	448
Total Awards	4052	3037	2901	3046

**Objective 2.6:** Edmonds Community College supports student persistence and success.

**Lagging Indicator 2.6:** Student Job Placement Percentage

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Strategic Targets: Various

Group	2014-15	2015-16	2016-17	2021-22 Strategic Target
Completers	79.4%	78.9%	77.0%	80.0%
Leavers	68.0%	70.5%	70.1%	70.0%

# College Goal 3: Community Partnerships

(Core Theme 3: Community Engagement)

Core Theme 3	Objective	Lagging Indicator
Community Engagement	Objective 3.1: Edmonds Community College extends the learning environment to our community through a wide variety of training opportunities, services, and courses.	Lagging Indicator 3.1: Students Served through Industry and Community Education Partnerships



**Objective 3.1:** Edmonds Community College extends the learning environment to our community through a wide variety of training opportunities, services, and courses.

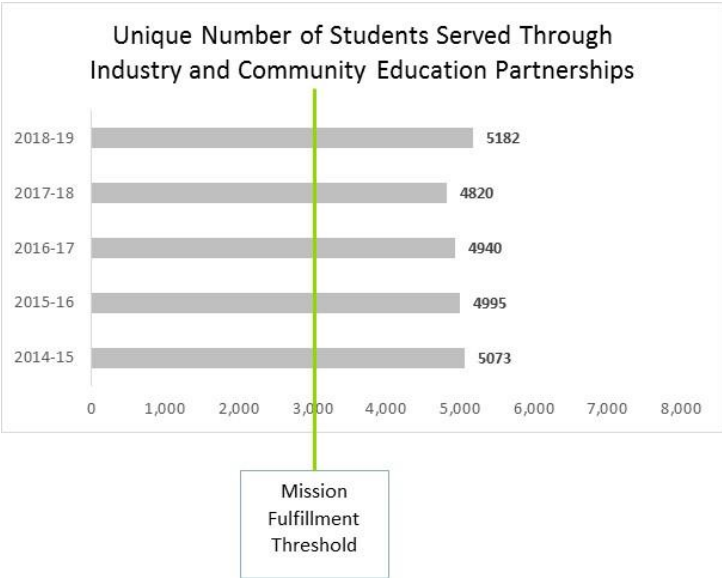
**Lagging Indicator 3.1:** Students Served through Industry and Community Education Partnerships

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Mission Fulfillment Threshold: 3,000 students; Strategic Target: 6,000 students



2014-15	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target
5073	4995	4940	4820	5182	6000

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

## College Goal 4: Capacity/Operational Excellence

Core Theme	Objectives	Indicators of Achievement
Not Applicable	Objective 4.1: Edmonds Community College monitors student enrollments to ensure operational viability.	Lagging Indicator 4.1: Enrollment Targets  (This indicator is not accreditation related or reported.)

**Objective 4.1:** Edmonds Community College supports students' employment efforts.

**Lagging Indicator 4.1:** Enrollment Targets

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

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

**Benchmark Type:** Local comparison

**Threshold Levels:** Strategic Targets: 4,562 State FTES, 3,030 Contract FTES, and 18,044 Headcount

Funding Category	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target (5% increase within 3 years)
State FTES	4763	4515	4345	4303	4562
Contract FTES	2828	2811	2886	2907	3030
Annual Headcount	18042	17687	17185	16843	18044

## **BACKGROUND**

### **Board Policy & Procedure Review: BOT 1.0, 1.01pr, BOT 3.0, 3.01pr, BOT 4.0, 4.01pr, BOT 5.0, 5.01pr**

#### **Background**

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

But due to a wholesale review of every policy, also in 2017, the natural timing of reviewing  $\frac{1}{3}$  of the Board's policies and procedures each year was thrown off cycle.

The following policies and procedures represent the first review period of a new cycle, with the second portion being reviewed in 2020, and the third portion being reviewed in 2021.

#### **Overview**

Board Policies and Procedures 1, 3, 4, and 5 have been reviewed by staff, and proposed changes are outlined in the summary table following this page, and then also noted in redline on the policies and procedures themselves. The Board reviewed them (first consideration) at the October 10, 2019 meeting.

#### **Recommendation**

The staff recommends that the Board approve the proposed changes as outlined in Resolution #19-11-1.

## EXECUTIVE SUMMARY of Recommended Changes to Board Policies and Procedures

POLICY/PROCEDURE UNDER REVIEW	CHANGES RECOMMENDED	RATIONALE
<b>All Procedures</b> (and to be applied to future review of other procedures)	Change “Review Period” language in Procedures to conform to the requirements of Policies.	This will bring the review requirements for policies and procedures into alignment and clarify that the Board retains the authority to approve both.
<b>BOT Policy 1.0 Bylaws</b>	No changes suggested other than to highlight the issue of the quorum number.	<p>The quorum is currently 3, which matches the voting majority for a 5-member board, but not for a 6-member board. As it stands, the current quorum isn’t enough to transact business. The quorum number (3) is mandated in the RCW.</p> <p>If the Board and AAG would like to pursue changing the quorum to 4 (to reflect the larger board size because of the added student trustee), a separate process for approaching the State would be identified.</p>
<b>BOT Procedure 1.01pr Bylaws Procedure</b>	Add language from BOT Procedure 5.01pr, regarding presentation and public comment guidelines for BOT meetings. Change “Review Period” requirements as stated above.	The language currently in BOT 5.01pr is procedural in nature and naturally fits at the end of BOT Procedure 1.01pr, rather than in 5.01pr, which is about civility and respect. Conform “Review Period.”
<b>BOT Policy 3.0 Code of Ethics</b>	No changes suggested.	
<b>BOT Procedure 3.01pr Code of Ethics Procedure</b>	Add language about OPMA training schedule as required by RCW 42.30.205, location of online training, and tracking of training completion. Change “Review Period” requirements as stated above.	The OPMA is referenced in BOT Policy 3.0, but is not included in the procedure.
<b>BOT Policy 4.0 Philosophy of Governance</b>	No changes suggested.	
<b>BOT Procedure 4.01pr Philosophy of Governance Procedure</b>	No changes suggested, other than to change “Review Period” requirements as stated above.	
<b>BOT Policy 5.0 Board Civility and Respect</b>	Clarify Board’s policy by removing the College policy and referencest to students/employees, and instead stating support for the College policy.	Current policy statement is confusing and includes multiple mixed references to students and employees (not Board members).
<b>BOT Procedure 5.01pr Board Civility and Respect Procedure</b>	Remove duplicative langage in first paragraph; End procedure after “above” in 5th paragraph; move “Presentation Guidelines for Trustee Meetings” section into BOT Procedure 1.01pr. Change “Review Period” requirements as stated above.	This will clarify the policy by keeping it focused on civility and respect standards, moving the presentation procedural items into the meeting procedure section of BOT 5.01pr.

