



**BOARD OF TRUSTEES  
Regular Meeting**

**February 18, 2021 3:30pm**

Remote Meeting via Zoom: <https://us02web.zoom.us/j/83497710879>

**AGENDA**

- 3:30pm **1. Call to Order** Chair Zapora
- 3:32pm **2. Introduction of Guests** Chair Zapora
- 3:35pm **3. Public Comment** (3 min. each) Chair Zapora  
 To make a public comment, please submit it in writing to [publiccomment@edcc.edu](mailto:publiccomment@edcc.edu) no later than Wednesday, February 17, 2021, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting.
- 3:45pm **4. Approval of Meeting Minutes** Chair Zapora  
[pg 3](#) November 19, 2020 – Regular Meeting  
[pg 33](#) January 8, 2021 – Special Meeting
- 3:48pm **5. Next Meeting** Chair Zapora  
 March 11, 2021, at 3:30pm
- 3:50pm **6. Informational & Monitoring Reports** Gregory Hinton  
Eva Smith
  - a. Quarterly Financial Update
  - b. ctcLink Update
- 4:20pm **7. New Business: First Consideration and Final Action Requested** Carl Zapora  
[pg 36](#) New Board Award for Edmonds College Students  
[pg 38](#) RESOLUTION #21-2-1
- 4:30pm **8. New Business: First Consideration** Kim Chapman  
[pg 40](#) a. New Certificates: CIS Full Stack Developer; DevOps Engineer  
[pg 44](#) b. Candidates for Tenure Status
- 4:40pm **9. Representative Reports** Kay Latimer  
Shayne Strey  
Liz Mueth
  - a. Faculty Representative (5)
  - b. Student Representative (5)
  - c. Classified Staff Representative (5)

4:55pm	<b>10. Break</b>	
5:05pm <a href="#">pg 45</a>	<b>11. Foundation Report</b>	Danielle Carnes
5:10pm <a href="#">pg 46</a>	<b>12. President's Report</b>	Dr. Amit Singh
5:15pm	<b>13. Board Discussion</b> <ul style="list-style-type: none"><li>a. Trustee Updates</li><li>b. Trustee DEI Committee Update</li><li>c. Other</li></ul>	Chair Zapora
5:30pm <a href="#">pg 48</a>	<b>14. Comprehensive Plan Progress Report Presentation</b>	President's Leadership Team
6:15pm	<b>15. Executive Session</b>	Chair Zapora
6:30pm	<b>16. Adjournment</b>	Chair Zapora

**Next Meeting:**

**March 11, 2021, 3:30pm – Regular meeting held remotely via Zoom**

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Times are estimates only and subject to change.

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

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



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## **BOARD OF TRUSTEES**

### **Regular Meeting: November 19, 2020**

Held via Zoom video conference call due to COVID-19

### **Draft Minutes**

**Trustees Present:** Carl Zapora, Chair; Wally Webster, Vice Chair; Dave Earling; Athmar Al-Ghanim, Student Trustee; Dr. Tia Benson Tolle (joined at 5:40pm); Adrienne Wagner.

**Trustees Excused:** None

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

#### **CALL TO ORDER**

Chair Zapora called the meeting to order at 4:30pm and welcomed those present.

#### **INTRODUCTIONS**

Chair Zapora welcomed new trustee Dave Earling, former Mayor of Edmonds and retired professor of Music at Shoreline Community College, to the Board. Trustee Earling introduced himself, as did the other trustees and members of the President's Leadership Team.

When Student Trustee Athmar Al-Ghanim introduced herself, Chair Zapora added that there had been an inquiry as to whether or not there was an age requirement for the student trustee, as there is with regular trustees. He reported that as per Assistant Attorney General Arlene Anderson and also per the Governor's office, who makes the student trustee appointments, there is no age restriction for student trustees.

#### **PUBLIC COMMENTS**

Chair Zapora, noting the large number of public comments received in writing, extended the public comment period to 15 minutes. He asked Ms. NyQuist to read the unedited comments in the order they were received for the allotted time, and said that all comments received would be shared with the trustees.

Ms. NyQuist shared the meaning of several acronyms repeatedly used throughout, and then read into the record comments received from Adam Alkhoully, Deborah Clarke, Ginger Gibbs, John Sherman, Matt Gray, Diane Buckshnis, Niels Larson, David Cordell, Kelly Roberts Weibel, Gary McLaughlin, David Breed, and Kathleen Costa.

All comments received were shared with all trustees. [Attachment 1].

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

Chair Zapora asked for a motion to approve the minutes from the October 8, 2020 meeting, which Vice

Chair Webster made, and Trustee Wagner seconded. With Trustees Earling and Wagner abstaining, Chair Zapora tabled the motion until Trustee Benson Tolle could join the meeting.

### **NEXT MEETING**

The next regular meeting of the Board of Trustees is scheduled for February 18, 2021, at 3:30pm.

### **INFORMATIONAL & MONITORING REPORTS**

#### **Institutional Monitoring Report**

James Mulik, Senior Executive Director of Institutional Effectiveness and Grants, reported on the final Institutional Monitoring Report, which had been disseminated to the Board, and also presented at the August 13-14, 2020 Board retreat. The final report ties indicators back to the 2018-20 strategic plan, and will be uploaded to the college website. The report measures ten lagging indicators related to student outcome metrics. Five of those lagging indicators are related to accreditation and have minimum thresholds assigned. Mr. Mulik reported that all five are above the minimum level, indicating we are meeting our mission.

#### **Quarter 1 - Budget Update**

Dr. Singh opened the first quarter budget report by providing some historical context. Overall enrollment for community colleges has been dropping since 2008, following the trend that the stronger the economy, the lower the enrollment. In the last 10 years, the average decline in enrollment system-wide was 22%. Edmonds College saw a decline of 32% in that same period. Because we receive a larger portion of our revenue from Running Start and international students, we were protected from the full impact of the financial crisis in 2008, and suffered less than our peer colleges. That same ratio, however, made us more vulnerable than our peers in the current economic climate.

A few other factors, including that in Washington state cost-of-living increases are mandated but not fully funded, have compounded budget deficits in a declining enrollment and revenue environment.

Gregory Hinton, Vice President of Finance and Operations, presented the Operating Expenses for 2020-21 as compared to 2019-20, which show a \$1.02M drop in spending after the first quarter. Dr. Singh added that while we are still not certain what the state will do in terms of funding for this year, even if we are funded fully, we would still be anticipating close to \$6M deficit.

#### **Faculty Senate DEI Report**

David Breed, Senate Faculty President, and Johnetta Moore, Melody Schneider, and Ann Paulson, who co-chair the Faculty Senate Diversity, Equity and Inclusion Committee, gave an update on their DEI work. The committee formed in the spring of 2020, after a convening a campus-wide meeting on racial equity. The work plan consists of four goals, each falling under its own sub-committee:

- Anti-racist training
- Anti-racist teaching in the classroom
- Anti-racist hiring
- Eradicating institutional racism across the college

The presenters spoke about their unwavering commitment to really doing this work, after several attempts over the years. They thanked Dr. Singh for reassigning them time to do this work, and also the deans for their efforts. The first two goals listed above will be the focus for the current year.

Chair Zapora and the other trustees thanked the group for their presentation, noting how meaningful it is to witness the faculty senate's commitment to equity.

**APPROVAL OF MINUTES**

At 5:40pm, Trustee Benson Tolle joined the meeting, and Chair Zapora, having previously called for a motion to approve the October 8, 2020 meeting minutes which was made and seconded, called the vote. Trustees Zapora, Webster, Al-Ghanim, and Benson Tolle voted in favor, with Trustees Wagner and Earling abstaining. The minutes were approved as presented.

***Approved***

**OLD BUSINESS: SECOND CONSIDERATION AND FINAL ACTION****Approval of Revisions to Board Policies and Procedures 7.0, 8.0, 9.0, 10.0**

Chair Zapora outlined proposed changes to Board policies 7.0, 8.0, 9.0, and 10.0, and their accompanying procedures. He called for a motion to approve Resolution #20-11-1 approving the changes shown in redline in the Board packet. The motion was made by Trustee Wagner and seconded by Vice Chair Webster. The resolution was approved.

***Approved***

**NEW BUSINESS: FIRST CONSIDERATION AND FINAL ACTION REQUESTED****Approval of Changes to WAC: Title IX, Student Code of Conduct**

Christina Castorena, Vice President of Student Success, and Mushka Rohani, Executive Director of HR, presented background material on changes to the Washington Administrative Code (WAC) for Title IX and Student Code of Conduct, which had originally been presented and approved at the summer Board retreat as an emergency rulemaking in order to comply with deadlines given by the Department of Education. Since then, in order to satisfy the requirements for permanent rulemaking, a public hearing had been held, which no one attended. No further changes were made to the WAC.

Vice Chair Webster asked that in future Board materials of this nature, a clean copy of the changes be furnished along with the redlined version.

Chair Zapora called for a motion to approve Resolution #20-11-2, which was made by Trustee Benson Tolle and seconded by Vice Chair Webster, and unanimously passed.

***Approved***

**Approval of Naming for Hazel Miller Hall Spaces**

Danielle Carnes, Vice President of Innovation and Strategic Partnerships, presented background information on four naming rights opportunities for Hazel Miller Hall, secured through the Edmonds College Foundation. The Foundation recommended that the third floor northeast faculty and staff lounge be named in honor of Dick and Pam's Beresford's gift commitment of \$10,000; the third floor math classroom be named in honor of Pat and Barb Fahey's gift commitment of \$25,000; the first floor physics classroom be named in honor of Dr. Ginny Mayer and Thomas Westover's establishment of the Endowed STEM Scholarship fund with \$50,000; and that the first floor northwest small project lab be named in honor of John and Kristin Sanchez's gift commitment of \$25,000.

Chair Zapora asked for a motion to approve Resolution #20-11-3, which was made by Trustee Earling, seconded by Trustee Wagner. The motion passed unanimously.

***Approved***

**BREAK**

At 6:05pm, Chair Zapora adjourned the meeting for a 10-minute break. At 6:15pm, Chair Zapora reconvened the meeting in open session.

**REPRESENTATIVE REPORTS**

Faculty Representative Kay Latimer gave her report. [Attachment 2]  
 Student Representative Shayne Strey gave her report. [Attachment 3]  
 Classified Staff Representative Liz Mueth gave her report. [Attachment 4]

**FOUNDATION REPORT**

Ms. Carnes reported on recent Foundation activity, including: a generous \$40K donation from the Associated Students of Edmonds College; Ms. Strey's participation on the Foundation Board; the virtual gala which will take place April 21-24, 2021; Verdant Health's continued funding of a food insecurity grant; and recent grants received from the Norcliffe Foundation and The Everett Clinic Foundation, bringing the LAUNCH Campaign total to \$2.1M.

**PRESIDENT'S REPORT**

Dr. Singh thanked the four Intensive ESL faculty members who had been laid off via a reduction in force (RIF), acknowledging their hard work over the years and stating that it was not a decision that had been made lightly, nor quickly. Many students are choosing to learn English in their home countries and unfortunately there is not enough demand to sustain employment without significant revenue loss. Dr. Singh thanked them for their dedicated service to the college and to their students.

**BOARD DISCUSSION****Trustee Updates**

Chair Zapora gave the opportunity for trustee updates, of which there were none.

**DEI Committee Update**

Vice Chair Webster reported that he and Trustee Wagner had met several times, and narrowed their scope to STEM and nursing programs as those degrees lead to livable wages, medical benefits, home ownership, and the possibility of wealth accumulation, in our labor market.

He suggested that the Board hold a retreat or study session in January so the Board could hear recommendations from the committee on moving STEM and nursing programs forward.

Trustee Wagner shared her thoughts from a presentation she'd heard by Michelle Lubbers of the Tulalip Tribe, who talked about how treating everyone equitably on a foundation of inequity just reinforces the disparity. Trustee Wagner stated the need to break the system and set up guardrails to make something new in its place, and the work of the Trustee DEI Committee is to support the administration in that work.

**STUDY SESSION**

Ginger Williams, Executive Director of Head Start and Early Head Start for Edmonds College, gave a presentation on the Head Start program, including the following highlights:

- The program involves four school districts and nine childcare sites
- Annual budget of \$7.2M; 491 children served
- The program is free to those living below the federal poverty level
- The program prioritized information and resources for parents on the following topics: emergency/crises, housing subsidies, mental health services, English as a Second Language classes, adult education, job training, health and parenting education, and finance education.
- COVID resources include: Zoom classes, homework packet delivery, health screening, bagged meals, technology, etc.

Chair Zapora thanked Ms. Williams for her presentation, which truly showed the holistic approach of the Head Start program.

**EXECUTIVE SESSION**

At 7:00pm, Chair Zapora called an executive session to discuss personnel and real estate matters, for 30 minutes.

At 7:30pm, Chair Zapora reconvened the meeting in open session, stating that no action would be taken on the matters discussed during the executive session.

**ADJOURNMENT**

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

**Next Meeting:** The next regular Board meeting will be held February 18, 2021 at 3:30pm.

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

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

ATTEST:

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Dr. Amit B. Singh, Secretary

**PUBLIC COMMENTS - BOARD OF TRUSTEES MEETING, November 19, 2020**

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ESL - English as a Second Language

IESL - Intensive English as a Second Language

INTEN - Intensive English as a Second Language

TOEFL - Test of English as Foreign Language

HTESL - Hospitality/Travel English as a Second Language

RIF - Reduction in Force

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**From Adam Alkhouly, Store Manager, Edmonds College Bookstore**

It has come to my attention that 4 of the Intensive ESL department faculty are being let go starting December, and I will like to submit this comment to their case. When I started here two years ago, communication between the bookstore and faculty was not at all what I hoped it would be - there was much room for improvement.

The ELA and INTEN departments, especially Linda Carlson, Marcos Valle (may he rest in peace), and Tracey Higgins have all been integral in enhancing communication between faculty and the bookstore, ultimately providing the best experience for students. Linda Carlson from day 1 would walk into the store and confirm the quantity of books on the shelves for the students and/or request more - if needed.

I have had maybe a couple more faculty do that in the past two years, but no one has actually went out of their way to come into the store (although always recommended in my emails for best practices to ensure student success) to double check the materials needed. I believe in releasing Patrick, Emily, Ruth and Linda from Edmonds College will definitely impact the student experience. I believe their roles are crucial to ensuring students their deserved success and their overall experience, especially when English is not their first language.

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**From tenured faculty of the Academic English Department: Deborah Clarke, Ginger Gibbs, John Sherman**

Dear Board of Trustees,

The tenured faculty of the Academic English Department would like to express our utter shock and disappointment that the administration of Edmonds College would decide to undertake a reduction in force within the Intensive ESL program at this time. We have worked closely with these colleagues and friends to make sure the International students who attend our institution are best served and have a top-notch experience. Gutting this vital program by eliminating 4 of its 5 permanent faculty seems extremely short-sighted. Intensive ESL has created a well-established pathway to many departments within the college as these students go on to pursue a range of certificates and degrees. The international students pay the highest in tuition and deserve to be served by these talented faculty who will certainly be permanently lost. Furthermore, these students who live within our local community contribute greatly to the economy through housing, transportation, food, entertainment, etc.

Reducing this program to only 1 permanent faculty member will certainly tarnish its reputation overseas and further lead to a reduction in new international applicants who will certainly choose other better staffed programs at other colleges that have shown a much stronger commitment to these prospective students' needs. As this process plays out, it will make it even more difficult to rebuild the trust and reputation with students and recruiters overseas. As an institution with 50 years of experience and



innovation in international education, we should plan for a solid future beyond the pandemic and not lose one of our most precious assets--the expert faculty in Intensive English--to shortsighted decisions. Therefore, we strongly urge the Board to work with the college administration in finding a solution to this situation before irreversible, permanent damage is done.

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**From Matt Gray, Community Member**

Dear Edmonds Community College,

I was disappointed to learn that you have made the demonstrably short-sighted decision to suspend your ESL language program. As a member of the Edmonds community I feel it incumbent on me to actually write to you and tell you why.

The magical confluence of the human characteristics arguably most critical to the establishment of our (so far) successful society, collaboration and communication, is defined with greatest clarity in consciously diverse educational institutions. Those keywords "collaboration and communication" appear in the college's mission statement exactly because they are so indispensable.

Edmonds Community College's ESL program has been a symbol of this community's dedication to that conscious educational diversity for half a century. I realize that many businesses, institutions, families and individuals are going through unprecedented stress right now. You find yourself looking for budgets to cut. I am painfully disappointed in your decision to cut the heart out of a program that has served to represent this community for decades.

Actually, I question your right to do so. Not your legal right, of course – it's the job you've been hired to do, to make difficult decisions - and you're going to receive complaints no matter which budget you slash. I get that. What I question is your *moral* right to dismantle a program that has been intentionally crafted to directly support the college's mission since long before you had the job you are doing. It is akin to a new homeowner cutting down old growth trees that have supported ecosystems for generations in order to customize the environment to their immediate limited vision. By shutting down the program, you do harm not to hordes of students in this moment – I understand that admissions to the program are down – but to the community itself, by eroding the spirit of diverse collaboration and communication in Edmonds.