## BOT 1.0 - Board of Trustees Bylaws :

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### SUMMARY/SCOPE

The Board of Trustees Bylaws establish the role and scope of the Trustee's position.

### DESCRIPTION

The Edmonds Community College Board of Trustees shall follow the laws of the State of Washington, including the rules and regulations of the State Board for Community and Technical Colleges.

### SECTION 1. OFFICERS AND DUTIES

The Edmonds Community College Board of Trustees shall have the following officer positions: Chair, Vice Chair, Secretary, and Treasurer.

The Chair shall preside at each regular or special meeting of the Board of Trustees, sign all legal documents recording actions of the Board, and review the agenda prepared for each meeting of the Board.

The Vice Chair shall act as Chair of the Board of Trustees in the absence of the Chair.

The President of the community college district shall serve as Secretary of the Board of Trustees. The Secretary shall keep the official seal of the Board and maintain all records of meetings and other official actions of the Board.

The Board of Trustees shall appoint as Treasurer the Edmonds Community College Vice President for Finance and Operations to serve as the financial officer of the Board (RCW 28B.50.142).

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the Board taken in regular or special meetings. No individual member of the Board may act on behalf of the Board unless specifically instructed by action of the Board.

### SECTION 2. MEETINGS

The Board of Trustees shall hold a minimum of six (6) regular meetings and four (4) study sessions each year. The day of the month, time, and place for the regular meetings and study sessions shall be set at the first fall meeting.

The Board of Trustees may convene as a committee of the whole in executive session whenever it is deemed necessary and in the interest of the district for the purpose of discussing matters permitted by the Open Public Meetings Act (RCW 42.30.110).

Three (3) members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the Board members (RCW 28B.50.130).

Meetings of the Board of Trustees shall be held in accordance with RCW 42.30.030, Meetings Declared Open and Public.

### SECTION 3. OFFICE

The Board of Trustees shall maintain an office at 6600 196th Street Southwest, Lynnwood, Washington, where all regular meetings shall be held unless otherwise announced and all records, minutes, and the official college seal shall be kept. The mailing address is 20000 68th Avenue West, Lynnwood, Washington 98036.

### SECTION 4. PARLIAMENTARY AUTHORITY

In questions of parliamentary procedure, the actions and meetings of the Board of Trustees shall be conducted according to the most recent revision of Robert's Rules of Order, unless specified otherwise by state law, rules and regulations of the State Board for Community and Technical Colleges, or these bylaws.

### SECTION 5. ADVISORY REPRESENTATIVES TO THE BOARD OF TRUSTEES

The Board of Trustees hereby establishes the position of advisory representative to the Board of Trustees, hereinafter referred to as "advisory representative." There shall be three (3) advisory representatives selected by their respective associations as follows:

- A. The representative of the faculty union.
- B. The representative of the Associated Students of Edmonds Community College.
- C. The representative of the classified union.

### GLOSSARY TERMS

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

### RELATED POLICIES AND PROCEDURES

[BOT 1.01pr Board of Trustees Bylaws: Procedure](#)

### SOURCE INFORMATION

(was) B 3.2 Board of Trustees Bylaws

[RCW 28B.50.142 Treasurer of board-Duties-Bond.](#)

[RCW 42.30.110 Executive sessions.](#)

[RCW 28B.50.130 Boards of trustees-Bylaws, rules, and regulations-Chair and vice chair-Terms-Quorum.](#)

[RCW 42.30.030 Meetings declared open and public.](#)

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

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

### REVIEW PERIOD

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

### REVIEW HISTORY

2017-Nov 02 Reviewed, Board Resolution 17-11-2  
2017-Feb 09 Revised, Board Resolution 17-2-1  
2014-May 08 Revised, Board Resolution 14-5-1  
2007-Jan 11 Revised  
2002-Sep 19 Revised  
2002-Aug Approved B 3.2

## BOT 1.01pr - Board of Trustees Bylaws : Procedure

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### SUMMARY/SCOPE

Procedure for addressing the Board of Trustees Bylaws policy.

### DESCRIPTION

The Edmonds Community College Board of Trustees shall follow these procedures as they apply to the officers role and duties, meetings, office, and advisory representatives.

### PROCEDURE DETAILS

At the June regular Board of Trustees meeting the Board shall elect from its membership a Chair and Vice Chair, each to serve for one (1) year, beginning July 1st, until their successors are appointed or qualified. The Student Trustee is not considered for an officer position due to his/her one-year term.