This is where I am raising my children, so when I see someone wrecking the place I feel the need to speak up. Thanks for listening.

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**From Diane Buckshnis, Edmonds City Councilmember, Position 4**

Dear Board of Trustees of Edmonds College,

I have been notified about the decision to reduce staff in your International Facility and the Intense ESL program. I think this is a grave mistake and you should attempt to balance the budget with all departments in mind rather than removing an important educational, socioeconomic and international experience not easily understood unless students are co-mingled. I attended Portland State University in the mid-late 1970's and it was "touted" for its international programs. I met many students from the Middle East, Asia, Africa and Europe and those friendships are still memorable and were very impressionable to me during my college years.

When I was afforded the opportunity to work in Lithuania from 94-96' to help them restructure their banking system, the interpersonal and cultural experiences that I learned in college turned out to be very helpful living in this newly independent country.

This program should not be reduced to a shell of its former self and I believe you owe it to all the students in this community to attempt to retain some aspects so as to continue to attract foreign students that want to study abroad.

I understand that the Intensive ESL Dept. at Edmonds College is a world-class, nationally- and internationally-recognized program which has a 50-year history of worldwide partnerships with an excellent reputation that attracts hundreds of students from abroad. The decision to gut the department due to current low enrollment seems reactionary and short-sighted, and will result in a ripple effect for years to come. While COVID does impact learning and will for a number of years, I believe that our foreign students will still be interested and want to continue their studies here. A paring down of programs could be achieved that would still allow Edmonds to retain those partnerships in the international community.

We owe this gift of "global participation" to our youth and I strongly support paring the program and staff down rather than defunding it.

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**From Niels Larson, Student at Edmonds College**

Hello everyone,

My name is Niels Larson. I'm a student at Edmonds Community College that just arrived this quarter, and a student of Linda Carlson in her Career and College Success class. I'm here to advocate for Mrs. Carlson and how essential her CCS class is for students like me. Personally, I didn't have a traditional high school experience, so when I decided to go to college this year, I was extremely nervous about what to expect academically. Mrs. Carlson is teaching me about what future professors will expect from me, and she teaches me how to be a good student in the years to come. Consider keeping her on board so she can continue to help new students who are lost in the curriculum, like me.

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**From David Cordell, Vice President, Emeritus, International Education (retired)  
Edmonds Community College (1990-2018)**

I am writing to encourage the BOT, President, and college leadership to consider the role of international education at the college given the difficulty faced in recruiting intl students and the restrictions the pandemic has placed on intl faculty and student exchange. The intl program has been one of the hallmarks of the college, and if it is to continue to be strong it will take renewed commitment by the college to ensure its success. Part of being successful is to have a faculty with exceptional cross cultural skills to lead the effort. In this regard I think that retaining faculty in the IESL program, in some capacity, will be important. These faculty have been leaders on campus in helping other faculty understand the needs of intl students and have cross cultural knowledge and skills that help all college staff to work effectively to serve students and to promote the college's mission of inclusion and equity.

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**From: Kelly Roberts Weibel, Retired FT Faculty, IESL, Edmonds College (1990-2020)**

Respected Board Members:

I'm writing about the future of international education at Edmonds and specifically about the laying off of full-time faculty in the Intensive ESL (IESL) program.

The RIF of nearly all Permanent Status faculty from IESL is a de-facto closing of this highly successful program that's been part of the college for 40 years. This is a very short-sighted decision by college leadership. Yes, international enrollment has dropped due to politics and the pandemic, and, yes, this program, which for years brought lots of tuition dollars to the college, needs support. However, through this RIF, the college will lose 50+ years of experience in supporting and teaching international students. Once the pandemic ends, international students will return, and without the IESL program in some form, Edmonds won't be positioned to meet international students' English-language-learning needs as successfully.

Laying off such talented and committed faculty is a HUGE loss to the campus! These excellent teachers could work and contribute temporarily in other college programs until international enrollment increases. I urge the Board of Trustees, Dr. Singh and college leadership to reconsider this decision and keep these faculty on to help restructure and maintain the international program!

The college recently published its 2020-2021 Comprehensive Plan. The first strategy listed is: "Increase New Student Enrollments." Under that, Action 1A1 is: "Create opportunities for new international students to enroll in-person or from their home country." The expertise of the IESL faculty, who know how to welcome students, help them acclimate to the US classroom and expertly help them on their way to "study in English," is needed to accomplish this goal.

Please retain these faculty and this program for the future of international education at Edmonds.

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**From: Gary McLaughlin, Community Member**

Dear Board of Trustees, Edmonds Community College,

I am writing in support of reconsideration of the elimination of the ESL program of Edmonds Community College.

My wife and I have participated in three overseas community service projects in the role of community participants with EdCC. These opportunities have provided a connection for us that it still ongoing, more than eleven-years after our first involvement. We are actively participating with powerful projects for a school for underprivileged children in Peru as well as with PeaceTrees, a post-Vietnam war healing, education and ordnance removal project.

The opportunity to become involved has been availed to us through the ESL program via Emily Rio. It would be a great pity to have these diverse opportunities no longer available through our own community involving EdCC. These endeavors have provided pathways for us to see value which involves participation of highly visible people, including past Washington state governors, authors, ambassadors, and other community service participants.

It is very sad to see these community bridges collapse, which has brought a great enlightenment and a bright light to both my wife and I. This is a great loss for future connections via Edmonds Community College.

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**From David Breed, Tenured Precollege Education Faculty**

Dear Edmonds College Trustees,

I wanted to express my personal disappointment at the Reduction in Force affecting four of my full-time colleagues in Intensive ESL. I know all four of the affected faculty well and have enjoyed very positive working relationships with all of them over the years we have been colleagues at our college.

It is well-known that our college is in a very difficult budgetary period right now and I also understand enrollments have been very low of late in Intensive ESL. However, I also know this program has provided both tremendous value to our students and enrollments to our college over the years. So it is heartbreaking to see these cuts occur.

Finally, I would suggest that the college offer any new or vacated positions at the college, for which these affected faculty might be qualified, to these four individuals first, before opening a broader search. We know and appreciate these four excellent professionals, so I hope we will not lose them permanently from the college.

Thank you for considering my thoughts.

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**Kathleen Costa, retired ESL instructor**

The decision to RIF permanent faculty in the IESL program is flawed and short sighted. The IESL program being destroyed is one of the best in our state, and its financial and cultural contributions to the college have been of great import. For decades, soft cash from the program allowed previous administrations great economic flexibility and freedom. With the UW no longer serving pre-college ESL students, EdCC's IESL was positioned to gain students and increase its prominence. Nurturing the IESL program in difficult times is a smart investment that has paid off in the past, and it certainly would have done so again. Does someone believe that this money can be recovered through enrolling IESL students in ESL programs created to serve other learners' needs? This has not proven effective for other colleges. It harms marketing efforts, and international students who enter those programs find themselves ill-served and transfer to better programs. It is unsustainable.

"Riffing" full time instructors before working on alternate solutions is a slap in the face to all faculty. The loss of some of the best instructors in the field is a loss that will not be recoverable. While saving money in the next budget year, it will soon be recognized as the biggest mistake of the college's pandemic response. Future administrators will mourn the decrease in IESL's soft money, and I assert that the loss of this excellent program and the contributions of its students and faculty to our campus culture is equally devastating.

Abandoning the IESL program will harm the students it used to serve, disrupt campus culture and community, and permanently discard the framework and philosophy of a truly outstanding IESL program. I feel great dismay and sadness at this blow to the soul of Edmonds Community College.

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**READ TO THIS POINT IN 11/19 MEETING**

**From Misha Cain, Associate Faculty, International Division, Edmonds College**

To: Members of the Board

From my 30 years of experience with the College, I am writing on the recent Reduction in Force of four instructors in the Intensive ESL Department of the International Division.

The way to overcome the challenges faced by the College is to employ the creativity, energy, experience, and wisdom of the people such as the four instructors. The challenges are unimaginable, so we need people of imagination, devotion, experience, and creativity.

The College should use their demonstrated devotion to the students and the mission of the College. The administration has chosen to narrowly solve a problem as if it is about numbers when it is the people who matter the most.

Please support reconsideration of the RIF decision and how it was carried out.

Thank you.

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**From: Haley Benjamins, Meryl Geffner, Johnetta Moore | Tenured Faculty Librarians, Edmonds College**

Edmonds College Board of Trustees:

We, the tenured Library faculty of Edmonds College, are writing to register our deep disappointment at the impending termination of our Permanent Status faculty colleagues, Patrick Rolland, Linda Carlson, Ruth Voteman and Emily Rio, of the Intensive ESL Program (INTEN), leaving Simone Fraizer as the sole Permanent Status faculty for the program. While the college and the program may be struggling financially, this decision will decimate a 50-year program which has helped to financially support the college, when other programs could not. The decision is short-sighted and betrays those who have built this program on behalf of the college. These four colleagues are valuable assets to the college. We serve on committees with them and have witnessed their passionate advocacy for their students. In addition, INTEN faculty are intentional in building strong relationships between their students and the Library. The library is a safe and welcoming place where their students can get support and gather with friends to study and socialize. They are enthusiastic Library users, and their presence uniquely enriches the Library's environment and epitomizes the college's commitment to being a diverse, globally-minded campus.

We are also deeply disturbed by the lack of transparency in this process. First, it seems inexplicable that the four faculty were not consulted about alternatives to this decision. Second, there has been no messaging from the administration about this decision. In fact, at the last Town Hall, we were told the college is financially stable for the 2020-2021 academic year. This contradictory messaging makes it increasingly difficult to trust information we receive from the administration. We believe this decision is detrimental to us all, and we implore you to reconsider and find alternatives to terminating the INTEN faculty.

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**From: Dyani Bartlett, Tenured Faculty - ELA International Division**

Dear Edmonds College Board of Trustees,

I was stunned to learn that as 4 of my full-time colleagues in the International Division are being RIFd, the Intensive ESL Department itself is being effectively eliminated. Though I understand international enrollment across the country is in decline, I am very concerned that a broad campus/community conversation was not facilitated by the Edmonds College Administration, to use the collective power of educators and community leaders to creatively brainstorm and research ways to save this renowned program. This extraordinary action seems to go directly against our core values of Collaboration and Communication; Innovation and Creativity; Diversity, Respect and Inclusion; and Responsibility and Accountability.

It is disheartening that with 71 years of instructional experience between the Permanent Status faculty in this department, the Administration eliminated their positions. The Board of Trustees granted Permanent Status to each of these extraordinary faculty, they have beyond fulfilled expectations and obligations, and it's shocking that the Administration can take that status away from any tenured or permanent faculty with no public discourse. This is obviously not a personnel issue.

Finally, the RIF process seems secretive and deceptive. RIFd faculty believed they were participating in a plan to continue teaching and were asked to create their work plan for the coming year. The RIFs were not officially announced, and the faculty were not dignified with public regrets or honored with public thanks for their years of excellent service. Deep concern was expressed in more than 39 public responses to a mid-quarter campus letter from the EVPI which made no mention of the Administration's actions. The ripple of distrust that total silence has created across campus reflects a universal questioning of the level of commitment to our core values.

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**From Chuck Mueller, Engineering & Physics Faculty**

Dear Members of the Board of Trustees,

I am writing to voice my concern over the recent RIFs in the Intensive ESL department. The Intensive ESL program draws a special population to our campus using relationships that have been built with agencies and individuals overseas. Shuttering this program will cause losses to the college and the community both in revenue and international connections and friendships. It will also affect other departments in the college. The Engineering department estimates that about 20% of our current students are international students. The RIF'd faculty, who together represent over 70 years of experience, support a program that is integral to Edmonds College. I would also like to share my shock and sorrow about how this decision and its announcement were handled. The lack of transparency from the administration during this decision process illustrates an ongoing lack of shared governance at the college.

As of the writing of this letter, Dr. Singh has not publicly addressed the RIFs in Intensive ESL. By unilaterally deciding to RIF these faculty without their participation in the decision process, the administration of Edmonds College is demonstrating a lack of foresight. For one thing, rebuilding this department after this temporary budget crisis will be much more difficult if the experienced faculty who supported it are gone.

For another, the way these RIFs were done has had a devastating effect on the morale of the remaining faculty across the college. Members of the Board of Trustees, please consider the lasting damage of these RIFs on Edmonds College. CTCs across the state are experiencing budget crises. The colleges that have administrations that collaborate with faculty to survive the crisis will be the colleges that thrive after the crisis has passed.

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**From: Full-Time Math Department members: David Adams, Pat Averbek, Paulette Botley, Richard Davis, Jeff Eldridge, Melissa Hope, Deann Leoni, Gabrielle McIntosh, Doug Owen, and many Associate Faculty who prefer to remain anonymous due to concerns about retribution.**

To the Edmonds College Board of Trustees:

We, the full-time and associate faculty of the Mathematics Department, want to voice our support of the INTEN department. We were appalled by the news that most faculty in this department have been RIF-ed and that the entire program may be discontinued. Moreover, the manner in which this decision was made — without collective input or notice to the faculty — is alarming.

The decision to gut the program is short-sighted and will result in damage to the college that will far outweigh any near-term financial savings. The Mathematics Department serves an average of 7200 students per year, 4200 of whom are enrolled in college-level courses. A significant portion of these college-level enrollments come from international students, so if the INTEN program is dissolved we anticipate large cuts to our college-level course offerings. We understand the need to reduce costs at this time, yet we ask that the administration more thoughtfully consider options to retain this program that is special to Edmonds College. We also ask that faculty members who have lost employment — both full-time and associate — be treated more respectfully, and that every effort be made to assist as many as possible to continue working in some capacity at the college while it weathers this unprecedented situation.

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**From Tony Fong, Former ESL Student**

A letter from the bottom of a former ESL student's heart

Hi, My name is Tony and I am a former ESL student. The ESL program cannot be reduced since there are many many benefits to the school. These benefits have direct and indirect impacts on the Edmond's native speaking community and the students from other nations. One example is me from Macau, China.

Learning and improving English at Edmonds gave me a magical chance to bring my best version of my hometown to other students and American children in Edmonds. When I was in ESL, I was selected to be in a Partner program that I got to volunteer at Cedar Village Elementary School. In this opportunity I hung out and assisted with American children in a classroom. Sharing my own story with the kids created a suitable learning zone for them to have "world think". The kids and I grew in reciprocal ways.

Second, it is very important to maintain a student's original language in the Edmonds' neighborhood. This means that to keep a monolingual "insider's" thoughts open minded and sharpened, a bilingual "outsider's" linguistic talent can inspire the native speakers with a brand new high quality imagination. My developing insight in linguistics has no doubt germinated from the remarkable program and from those passionate spirits like Linda, Patrick, Ruth, and Emily.

This program meant so much to me as it gave me everything. It enabled me to work in the Housing Department while I studied ESL. It enabled me to have a two-year college life, and then finish another two-year study journey at Western Washington University. Without the beginning step of ESL at Edmonds College, my life could not have unfolded in this way. Therefore, I hope you will think twice about your decision!

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**From Ruth Voetmann, RIF'd Edmonds Faculty**

My name is Ruth Voetmann, I have worked for Edmonds for 19 years, and I am one of the RIF'd faculty. Today, I'm not fighting for my job, though I'd dearly love to keep it. What I'm speaking up for is the future of this program and the students I love. Today, I am speaking up for the very culture of this college.

But first, a question to consider as you listen to these letters about the RIF situation:  
Do you believe the future will be *more...or less...global*?

If, like me, you believe the future will be more global, then like me, you see how this decision to RIF is NOT in the best interests of the college. Throwing away the combined 71 years of experience and expertise we represent leaves Edmonds ill-prepared when International students return...*and they will*.

Our sister colleges in the region are proactively finding ways to keep Intensive ESL faculty employed across their campuses in order to be prepared when those students return..... *and they will*. This RIF action positions Edmonds at the back of the line, not the front, leaving us far behind our competition for years to come.

My job is working with words, so I don't use this word lightly when I say it is **tragic** that in the midst of celebrating 50 years of International Programs, our administration is taking steps that almost certainly ensure the next 50 years are less vibrant, less prosperous, and less International.

Edmonds espouses transparency and communication, yet there has been NO conversation with faculty, or the campus as a whole, to explore creative alternatives that are in the best interests of the college.

Respectfully, I implore you to open a conversation with this administration to consider more productive, forward-thinking options.

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**From Marisa DuBois, Director, English Language Acquisition (ELA) -- Student Services**

Dear Edmonds College Board of Trustees,

It is with great sadness that I find myself making this request for public comment in regard to the recent RIF notices to our Intensive ESL faculty. As a longtime staff member within the International Education Division, we have prided ourselves on our global reach and lasting impact on students. With the sudden RIF process, our faculty and division are grieving. I'm highly concerned about the lack of transparency of this process.