The Chair shall, while presiding at official meetings, have full rights of making motions, discussion, and vote.

The Secretary may appoint an appropriate staff member to act as recording secretary for all regular and special meetings of the Board. The Secretary of the Board shall serve as Chair, without privilege of vote, in any regular meeting of the Board conducted in the absence of the Chair and Vice Chair. The Secretary shall also be responsible for Board correspondence, compiling the agenda of meetings, and distributing the minutes of the meeting and related reports. The Secretary of the Board, or designee, shall attend all regular and special meetings of the Board and official minutes must be kept of all such meetings.

At any regular meeting, the Board may, by majority vote, cancel the next regular meeting. Additional regular or special meetings may be held when requested by the Chair of the Board or by a majority of the trustees. No official business shall be conducted by the Board except during regular or special meetings held at a preannounced date, time, and place.

Information and materials pertinent to the agenda of all regular meetings of the Board of Trustees shall be sent to all trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon, eight (8) business days before the meeting, in order to be included on the agenda. A matter of urgent business received later may be included on the agenda if it is a matter of emergency in the judgment of the Chair. All materials to be considered by the Board must be submitted in sufficient quantities to provide each trustee and the Secretary with appropriate, legible copies.

All business transacted in official Board of Trustee meetings shall be recorded in minutes, marked with the Community College District 23 seal, and filed for reference in the office of the Board.

Voting at regular meetings of the Board of Trustees shall be by voice. A roll call vote may be requested by any trustee for purposes of the record.



The Board of Trustees' office shall be open during all normal business hours to any resident taxpayer of the State of Washington. Correspondence or other business for the Board shall be sent to the Secretary of the Board whose mailing address is 20000 68th Avenue West, Lynnwood, WA 98036 or is physically located in Gateway Hall, Room 301.

Advisory representatives may attend all regular and special meetings of the Board of Trustees and shall participate in these meetings of the Board of Trustees with voice but without vote. All such participation shall be in person and the right of such participation may be exercised by the organization's designated proxy. If a vacancy occurs in a position of advisory representative, the respective organization shall select a successor for the balance of the term in which the vacancy occurs. All items for discussion proposed by advisory representatives shall be placed on the agenda in advance of meetings through the Office of the President in accordance with Board policies and college regulations.

Individuals giving presentations or making public comments at Trustee meetings shall conform to the Civility and Respect Standards described in BOT 5.0 and BOT 5.01pr, and shall adhere to the guidelines below:

#### Presentation Guidelines for Trustee Meetings:

- Presenters may not promote or oppose any candidate for public office or any ballot proposition.
- Presenters may not use this time to advertise.
- Speakers who disturb the orderly conduct of the meeting may forfeit their right to address the Board and be asked to leave the Trustee meeting.
- Meetings will be conducted in accord with Edmonds Community College's Board policy BOT 1.0 - Board of Trustees Bylaws.

#### Public Comment Process:

##### To speak at a regular trustee meeting:

- The Public Comment period is reserved for testimony from the audience.
- Individuals shall write their names on the sign-in sheet on the table at the entrance of the boardroom no later than fifteen (15) minutes prior to the beginning of the Trustee meeting. The Board Chair will allocate an appropriate amount of time for the Public Comment agenda item.
- Individuals shall identify on the sign-in sheet their affiliation with the college, list the topic they will address, and declare whether they wish to speak or not speak during the public forum.
- Individuals should not duplicate public statements previously given, in order to ensure as many individuals as possible have an opportunity to give comments to the Trustees.
- Based upon the number of individuals who have signed up to speak, the Board Chair will allocate the amount of time for Public Comment, and will announce the duration of the Public Comment period at each meeting at the beginning of the meeting.
- Comments should be limited to three (3) minutes per speaker, unless otherwise announced by the Board Chair.
- Speakers may address the Trustees once during the Public Comment period, unless otherwise indicated by the Board Chair.
- The Board Chair or presiding officer will begin the Public Comment period by calling names from the sign-in sheet. An individual who wishes to speak and who did not place his or her name on the sign-in sheet may approach the podium after those who have signed up have spoken. The Board Chair shall determine if any more individuals may offer public comment at this time.

- Each individual shall approach the podium and identify his or her affiliation with the college (e.g. whether a student, employee, or community member) and state his or her position with respect to the topic(s) to be addressed. Individuals shall address all remarks to the Trustees as a whole.

#### GLOSSARY TERMS

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

#### RELATED POLICIES AND PROCEDURES

[BOT 1.0 Board of Trustees Bylaws](#)

#### SOURCE INFORMATION

(was) B 3.2 Board of Trustees Bylaws

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

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

#### REVIEW PERIOD

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

#### REVIEW HISTORY

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

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

2014-May 08 Revised, Board Resolution 14-5-1

2007-Jan 11 Revised

2002-Sep 19 Revised

2002-Aug Approved B 3.2

**BOT 3.0 - Board Member Code of Ethics :**

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**SUMMARY/SCOPE**

The Board Member Code of Ethics policy establishes the expectations imposed by the provisions of the Ethics in Public Service Law and the Board of Trustees' commitment to follow ethical, businesslike, and lawful conduct.

**DESCRIPTION**

The Edmonds Community College Board of Trustees shall ensure they are in compliance with the following:

1. Members must represent un-conflicted loyalty to the people of College District 23. Accountability to employees, other organizations, and any personal interest as a consumer must be superseded by the interests of Edmonds Community College while acting as a college Trustee.
2. Members must avoid a conflict of interest(s) with respect to their fiduciary and policy-making responsibility.
3. Members will observe the provisions of the Washington Open Public Meetings Act (RCW 42.30.030).
4. Board members will not attempt to exercise individual authority over the organization.
5. Members will respect the confidentiality appropriate to issues of a sensitive nature, in particular, maintain strict confidentiality of all and any matters discussed in executive session.

**GLOSSARY TERMS**

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

**RELATED POLICIES AND PROCEDURES**

[BOT 3.01pr Board Member Code of Ethics: Procedure](#)

**SOURCE INFORMATION**

(was) B 3.6 Board Members Code of Ethics

[RCW 42.30.030 Meetings declared open and public.](#)

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

Office of the President, Secretary of the Board of Trustees

**PRIMARY CONTENT CONTRIBUTOR (Director/Dean)**

Office of the President, Secretary of the Board of Trustees

**REVIEW PERIOD**

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

REVIEW HISTORY

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

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

2007-Jan 11 Amended

2001-May Approved B 3.6

## BOT 3.01pr - Board Member Code of Ethics : Procedure

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### SUMMARY/SCOPE

The Board Member Code of Ethics establishes the duties imposed by the laws of the State of Washington and the State Board for Community and Technical Colleges.

### DESCRIPTION

Procedure for Board policy BOT 3.0 Board Member Code of Ethics.

### PROCEDURE DETAILS

Board Members will fully comply with the Washington State Executive Ethics Board's Washington State Ethics Law, RCW 42.52, Ethics in Public Service.

Board Members will fully comply with the Open Public Meetings Act training as required by RCW 42.30.205, which outlines a schedule for compliance training that can be accessed on the [Washington State Attorney General's website](#). Completion of Board Member's OPMA training will be managed and tracked by the Secretary of the Board working in consultation with the Assistant Attorney General.

Members' interaction with the President must recognize the lack of authority vested in individuals except when explicitly board-authorized. Members' interaction with the public, press, or other entities must recognize the same limitation and the inability of any Board Member to speak for the Board.

Board Members will neither encourage nor report individual judgments of President or staff performance.

Members seeking information will make requests directly through the President. The President will use discretion in informing Board Chair or other Board Members about the request and/or response.

### GLOSSARY TERMS

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

### RELATED POLICIES AND PROCEDURES

[BOT 3.0 Board Member Code of Ethics](#)

### SOURCE INFORMATION

(was) B 3.6 Board Members Code of Ethics

[RCW 42.52 Ethics in Public Service.](#)

[RCW 42.30.205 Training](#)

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

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

### REVIEW PERIOD

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

REVIEW HISTORY

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

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

2007-Jan 11 Amended

2001-May Approved B 3.6

## BOT 4.0 - Board Philosophy of Governance :

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### SUMMARY/SCOPE

The Edmonds Community College Board Philosophy of Governance policy establishes the governance model followed by the Trustees.

### DESCRIPTION

The Board of Trustees, on behalf of the citizens of College District 23, shall follow a governance model that ensures fiduciary oversight and accountability of Edmonds Community College's human, physical, and fiscal resources.

The Board of Trustees shall ensure:

The fulfillment of the college's Mission within the guidelines of the college Philosophy by means of the financial and human resources available; promotion of appropriate activities, conditions, and decisions; scrupulous self-monitoring of its processes and performances; and assuring compliance with all applicable state and federal statutes.

A governance model that emphasizes a future-oriented, outward vision rather than internal preoccupation; ensuring openness to diverse points of view; encouragement of an equitable and inclusive culture; strategic leadership rather than administrative detail; clear distinction of Board and President roles; collective rather than individual decisions; and proactivity rather than reactivity.

### GLOSSARY TERMS

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

### RELATED POLICIES AND PROCEDURES

[BOT 4.01pr Board Philosophy of Governance: Procedure](#)

### SOURCE INFORMATION

(was) B 3.1 Board Philosophy of Governance

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

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

### REVIEW PERIOD

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

### REVIEW HISTORY

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

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

2001-May Approved B 3.1

## BOT 4.01pr - Board Philosophy of Governance : Procedure

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### SUMMARY/SCOPE

The Board Philosophy of Governance establishes the expectations of how the Board will govern in one voice and ensure accountability of Edmonds Community College.

### DESCRIPTION

Procedure for Board policy BOT 4.0 Board Philosophy of Governance.

### PROCEDURE DETAILS

The Board will:

1. Deliberate in many voices, but govern in one policy.
2. Lead, direct, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
3. Enforce upon itself the discipline needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect of roles, and ensuring the continuity of governance capability.
4. Monitor and discuss the Board's process and performance at least once each year. Self-monitoring will include comparison of Board activity and discipline to Board policies.
5. Board development will include orientation of new members in the Board's governance process and discussion of process improvement at least once per year during the Board evaluation process. In addition, new Board members will be invited to attend the Association of College Trustees (ACT) New Trustee Orientation.

### GLOSSARY TERMS

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

### RELATED POLICIES AND PROCEDURES

[BOT 4.0 Board Philosophy of Governance](#)

### SOURCE INFORMATION

(was) B 3.1 Philosophy of Governance

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

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees



REVIEW PERIOD

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

REVIEW HISTORY

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

2016-Sep 08 Revised, Board Resolution 17-2-1

2001-May Approved B 3.1

## BOT 5.0 - Board Civility and Respect :

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### SUMMARY/SCOPE

The Edmonds Community College Board of Trustees is committed to a climate of civility, mutual respect, and inclusiveness.