I understand that the College's budget is under tremendous strain and difficult decisions need to be made. However, I want to highlight the human factor involved -- our INTEN faculty are valuable members of the institution and have continued to build a program that attracts students from around the world for decades. I acknowledge that American political leadership and the recent pandemic have battered the recruitment of international students but the College has a long-standing commitment to international education. In fact, we're celebrating 50 years of international education. This seems to have gotten lost amidst the budget line items.

Our values discuss seeking to continuously improve the quality of our lives, our community and the world. Furthermore, we celebrate the individuality and diversity of our students, colleagues, community, nation and world. We require equity and mutual respect. With the INTEN RIF process, we are questioning the trust and assurance of an institution that many of us have served with pride and passion for years.



I would like to ask the Board of Trustees what sort of culture and legacy is being created today for Edmonds College. I truly don't want other programs and colleagues to experience what we're grappling with. We are all aligned under the same institutional values and hope you see this as a problem as well. I look forward to seeing how you address the issue.

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**From Karen Sanchez, English Language Acquisition (ELA) Faculty**

Dear Board of Trustees,

I am writing to protest the recent RIF'ing (layoffs) of four out of the five tenured faculty in the international division, for three reasons.

1) Edmonds College has not only a statewide and national reputation for the quality of its international programs, but an international reputation. Effectively shuttering the international English program will do lasting damage to our reputation, making the job more difficult for recruiters trying to rebuild the program abroad. We have built our reputation over decades. Let's not let a couple of years of coronavirus destroy that.

2) If we are to be ready to rebuild our international programs, we will need our full-time faculty, who already have years of experience in our international English department. Trying to rebuild a program on the backs of associate faculty who often work on several campuses at once will limit our ability to rebuild quickly and effectively. Valuable years of institutional knowledge will be lost.

3) The very first point of Strategy 1A of the 2020-2021 College Priorities in the Operational Plan states, "Create opportunities for new international students to enroll in-person or from their home country." RIF-ing the four faculty best qualified to do this directly opposes this stated goal. This is a time when some colleges are pivoting to develop and market new, targeted online classes to attract international students in new ways. Why isn't Edmonds College doing the same?

Instead, a hasty decision has been made to RIF four of the five tenured faculty who have the necessary knowledge, experience, and collaborative working relationship to actually accomplish those goals. I respectfully request that the president take more time over this decision. This is not just a personnel issue—this is a college budget issue, a strategic plan issue, and a diversity issue.

Let's have the courage and foresight to pivot on this decision. Let's support budgetary decisions that build toward the future, rather than eliminate the strengths that makes Edmonds College so unique.

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**From Bernice Ege-Zavala, IESL Faculty EdCC 1987-1992, 2020; Former Director, The School of Teaching ESL, 1992-2015**

Dear Edmonds College Board of Trustees,

I was stunned to hear that the college intends to eliminate its IESL program. As a career ESL/TESL educator, I have worked directly with the faculty at Edmonds for decades. In my role as the director of a TESOL certification/graduate program, I routinely collaborated with colleagues at Edmonds on professional development, conferences, and student field experience. The consistency and continuity of the stellar staff has been built over decades. The IESL has been a leader state wide; I would say it has a national and international reputation given the publishing history of its current and former staff. I can't imagine what the loss of this expertise will mean to the field, the college, and the Edmonds community itself. Such a program is not built overnight and once lost, will be hard to regain.

I sincerely hope that the BOT recognizes the gem it has in the IESL program and reconsiders this plan. Even in these difficult times, plans need to be strategic, nimble, and look beyond the current crisis. I hope that the future of the college includes a vision of inclusivity and interconnectedness that is so necessary for the 21st century.

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**From Stacy Hagen, Author, Azar-Hagen Grammar Series, Intensive ESL Faculty, 1982-1999**

Dear Members of the Board of Trustees:

I was one of the founding teachers of the Intensive ESL Program. When I came to the college in 1982, there were five instructors and 20 students. Over time and with great support from the college, the program grew; at one point, we were serving 400+ students. Our international reputation grew as well. Students from around the world chose it because it was known for its academic excellence and social/cultural support.

ESL programs around the country are struggling. Intensive programs, in particular, have been hit hard by immigration policies that began in 2016. The pandemic has nearly been the nail in the coffin. But President-elect Biden has already announced that immigration policies will be reversed, and vaccines are coming soon.

To close the program in December would be short-sighted. The infrastructure, which took a decade to build, would be lost, as would important contacts with overseas agencies and individuals. Potential students will go elsewhere.

Since international students pay full tuition for Intensive and college courses, the program has proved to be a financial asset for the college. Edmonds College will no longer reap the financial rewards that it was able to enjoy when the program was thriving.

I left the program in 1999 and became a textbook author. I speak to teachers from around the world, and I have come to realize that a program with the expertise and continuity that Edmonds has is rare.

I urge that the decision to end the program in December be reconsidered.

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**From Heather Lyons, Director of Finance**

Edmonds College is renowned for its exceptional programs for international students, among many other qualities. Intensive ESL is an incredibly well-organized, inclusive, and student-centered feature of our college. The faculty compassionately lead students through this critical phase of their education, often their first major experience in the US. Not only that, the faculty are also dedicated to ensuring students are connected to other resources on campus rather than operating in a silo, bringing global awareness to the entire college community.

As an example, faculty Emily Rio is so committed to building a culture of inclusion and global engagement that she has co-led multiple short-term study abroad programs bringing together not just students but also staff, faculty, and community members.

Traveling with Emily to Peru was a powerful adventure that expanded my ability to question and appreciate global perspectives. It also connected me to other travelers, many of whom are colleagues. Because of

Emily's leadership and passion for inclusiveness, the relationships we built during our preparation for and experience of that trip have created opportunities for us to trust and support each other in our work.

We need more of that.

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**From Tiffany Ledford, Math Faculty**

My name is Tiffany Ledford and I have taught in the math department for the last ten years.

I am writing today to express my concern for the corporate shift that our community college has taken. We are a community college. We are not a for profit college. We are not a corporation. Meeting the bottom line should not be our main focus.

Our mission is academic excellence, student success and community engagement. This mission is being overshadowed by the short sighted focus of balancing the budget. Yes the health of the college depends on a balanced budget but it does not depend on the budget alone. It depends on the healthy relationship between faculty, staff and administration. It relies on trust among those groups. It relies on working together and dedication to back each other to see the campus succeed as a community.

The corporatization of our campus has introduced some very toxic behavior. I am shocked and saddened by the fact that the administration feels like they have no obligation to communicate with the campus when they make broad, sweeping changes. I have had many people express their shock and sadness at how quickly things are breaking down.

We won't survive these hard financial times if we do not have the trust and relationship needed to work together. A balanced budget, shiny fliers and a fancy, new sign won't save us when the soul and community of the college are in ruins. We need to remember our mission and keep community in our actions even though it is no longer in our name. Thank you for your time.

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**From Trish Ueda, Lydia Nor, and Valerie Kelley, HTESL/TJHC Program**

Dear Board of Trustees,

We within the HTESL, or otherwise known as the TJHC or Trajal Program are writing to express our support and solidarity with our INTEN colleagues. Each of us have previously taught within INTEN (with approximately 25 years of combined experience between the three of us), and so we feel especially troubled by the sudden decision to RIF our very talented and committed colleagues. We've seen international enrollment reductions at our college before (post bubble economy, after the 9/11 attack, etc), but we've also seen our International Division face these challenges and build back stronger than before.

We, along with others, are also very disheartened to hear how these decisions have been made without any opportunity for input from the people they affect. We really don't understand why the college seems to be redirecting its focus away from the future international student population that it has worked for decades to establish. It has not only enriched our community but has been a huge revenue stream for the college. Our INTEN program is world-renowned, with former students ranging from an award-winning Saudi human rights attorney to members of the French aristocracy. Why are we seeming to throw this away?

Please also know that it feels insensitive and a gross disconnect to suddenly be receiving campus emails celebrating the 50 year anniversary of international education at Edmonds while the INTEN department is being dismantled.

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**From Ruth Harris-Barnett, Full-time Faculty, English**

Dear members of the Board of Trustees,

I was dismayed at the recent Reduction-in-Force action against four out of five faculty in the Intensive ESL department. Our college has for many years promoted itself as a leader in international education. Ironically, this fall the International Division was promoting its 50th anniversary. Further, as you know, our robust international programs have financially supported the college through many hard times. While everyone understands the effect the pandemic has had on international students, most of us were hopeful it would be temporary. But the administration appears to have given up on international engagement.

The RIF in IESL will cause long term damage to the college.