### DESCRIPTION

The Board of Trustees supports the Edmonds Community College Workplace Civility and Respect policy (HR 6.0, 6.01pr), and is committed to the following:

~~Edmonds Community College will provide a friendly and supportive environment characterized by civility, mutual respect, and inclusiveness where students and employees are assisted and supported in achieving their educational and work-related goals.¶¶~~

¶¶

~~The Board of Trustees hereby adopts this policy, which mirrors the college's policy, to insure that its meetings and actions reflect the campus expectations that all its students and employees shall maintain a culture of respect and civility.¶¶~~

Each Edmonds Community College Trustee shall be treated in a respectful, civil, and professional manner. In maintaining an environment of collegiality and respect, Trustees will treat all members of the Board and college community with honesty, respect, and courtesy. Trustees acknowledge that freedom of expression comes with a responsibility to respect the rights and reputations of others and to treat all with civility.

### GLOSSARY TERMS

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

### RELATED POLICIES AND PROCEDURES

[BOT 5.01pr Board Civility and Respect Procedure](#)

[HR 6.0, 6.01pr Workplace Civility and Respect](#)

### SOURCE INFORMATION

(was) B 3.7 Trustees' Civility and Respect Policy

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

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

### REVIEW PERIOD

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

### REVIEW HISTORY

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

2017-Feb 02 Revised, Board Resolution 17-2-1

2011-May 12 Revised, Board Resolution 11-5-3  
2010-Nov 09 Approved, Board Resolution 10-11-A

## BOT 5.01pr - Board Civility and Respect : Procedure

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### SUMMARY/SCOPE

Procedure for Board policy BOT 5.0 Board Civility and Respect.

### DESCRIPTION

This procedure establishes the expectations of how the Board will conduct its meetings and interactions with students, employees, and community members.

### PROCEDURE DETAILS

Civility and Respect Standards for Trustees and Members of the Edmonds CC Community:

Trustees or speakers before the Board will not engage in behavior ~~which embarrasses, intimidates, humiliates, or offends others~~ or which a reasonable person would find embarrassing, offensive, or humiliating. Honest feedback on agenda items can be communicated in a manner that maintains the dignity of the individual yet identifies serious concerns with performance or conduct. Examples of inappropriate behaviors may include but are not limited to:

- Screaming or yelling.
- Sarcasm with an apparent intent to humiliate.
- Arrogance or condescending behaviors or comments.
- Insubordination.
- Retaliatory actions.
- Use of email, behaviors, or comments that publicly offend, degrade, or humiliate members of the college community.

Trustees are expected to display and engage in respectful and collaborative behavior, including but not limited to:

- Supporting a decision once it has been made and moving forward.
- Listening attentively and seeking to understand one another's perspectives.
- Providing adequate information prior to Trustee meetings – no "blind-siding."
- Refraining from interrupting a speaker.

Individuals giving presentations or making public comments at Trustee meetings shall conform to the Civility and Respect Standards described above. ~~and shall adhere to the guidelines below:~~ ¶

#### ~~Presentation Guidelines for Trustee Meetings:~~ ¶

- ~~● Presenters may not promote or oppose any candidate for public office or any ballot proposition.~~ ¶
- ~~● Presenters may not use this time to advertise.~~ ¶
- ~~● Speakers who disturb the orderly conduct of the meeting may forfeit their right to address the Board and be asked to leave the Trustee meeting.~~ ¶
- ~~● Meetings will be conducted in accord with Edmonds Community College's Board policy BOT 1.0 Board of Trustees Bylaws.~~ ¶

¶

#### ~~Public Comment Process:~~ ¶

~~To speak at a regular trustee meeting:~~ ¶

- ~~● The Public Comment period is reserved for testimony from the audience.~~ ¶

- ~~Individuals shall write their names on the sign-in sheet on the table at the entrance of the boardroom no later than fifteen (15) minutes prior to the beginning of the Trustee meeting. The Board Chair will allocate an appropriate amount of time for the Public Comment agenda item.¶¶~~
- ~~Individuals shall identify on the sign-in sheet their affiliation with the college, list the topic they will address, and declare whether they wish to speak or not speak during the public forum.¶¶~~
- ~~Individuals should not duplicate public statements previously given, in order to ensure as many individuals as possible have an opportunity to give comments to the Trustees.¶¶~~
- ~~Based upon the number of individuals who have signed up to speak, the Board Chair will allocate the amount of time for Public Comment, and will announce the duration of the Public Comment period at each meeting at the beginning of the meeting.¶¶~~
- ~~Comments should be limited to three (3) minutes per speaker, unless otherwise announced by the Board Chair.¶¶~~
- ~~Speakers may address the Trustees once during the Public Comment period, unless otherwise indicated by the Board Chair.¶¶~~
- ~~The Board Chair or presiding officer will begin the Public Comment period by calling names from the sign-in sheet. An individual who wishes to speak and who did not place his or her name on the sign-in sheet may approach the podium after those who have signed up have spoken. The Board Chair shall determine if any more individuals may offer public comment at this time.¶¶~~
- ~~Each individual shall approach the podium and identify his or her affiliation with the college (e.g. whether a student, employee, or community member) and state his or her position with respect to the topic(s) to be addressed. Individuals shall address all remarks to the Trustees as a whole.¶¶~~

¶¶

## GLOSSARY TERMS

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

## RELATED POLICIES AND PROCEDURES

[BOT 5.0 Board Civility and Respect](#)

[BOT 1.0 Board of Trustees Bylaws](#)

## SOURCE INFORMATION

(was) B 3.7 Trustees' Civility and Respect Policy

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

Office of the President, Secretary of the Board of Trustees

PRIMARY CONTENT CONTRIBUTOR (Director/Dean)

Office of the President, Secretary of the Board of Trustees

## REVIEW PERIOD

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

## REVIEW HISTORY

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

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

2011-May 12 Revised, Board Resolution 11-5-3

2010-Nov 09 Approved, Board Resolu on 10-11-A

**RESOLUTION #19-11-1**  
**APPROVAL OF BOARD POLICIES AND PROCEDURES**  
**BOT 1.0, 1.01pr; BOT 3.0, 3.01pr; BOT 4.0, 4.01pr, BOT 5.0, 5.01pr**

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

WHEREAS, the College administration presented policies BOT 1.0 - Bylaws, BOT 3.0 - Board Member Code of Ethics, BOT 4.0 - Board Philosophy of Governance, and BOT 5.0 Board Civility and Respect and the accompanying procedures to the Board for first review at the October 10, 2019 meeting; and

WHEREAS, the College administration also presented suggested changes to the aforementioned policies and procedures for the purposes of clarity and consistency;

NOW, THEREFORE, BE IT RESOLVED that the Edmonds Community College Board of Trustees has approved the above-named policies and accompanying procedures with changes as presented on October 10, 2019 and again on November 14, 2019.

\_\_\_\_\_  
Emily Yim, Chair

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

ATTEST:

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

**BACKGROUND**  
**BOT 14.0 & BOT 14.01pr****Subject**

Consideration of the REVISED Board of Trustees' Policy, BOT 14.0, and Procedure, BOT 14.01pr. regarding Equity, Inclusion and Student Success.

**Background**

At the July 25, 2019 study session, the Board of Trustees discussed equity and inclusion with a focus on racial equity and student success. The BOT suggested revisions to BOT 14.0 and 14.01pr to incorporate language that supported their commitment to equity and success for all students.

Dr. Yvonne Terrell-Powell, Vice President for Equity and Inclusion and Christina Castorena, Vice President for Student Services, made revisions to the policy and procedure; including language from the Washington State Board for Community and Technical Colleges (SBCTC) Diversity/Equity vision statement, and presented those revisions to the Board of Trustees for their consideration at the October 10, 2019 meeting.

The Board and Assistant Attorney General gave further revisions which have been incorporated into the policy and procedure.

**Recommendation**

Approval of the attached revised Board of Trustees' Policy, BOT 14.0, and Procedure, BOT 14.01pr at the November 14, 2019 Board of Trustees meeting.

## **BOT 14.0 - Equity, Inclusion and Student Success :**

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### ***SUMMARY/SCOPE***

~~The college fully supports all students being successful in achieving their educational goals.~~

The Board of Trustees of Edmonds Community College endorses the SBCTC Equity/Diversity vision statement adopted June 2019, “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic and social justice in service to our diverse communities.” The Board of Trustees acknowledges that leading with racial equity encompasses a commitment to dismantling structural policies and practices that produce inequities and hinders student success. Leading with racial equity also requires a commitment to providing equity-minded leadership that calls for the establishment of new policies and practices that build institutional capacity and create a culture of inclusion that upholds the College’s commitment to equity, inclusion, compassion, and student success for all of our students.

### ***DESCRIPTION***

The Board of Trustees of Edmonds Community College affirms that equity, inclusion and student success are an intentional and shared responsibility across the college. ~~and that the college will strive to provide all students are entitled to comprehensive educational opportunities and resources that support our diverse students' educational and career goals and to that student success is a shared responsibility across the college.~~ creates a just and inclusive society for all.

The college’s Mission, Vision, ~~Core Themes, Strategic Objectives, Strategic Plan~~, Values, plans, and budget decisions ~~should will~~ reflect the college’s commitment ~~convictions to the about the importance of~~ success and equity for all students. In summary, this Board policy is designed to ensure that Board and college policies and ~~actions facilitate~~ practices address racial inequities and advance a culture that supports student success for all.

1. Advocating for public policies that align resources with student success goals, initiatives, and support services.

- State and national discussions and policies have required higher education to dramatically shift its focus to student learning, closing equity gaps, and completion of students’ educational goals.
- Actively consider the quality of the learning experience both inside and outside of the classroom.
- ~~In addition, the focus on student progression and completion is challenging colleges to carefully consider the quality of the learning experience both inside and outside of the classroom.~~



2. Requiring the college to implement policies **and practices** to support student success.

- Effective student success policies and procedures reflect an institution-wide commitment and broad participation (involving faculty, staff, administration, students, and the Board) to improve student educational and learning outcomes for students across all groups **and close equity gaps**.

3. Expecting the college to engage in evidence-based institutional improvement.

- The success of Edmonds Community College is measured by the success of its students. The Board requires the college's student success efforts to focus on **the success of all students which includes closing equity gaps and** promoting continual improvements in programs, services, and students' overall college experiences.

#### **GLOSSARY TERMS**

**Board of Trustee(s)**

#### **RELATED POLICIES AND PROCEDURES**

**BOT 14.01pr Student Success: Procedure**

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

Office of the President, Secretary of the Board of Trustees

**PRIMARY CONTENT CONTRIBUTOR (Director/Dean)**

Office of the President, Secretary of the Board of Trustees

#### **REVIEW PERIOD**

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

#### **REVIEW HISTORY**

**2019 XX XX Revised**

2017-Mar 09 Amended, Board Resolution 17-3-6

2016-Jun 09 Approved

## **BOT 14.01pr - Equity, Inclusion and Student Success : Procedure**

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### **SUMMARY/SCOPE**

This procedure explains the process for implementing Board policy BOT 14.0 **Equity, Inclusion and Student Success**.

### **DESCRIPTION**

The Board and President work collaboratively **to lead with racial equity** and advance student success **for all**.