- The loss of this program will gut our other international departments.
- It will affect transfer programs, especially in STEM, as IESL brought students to these programs.
- It will be impossible to rebuild the IESL program or its reputation from scratch once the current crisis is over.

Additionally, this action has further damaged the campus climate.

- The absence of consultation with faculty before the action shows a disregard for shared governance.
- The secrecy around the RIF is particularly disturbing and follows a pattern I have noticed increasingly under this administration. Even now, no-one in administration has publicly acknowledged the RIF nor expressed any regret for the loss of these valuable employees or the effect it will have on them.
- The effect on already low employee morale is devastating.

It's difficult not to draw the conclusion that this administration sees the college as nothing more than a budget with a bottom line. Now, more than ever, we need the president to reach out for creative solutions to problems. We need the president to fight for our college.

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**From Jan Peterson, former Intensive ESL Faculty member**

Dear Edmonds College Board of Trustees,

I was very fortunate to teach in the Edmonds Intensive ESL Program from 1986 until my retirement in June, 2019. My 33 years teaching English to international students to prepare them for future studies at Edmonds were incredibly rewarding. I was proud to be part of one of the leading, most-respected Intensive ESL Programs in the region and to share the Edmonds vision of including international students and valuing multicultural diverse perspectives.

The recent college decision to lay off 4 Intensive ESL Full-time Faculty and essentially to close the program was a hastily made and very shortsighted move.

You are probably aware that international student enrollment has always fluctuated according to economic and political trends. In the years after the 911 terrorist attacks, our Intensive ESL enrollment declined

dramatically. At that time, several of us FT faculty taught courses in the ABE program for our immigrant students in order to help the IESL budget. It's a good thing the International Division worked this out because within a year or two, international student enrollment increased and we needed all Intensive Full-time faculty and many additional Associate Faculty to serve those students. The college has greatly benefited financially for many years when the Intensive ESL enrollment has been high, as the extra tuition funds go to the college general fund. Since the college does not have an English requirement (like the TOEFL or IELTS tests), the 30 - 50% of new international students who don't test into college-level English need appropriate full-time, fast-paced *intensive* courses, usually for 2 - 4 quarters.

During this challenging year, IESL Faculty were prepared to teach in other Edmonds ESL departments while working together with the International Education Division on creative solutions for Intensive ESL students. That option was squashed with these layoffs.

Instead, it appears that after Winter Quarter 2021, the college may place Intensive ESL students in ELA, the ESL program for residents /immigrants. Since these two populations usually have different educational backgrounds and very different time commitments for their studies, I predict that this will not serve international students well. Intensive faculty could have worked with the ELA department to develop fast-track college-bound ESL courses geared to both international and interested resident students. Instead, I fear that international students' needs will not be met, and they may very well choose to take their tuition dollars to another college. This is Edmonds' loss of not only the ESL tuition but also 2 - 3 years towards an AA degree. I'm sure you are aware that 20% - 25% of recent years' Edmonds graduates have been international students, many of whom started in the Intensive ESL Program.

I am extremely disappointed with the college leadership. With a new US President and vaccines on the way, there is a good chance that international students will return to the US. Due to this shortsighted decision, Edmonds will not be in a good position to rebuild this important part of our student community.

I urge you to investigate this situation and propose a different outcome for these committed faculty members.

Sincerely,

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**From Christina Coiro, Faculty, Social and Human Services**

During this pandemic, there's an increase in symptoms of depression/anxiety as well as increases in deaths by suicide and overdose. Care must be given as we traverse this life-changing pandemic. Edmonds must consider best practices for the workforce. The [WHO](#) notes low levels of support for employees and poor communication are risk factors to mental health. It's incumbent on Edmonds to take particular care in addressing the effects of Covid-19 stressors on every employee.

Communication of transitions and changes is key. Channels that have been in place for years, where notice of the end of employee's time at the college, changes in staffing for any reason, were shared campus-wide have disappeared. To have this essential mode of communication severed when employees are physically distant is not best practice. Employees need leadership that shares updates rather than letting everyone find out, through default, grapevine or coincidence, that coworkers are no longer employed. This devaluation of the interpersonal aspects of the workplace at such a critical time is negligent and damaging to the mental health and well-being of all.

Transformational vision that values history is essential for Edmonds to continue. The community and employees need guideposts that embody hope for a future that, while not expected, does cherish and anticipate building on the foundation that was created through years of partnership and shared goals.

With the unannounced dismissal of four key faculty, the lack of vision of rebuilding on hard-won connections our college is lessened. The well-being of employees has decreased. In light of the needs of the mental health of all and in consideration of the historical and long term relationships between the college and the community, the board needs to reconsider the methods of communication of changes and the decision to no longer fund the Intensive English Program.

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**From Simone Frazier, FT Faculty in Intensive ESL Department**

Dear Board of Trustees,

My name is Simone Frazier, and I am full-time faculty in the Intensive ESL Department. Four of my full-time colleagues were RIF'd last month with no advance warning and no attempt to investigate alternative solutions with faculty.

After this quarter, I will be the one remaining faculty member in our department. Not only will I be left without the expertise, dedication, and creativity of my four RIF'd colleagues, but our department will also be stripped of the collaborative spirit for which it is well-known and highly respected. Our students will not be better served. In fact, this decision makes it impossible to fully serve our students. It will leave a department of one that is supposed to serve five different skill levels of international English language learners.

Our enrollment numbers in Intensive ESL are low now, but historically our enrollment has been cyclical. The number of international students will increase again. Would it not be wiser to have our full-time Intensive ESL faculty still at the college, strategically planning ahead, and ready to engage and welcome these students?

In this year during which the college is celebrating 50 years of international education, I respectfully urge you to consider a conversation with the administration about retaining my full-time colleagues and reaffirming the global perspective that guides our core themes.

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**From Max Chen, past Edmonds College student and past Edmonds College Student Government Officer**

The current student trustee, Athmar, is illegally serving on the Edmonds College Board of Trustees. According to public records Athmar is 17 years old and is not a registered voter.

The statute RCW 28B.50.100 Boards of trustees—Generally. states "every trustee shall be a resident and qualified elector of the college district. Under the Washington state Constitution Article VI "Elections and Elective Rights", "Section 1 Qualifications of Electors", it states "All persons of the age of eighteen years or over who are citizens of the United States and who have lived in the state, county, and precinct thirty days immediately preceding the election at which they offer to vote, except those disqualified by Article VI, section 3 of this Constitution, shall be entitled to vote at all elections...".

Athmar is not 18 and not registered to vote and therefore is not a qualified elector and is not qualified to serve as a trustee. Athmar must resign or the Edmonds College Board of Trustees must remove her from the board.

Edmonds College Board of Trustees approved the Comprehensive Fee, renamed the Student Services Fee, in 2017. This fee is illegal and needs to be removed.

According to emails retrieved from public records, Arlene Anderson's analysis of this fee states "Bottom line is that this consolidated fee structure may be an option, as other colleges appear to be using them, but it warrants careful consideration. Specifically we need to be cautious around whether all students are being assessed a fee for a service they may not use, or that may not apply to them".

A portion of the Student Services Fee does not apply to all students and therefore this fee is illegal. The Board must immediately remove this fee.

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**From: Tracey Higgins, ESL Faculty**

Dear Mr. Zapora, Dr. Tolle, Mr. Webster, Ms. Wagner, Ms. Yim, and Ms. Al-Ghanim,

I want to express my disappointment and frustration in the decision to eliminate four Intensive ESL positions, and the manner in which this has been executed.

The decision is short-sighted and not in alignment with Edmonds College's stated values nor the BOT General Executive Expectations 8.01. Edmonds values Collaboration and Communication stating, "We promote respectful collaboration, communication, and interaction among students and employees". Please inquire of President Singh why faculty would be sent a meeting notification on a furlough day and why it took a request from the union to learn the topic.

Edmonds values Responsibility and Accountability stating, "We manage our resources with efficiency and integrity ... and we infuse sustainable and transparent practices ... ". Please ask President Singh about "50 Years of International Education" being celebrated now and what his plan is for recruiting and educating international students that have been the financial and cultural backbone of the college. Without a stable and knowledgeable full-time faculty base, how can students be told about and sold an "English program"?

In, 8.01 "1. The President will ... ensure that college programs, services ... are clearly communicated to community members and stakeholders" and "3. Interactions with employees, ... shall be civil, equitable, responsive, and dignified, characterized by open and clear communications". President Singh has yet to inform Edmonds College faculty, staff, or stakeholders here and abroad about the Intensive ESL faculty and the effect on, and plans for, the International Program which is not responsive communication.