### **PROCEDURE DETAILS**

1. Advocating for public policies that align resources with student success goals, initiatives, and support services.

- Edmonds Community College will continue to be accountable to staying informed about and responsible for improving student success, **closing equity gaps, and completion of students' educational goals**.
- The Board of Trustees will communicate with its constituencies, legislators, and other public policy makers about the college's goals and will advocate for public policy decisions and resource allocations that support student success.

2. Requiring the college to implement policies **and practices** to support student success, **closing equity gaps, and completion of students' educational goals**.

- The Board of Trustees requires the college to identify, publicize, and implement college policies and practices that shape student success.

3. Expecting the college to engage in evidence-based institutional improvement.

- Promote collaboration across the organization and among various groups, by ~~achieving consensus on the measures of student success is encouraging cross departmental engagement,~~ **emphasizing our commitment to addressing racial inequities as a community and owning everyone's our shared responsibility to support student success for all**.
- Collect and publish a variety of indicators on college performance, particularly related to **closing equity gaps** in students' academic performance, **retention**, and completion;

- Use disaggregated student progress data (qualitative and quantitative) and cohort tracking to foster inquiry and improve programs, teaching and learning, **services, and student engagement**;
- Engage in open and transparent conversations regarding data and information related to student success **and closing equity gaps**.

The college is directed to establish measurable student metrics: individual student’s educational goals, successful course completion, retention, persistence, certificate/degree attainment, transfer, and employment. **Diversity-Equity** goals address gaps in student outcomes across populations, **particularly among** such as low-income students, **first generation students**, students of color, ~~students with disabilities, veterans, and their peers and other~~ **underrepresented groups.** etc.

**GLOSSARY TERMS**

**Board of Trustee(s)**

**RELATED POLICIES AND PROCEDURES**

**BOT 14.0 Student Success**

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

Office of the President, Secretary of the Board of Trustees

**PRIMARY CONTENT CONTRIBUTOR (Director/Dean)**

Office of the President, Secretary of the Board of Trustees

**REVIEW PERIOD**

Three years. Requires President consulting with the Board of Trustees Chair on changes made.

**REVIEW HISTORY**

2019 - Sept 26 Revised

2017-Mar 09 Amended, Board Resolution 17-3-6

2016-Jun 09 Approved

**RESOLUTION #19-11-2**  
**APPROVAL OF BOARD POLICY AND PROCEDURE**  
**BOT 14.0, 14.01pr**

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

WHEREAS, the Board of Trustees expressed a desire to update the Board Policy on Student Success to reflect the values of equity and inclusion; and

WHEREAS, the College administration suggested changes to the aforementioned policy and procedure to incorporate language supporting the Board of Trustees' commitment to equity, inclusion, and success for all students, including renaming the policy; and

WHEREAS the College administration presented the suggested changes to policy BOT 14.0 - Student Success and its accompanying procedure at the October 10, 2019 meeting for first review; and

WHEREAS the Board provided further suggestions at the October 10, 2019 meeting;

NOW, THEREFORE, BE IT RESOLVED that the Edmonds Community College Board of Trustees has approved the above-named policy and accompanying procedure as presented on November 14, 2019.

\_\_\_\_\_  
Emily Yim, Chair

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

ATTEST:

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

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## **BACKGROUND**

### **Robotics and Artificial Intelligence Bachelor of Applied Science (ROBAI BAS)**

**Subject:** Edmonds CC is committed to advancing the skills of our students to meet the needs of industry into the next decade and beyond by creating a new bachelor's degree in Robotics and AI pathway.

**Background:** Artificial Intelligence is being used now in virtually every local industry. Smart technologies aren't just changing the way we interact with each other, they are disrupting the workplace and the workforce. A recent report by the World Economic Forum suggests that "75 million jobs will be displaced by robots, artificial intelligence, and automation" but it also suggests that 133 million jobs will be created. Researchers believe we are on the verge of the 4th Industrial Revolution.

Last year, the Center for IT Excellence offered to share their work in determining the needs of local employers in skills of IT workers related to Artificial Intelligence. This was the culmination of two years of work including industry focus groups, curriculum development, and labor market analysis. Building off this sound base, additional labor market analysis and input from industry was sought.

This program is designed to satisfy an unmet need across multiple industries. It is not focused on developing the AI algorithms that create deep learning but rather, understanding and applying principles of AI, robotics, and machine learning to understand how these systems work together to support the algorithms and applications that allow systems to run effectively in a variety of industries. ROBAI graduates will be prepared to implement, integrate, maintain, and troubleshoot systems in an industrial environment.

This is not an engineering, nor strictly a CIS or computer science degree. It is an interdisciplinary degree that will provide students with the knowledge and skills needed to design, implement and analyze basic machine learning and embedded systems that run robotics and basic AI applications. The program will introduce students to the science of computer vision, the fundamentals of robotics, control systems, and the use of 3D printing to develop and test prototypes.

**Program Need:** The labor market for graduates with AI skills is hard to pin down, because the job titles rarely reflect that AI skills are required. Rather, understanding the foundations of AI, and the ability to use AI-enhanced systems show up in the required skills. Using EMSI data tools, we were able to show that many Application Development or Software Development positions require these skills. The job market for these titles is huge - over 20,000 jobs per year get posted for Application or Software Developers in our region.