Please ask President Singh about the cost savings realized in eliminating these positions vs keeping and reassigning them to develop and invest in innovative and desirable online courses to attract ESL students now, positioning the program for growth post-COVID. Is the president's response creative and resourceful? Is he instilling trust and boosting morale?

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**From "A Concerned Instructor"**

Greetings Trustees,

Considering the massive financial and cultural contributions of EC's INTEN program over the decades & that many INTEN students migrate to college coursework at EC, gutting the INTEN program signals a loss to the

college now and beyond. For the foreseeable future, there will be a lack of F-1 visa students coming to the U.S., but eventually this will change. Institutions best positioned to attract such students will be those that have done what's possible/necessary to keep their English-learning program strong/viable.

Some institutions have already made the decision to shut down their English-learning program. Some have decided to keep a flickering light on (the EC strategy). Forward-thinking colleges are investing in their future by continuing to employ English-learning program instructors, having them develop & market fully online programming. Colleges taking the latter approach will flourish in the future, reaping the many benefits of having a healthy English language program. Additionally, colleges taking the latter approach will have developed a new revenue stream and a marketing tool that will remain when the pandemic is over and F-1 visa holding students again decide to study in the U.S. I encourage you to imagine all the students who would be attracted to begin studying at EC through an online INTEN program and then come to EC to further their studies.

I also encourage you to imagine how difficult it will be to re-establish a gutted, fossilized INTEN program and how prospective students will find institutions that have made the appropriate investment more attractive. I hope that the decisions made will be reconsidered and that ideas of those impacted (anyone working/studying at EC & many local individuals and businesses) are considered in an effort to maintain the locally, nationally, and internationally recognized reputation of EC's Intensive English Program.

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**From Sovanpnha Kaing, international student, from Phnom Penh, Cambodia**

My name is Sovanpnha Kaing an international student comes from Phnom Penh, Cambodia.

I am started as a student in the ESL program from Fall 2018 to Spring 2019. I think it is a very big mistake for the school to cancel the ESL program because there are a lot of benefits that the ESL program can provide to the school. From what I know 80% of the students that come to EdC at the beginning of each quarter are going into the ESL program. If there is no more ESL program I do not think that the school will get as many students as before. I have been to a few other schools in Washington State that do not have the very good ELS program as at the EdC has. Therefore, their schools do not have a large population of the international students as at EdC. I also have been to a place in Mississippi state that doesn't have an international program at all, and there is a very big difference between that place and Lynnwood.

I can see very clearly about a place without the international students, everything just so terrible and people over there do not have the open mind set at people at Lynnwood at all because they rarely see people from other countries. Another thing is, I think we as international students not only spend more money into the school than the local American students, we also spend a lot of money into the community as well. For example, international students are the people who go to shop all the brands at the Alderwood Mall the most, and we also the people who bought most of the cars from the dealers around this area as well. And, I am pretty sure that most of 90% of the students that stay at the school dorm, host family, and rent the house around the school are International students.

I know that without the ESL program the school will still have international students come to study but the things that the school didn't know about is EdC is famous for the ESL program, so without the ELS program the school will have lost the brand name. EdC also has some partner schools in Japan, China, and some other countries too because of the ELS program, so with the ESL program I am very sure that EdC will also lose those partner schools as well. I know that right now the program doesn't have as many students as before, but it is not because the program is bad or anything. It is because of the worldwide pandemic right now. I am sure that after everything gets back to normal the program will have a lot of students again. I



hope the school will think about the decision again and keep the program and the teachers the same as before.

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**From Claudia Levi, Project Management Faculty**

I am writing in hopes that the board will take action to fix a major error in the administration's handling of the budget shortfall. The firing of 4 out of 5 members of the Intensive ESL program as a way to shore up the budget is not only short sided but extremely disrespectful to not only them but the faculty as a whole since it was done without transparency.

It is documented that the International program has allowed the college to weather many economic downturns. The INTEN ESL program draws a large portion of those students to our college over others. Sadly, this administration's response is one many businesses use to their detriment in long term stability. Long term thinking of how we will grow back out after this crisis should be the priority.

Once those International students leave here due to a lack of a program in the short term, they will not return. Once they are established at another college they will stay. These students take other classes all across campus so our enrollment in all departments will permanently shrink. Once our incredibly talented workforce has left, they will not be back once settled somewhere else.

Decades of dedication and hard work by the INTEN department to keep this college on the map has not been even acknowledged by the administration in this fiasco. This short-term plan may "balance the budget" for the end of this year, but will cause long term damage to the college in terms of reputation and enrollment in all departments, thus causing more loss of quality educators.

Edmonds will lose its place as a quality institution for years after this crisis subsides. I hope someday again to feel proud to work here.

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**From Pitchayanut Amorndechsuriya, former ESL program (Peach aye uh noot Ahm orn desh suriya)**

Hello,

My name is Pitchayanut Amorndechsuriya. I was in ESL program in 2018. I would like to keep the ESL program and teachers because of these reasons. Firstly, the ESL program is a great program for foreigner students to get to learn English and get to meet students from many different countries.

One time when I was in Edmonds community college, I got to learn many things like English skills and work in groups with new people. I have many friends there. I think it is an opportunity for foreigner students to be able to learn English and can do other things for their futures, for example, be able to go to college with great English, be able to speak with native speakers and understand them and get to learn a new cultures from them too.

Secondly, for example, when I was in the ESL classes, I have learnt many things from the teachers and they are always ready to help me when I didn't understand something. The teachers are so nice and friendly to me such as Linda, Ted and Kelly. Once I have taken the class called Partners in Service Volunteer with Linda, I got to meet and work with native speakers and got to meet many cute children there. Linda is always nice to me. She is a fun and great teacher. I felt happy and glad that I chose this class. I got to learn many new experiences with many new people.

I have taken Grammar and Pronunciation class with Kelly. I have a lot of fun to have these classes with her. She is a great teacher. I also have taken a writing class with Ted. He is a great teacher too. He taught and always gave a good advice to me. I feel lucky and glad that one time I got to be in this ESL program with many great teachers.

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**From Marie Tran, Business Management Faculty**

To: Edmonds Board of Trustees

I am simply heartbroken to hear about the RIF of the entire IESL program from my colleagues and friends. I have worked with all of the faculty in the IESL department over the years on various projects including development of at least 4 short-term study abroad programs, creating opportunities for conversation partners among native and non-native students, and serving as guest speakers to increase global awareness and cultural appreciation in classes.

The news of the RIF of faculty came from colleagues and not one announcement was sent out by the college. This lack of transparency creates a lot of fear and distrust in an already difficult time for all of us where caring and compassion should be at the core of what we do.

We are facing an unprecedented time. Decisions like this may bring short term relief but may not be best in the long term for the college and our community. There may be other alternatives to explore collaboratively with faculty.

I truly believe international students will return in high numbers after the pandemic and a more favorable political environment. Our college recruiters are among the best! Our faculty are among the best! Acquiring education and work experience in the U.S. are highly desirable in many countries and working together we can turn this around.

The decision to get rid of IESL will have adverse effect on attracting more international students (which leads to a HUGE loss of income the college and community businesses), less diversity, and lower student enrollment for ALL our programs. Edmonds College will not be able to keep pace with our neighboring colleges who have a more comprehensive international program. This year marks the 50-year celebration of our international education and sadly this is how many of faculty remember this event. We are definitely not "all in this together".

We are truly not living our mission and values as a college. Actions speaks louder than words. Trust is "earned". It is not too late to turn this around.

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**From Melody Schneider, Full Time Faculty, High School Completion Department**

To the Trustees

Our college states that Teaching, Learning, Community is our mission. This past month our Community was seriously imperiled by the news that four of our full-time faculty in the Intensive ESL program were being let go.

This decision was made even as the Interim EVPI sent a letter to faculty "checking in" and talking about what great work we are doing, with no mention of the avoidable sacrifice being made by these four faculty

leaders. We can recognize that Human Resource issues need a level of privacy, but they also need a level of humanity before we can truly say that Community is part of our mission.

What efforts were made to place these faculty in other assignments? What efforts were made to ensure this important program survives in difficult times?

Effective teaching and learning happen within atmospheres of trust. That trust is shattered. Please consider applying innovative strategies to address these issues in the future and apply some innovative thinking to retain our talented faculty today.

\*\*\*

**From Patrick Rolland, RIF'd Intensive ESL Faculty**

Dear Board of Trustees,

I am one four full-time instructors in the Intensive ESL Department who is losing his job to a RIF. I understand our numbers are currently low and my contract states that my position depends on student enrollment. However, I also believe that just because you can do something does not necessarily mean you should do something.