**BOARD OF TRUSTEES**  
**EDMONDS CC FOUNDATION REPORT**  
**November 14, 2019**

**FUNDRAISING & FOUNDATION ACTIVITY**

- The 2019 Foundation Leadership Campaign is our annual fall major gifts appeal where we ask all of our Foundation board members, Board of Trustees and community leaders to invest in our region's future leaders. We have a goal of raising \$61,000 from 38 community and corporate leaders and last year our average gift was \$1,500. We have raised \$25,840 to date and a huge thank to Trustee Webster for being our first trustee to give this year and special thanks to Dr. Amit Singh, and the following Foundation Board Members - Bob Terwilliger, Doug Fair, Libby Lewis, Maria Montalvo, Nicole Galipeau, Sara Carter, Nick Echelbarger, John Sanchez and Whitney Cornell – for their contributions to this year's campaign.
- The Foundation has awarded 222 annual, 3 BAS and 4 complete the dream scholarships and secured three new scholarships this year. We have also begun creating both an LGBTQ and a African American scholarships.
- The Scholarship Reception on Thursday, October 24<sup>th</sup> was a huge success with Diana Clay receiving the Cornerstone Lifetime Achievement award and thanks to Trustee Yim, Doug Fair, Jean Sittauer and Ruth Arista for helping us honor Diana for her 22 years of service to both the College and the Foundation.

**TRANSFORMING LIVES GALA**

- The 2020 "Transforming Lives" Gala committee had its first organizing committee meeting on October 30<sup>th</sup> which is co- chaired Meg Rankin and Carol Christianson. We have 10 corporate sponsors renewed to date for a total of \$27,500 on our way to a \$175,000 sponsorship goal. This year's gala will be Saturday, June 6<sup>th</sup> at the Regency Seattle Hyatt.

**STEM CAMPAIGN UPDATE**

- We held our second Campaign steering committee meeting on October 16<sup>th</sup> led by co-chair Wendy Popke who is a Foundation board member and co-owner of Lynnwood Honda. They are helping lead our 19-member campaign steering committee. Whitney Cornell, Foundation board member, created our campaign brand and messaging material that will aid us in campaign donor meetings. We are focused on scheduling donor meetings and building tours with donors who have the potential of giving \$25,000+ gift commitments during the quiet phase of the campaign (August 2019-May 2020).

Submitted by: Brad Thomas, Executive Director

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## **PRESIDENT'S REPORT**

### **HIGHLIGHTS: October 2019**

#### **CASE Conference**

Several members of the Edmonds CC Foundation team and I attended the CASE Conference in San Diego this month which was designed for community college presidents and fundraisers. There were many informative and useful sessions on college advancement and leadership engagement with fundraising.

#### **Op-Ed in The Herald**

I wrote an op-ed for The Herald on my philosophy that balancing leadership (people) and management (process) is the key to an organization's success. Laura Daniali in our Marketing and Public Information Office did a great job facilitating the piece. You can read it here:

<https://www.heraldnet.com/business/connecting-the-dots-leadership-and-management/>

#### **College Leadership Team**

The 65-member College Leadership Team met on October 22 for an interactive session led by Danielle Carnes and James Mulik. The group spent time looking at various sectors that have recently experienced disruption and examined the factors that have led to innovative companies becoming market leaders.

#### **President's Leadership Team Training**

Samantha Brown from Cascadia College led an excellent *Dealing with Conflict in the Workplace* training for the PLT, as part of the leadership team's commitment to continuous learning.

#### **Presentation to Verdant Health Commission**

Verdant's Board President, Deana Knutsen, invited me to make a presentation to their Board of Commissioners, which took place on October 23. This presentation highlighted the breadth of what Edmonds CC offers, the similarity of the population both organizations serve, and laid the groundwork for potential future projects.

#### **Scholarship Reception - Cornerstone Award**

It was wonderful to take part in the Foundation's Scholarship Reception on October 24, to celebrate excellence in education by recognizing our student scholars, donors, and the 2019 community award winner. I always enjoy this event because I get to hear and share amazing stories of students who overcome obstacles in pursuit of their education. This year's event was doubly special because the Cornerstone Lifetime Achievement Award was awarded to Diana Clay in recognition of her long-time and significant support of Edmonds CC and the Edmonds CC Foundation. Many thanks to the Foundation staff for putting on such a nice evening.

#### **Podcast with Sno-Isle Libraries**

Sno-Isle Libraries and Sno-Isle Libraries Foundation produces a podcast called "Check It Out!". I was invited to be a guest on an episode hosted by Susan Hampsted and Ken Harvey, which we taped on October 29. It was great fun to discuss topics ranging from Higher Ed to my journey that led me to this job to the things I'm excited about at Edmonds Community College.

### **Veteran's Day Ceremony**

On November 6th, the Veterans' Resource Center hosted our annual Veterans Day ceremony to honor all who have served in our armed forces. This year's celebration highlighted the service of immigrant veterans and Mayor Smith of Lynnwood read a proclamation to commemorate the day. It was an honor to be a part of the ceremony.

### **2nd Annual First Generation Celebration**

November 6th and 7th marked our second annual celebration for first generation students, including several events hosted by the staff and students of TRiO, AEdCC, CSEL, Equity & Inclusion, and the EdCC Foundation.

### **The Launch Campaign - STEM & Nursing Building**

Brad Thomas, Executive Director of the Edmonds Community College Foundation and I continue to meet with prospective donors to talk to them about the Launch Campaign and tour the STEM & Nursing Building. There is a lot of excitement in our community about this project, and we are working hard to connect donors with meaningful opportunities to be a part of it.

### **Of Note: Recent Meetings in the Community**

- Lynnwood Mayor Nicola Smith, October 1
- U.S. Congressman Rick Larsen, October 7
- SBCTC Board Meeting, October 9
- EASC Small Business Summit, October 23
- State Senator Derek Stanford, October 25
- State Representative Shelley Kloba, October 31