Enrollment in ESL has always been cyclical. A few years ago, we had more than 430 students. Over the years, our students have brought millions of dollars to this college. History is shown that it is a matter of time before things turn around again, but we cannot capitalize on this turnaround if we do not have a robust IESL program.

Our internationally recognized, dedicated, in-house ESL program is a big draw to international students. These students go on to take classes throughout the college after they leave us. They fill our dorms, eat in our cafeteria, and participate in the local economy in many ways.

To attract these students, we have built many important partnerships internationally and at home. These include a sister school in Japan, teacher training in China, and many other contacts to agents and schools. At home, we have developed partnerships within the community to provide volunteer opportunities and community engagement. Some of these partnerships took decades to build. If these teachers go, the partnerships they forged will go with them.

As I noted, enrollment in IESL programs is cyclical. Right now, IESL programs around the country are suffering, but these students will come back. Other colleges in Washington are keeping their full-time IESL staff. They are redirecting them, putting them to work in other places on campus, and letting them plan for the return of International students. Edmonds College is a top-rated international brand who has always been a leader in our field. If you cut our program now, you risk doing irreparable and irreversible damage to this brand.

For these reasons, I ask that you look beyond the short-term bottom line and see us as an investment in this college.

\*\*\*

**From Lisa Schubert, Faculty, English Prep**

Dear President Singh and Board of Trustees--

The shock of my fellow faculty members was palpable at the October Faculty Senate meeting when we learned that all but one of the full-time faculty members in Intensive English would be terminated in December.

We were shocked because an email had been sent out just that day celebrating 50 years of international education at Edmonds College, 50 years of the program these faculty and their associate faculty colleagues helped build.

Shocked also that we faculty had received that very day an email from our interim Vice President of Instruction seemingly concerned for our well-being, explaining that "we are all facing stress of living through a pandemic that has hit close to home for many" and urging us to "Take care... be safe and stay warm."

I don't expect to be informed of all decisions made by the administration, but it seems when a whole department is being taken out--one that recruits and feeds students into other programs and departments--and in recognition that not all of us can now "take care," as they will instead be joining the many people in our state and country without work, there would be some effort to communicate an explanation with us.

This decision has left me with many questions. Are we no longer going to recruit international students? Will there be other departments cut? Is there anything we can do to save these positions?

I was one of many faculty who responded to the campus wide email that I would forgo professional development funds or compensation for putting classes online last spring if we could pool our resources to save these positions.

I wonder what other strategies we could think of if we had a chance to contribute our ideas.

\*\*\*

**From Barbara Logan, ELA Associate Faculty**

To President Singh and the Board of Trustees,

There has been a storm of anger, shock, and outrage amongst faculty over plans to RIFF four of the five INTEN faculty. I share these sentiments and question why the board would move to demolish a department that has contributed amply to the college's financial coffers and its broader mission. The International division faculty is told that in these unprecedented times, this is a necessary move.

This RIFF at Edmonds College is reactionary with no foresight as to the abilities of our INTEN Dept. to adapt to current events and more importantly, the future. The institutional knowledge and talent that goes out the door with these four dedicated teachers will leave the college unprepared to meet the challenges of rebuilding and reframing international education at Edmonds College in the very near future.

The faculty about to get RIFFed has built the worldwide reputation Edmonds College has profited from as an international educator. This reputation is still in place and could be leveraged. Edmonds College would be wise to weather the current crisis, keep the valuable asset it has in its tenured INTEN faculty, and plan to innovate international education once again.

\*\*\*

**From Peter C. Martin, former EC Faculty Member**

I am writing as a former FT EdCC faculty member, retired in 2015 after 28 years teaching and administration (department head) primarily with the INTEN program. I also taught in the EAP and ABE/ESL programs as well as for 10 years in the coordinated studies program. In addition, I served as Faculty Development Coordinator for the college for 5 years during Jack Ohara's tenure as president.

My experience working with international students has given me a unique perspective on the tremendous value that they have brought to the college, the south Snohomish County community, and ultimately to the countries that they have returned to after their education in the U.S. These students serve as ambassadors from their countries, helping all of us to develop an appreciation and understanding of their cultures and languages. This understanding is increasingly critical for the communication needed to build relationships that are the bedrock of harmonious and equitable relationships among all planetary citizens.

So the INTEN ESL program is not only a language program; it is a program with fundamental importance to the college and its mission. It is these students who are essential to helping the college to fulfill its well articulated commitment to "Cultural Diversity, to helping students, faculty and staff explore and apply multiple perspectives in order to examine cultural differences and influences, maintain effective professional/working relationships, and/or interact effectively in multicultural settings."

The plans to RIF essential INTEN faculty in effect closes the program. Closing this program then fundamentally weakens the college's commitment to examining the cultural differences at the very heart of the critical steps being taken throughout this country and abroad to address and remedy the forces of systemic racism. The college is dedicated to taking these steps. Effectively closing a program built on understanding cultural differences in fact minimizes the importance of those very steps.

I know that the Board of Trustees will give full attention to the important role international students play for the college at this critical time in the history of the U.S. and international community and seriously review the president's plan to RIF faculty who are so important to maintaining and strengthening the college's commitment to multicultural understanding.

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**Edmonds College Federation of Teachers  
AFT LOCAL 4254**

**BOARD OF TRUSTEES  
Meeting Report  
November 19, 2020**

- The High Demand money has been negotiated and will be distributed sometime winter quarter.
- Faculty are understandably upset about the RIF of 4 INTEN Faculty. The Union is pursuing a grievance of the process and some of the adjacent issues.
- Faculty have applied for and will receive their stipends by the end of fall quarter, for putting classes online spring and summer quarters. A big thank you to Gabrielle McIntosh, Mary Whitfield and Kristin Hughes for their time sorting through the requests and verifying the individual stipends.
- Our AFT Executive Council has voted to start a fund (starting with \$15K) that Faculty who have lost health benefits could apply to for money to cover health insurance premiums or other necessary care. The Executive Council is working on an application form and a method to solicit new contributions.
- At this time the union is engaged in about eight to ten grievances. Ten percent of full-time Faculty are engaged in a grievance or an issue that may become a grievance.

**BOARD OF TRUSTEES MEETING REPORT**  
**November 19th, 2020**  
**WPEA/UFCW LOCAL 365**

- WPEA is returning to the bargaining table in early December. Hopefully there will be an agreement and not have to go into mediation. Once there is an agreement, members have to ratify it before it is passed to the Office of Financial Management (OFM) budgeting and presented to the legislature.
- Heather Kafton, our WPEA union representative, was moved to another WPEA location. Our new representative is Dana Hoffman and she has jumped right in to help.
- We recently submitted a demand to bargain to the state in regards to working condition changes.
- Employees are working hard and are feeling the pressures of CTCLink. The workload is significant for those classified and exempt employees that are involved in the transition. It has been no small feat to understand all the changes that will be taking place because of CTCLink. Our members are dedicated employees and I would not be surprised to hear if many classified staff are giving more than their 40 hours and not being compensated. I encourage the college to start prioritizing overtime for those employees working on CTCLink projects.
- Again, employees are anxious and stressed. There are a lot of rumors going around, concerns about more furloughs, on top of the implications that are made with the RIFF to Intensive ESL. I encourage college leadership to give clear communication to employees since this directly impacts the morale on employees.

Respectfully submitted by  
Liz Mueth  
EC WPEA Chief Shop Steward

**Board of Trustees  
November 19, 2020  
Associated Students of Edmonds College  
Meeting Report**

The Executive Board has been very busy so far this quarter. The previous Executive Officer for Administration, Zambak Colak, has stepped down and Shayne Strey has taken her place. Shayne was previously the Executive Officer for Community Relations, so the Board is working now to fill that position.

On October 23rd, the Executive Board donated \$40,000 to the Edmonds College Foundation Board to use for emergency aid for students. The Executive Officer for Administration is the new student member of the Foundation Board of Directors. The Foundation hopes to work closely with the Executive Board this year.

Also during October, the Executive Board conducted a greeting survey to get a feel of what programs students feel they would benefit from this year. Student government has also helped to fund multiple events this quarter for Edmonds students. These include virtual game nights, a virtual dinner celebrating first generation college students, and an Indigenous Cultures Talk for Native American Heritage Month.

The funding agreement with the Edmonds College Childcare program is up for re-evaluation during the 2020-2021 school year. Lisa Neumann met with the Board on November 6th to give an update on how the childcare program has been adapting to the current COVID19 pandemic.

On November 13th, the Faculty Senate Diversity Equity and Inclusion Committee met with the Executive Board in hopes of aligning some common goals. The Executive Board also finalized their main committees for the year, based on the goals that were agreed upon in September. These include a Student Services Committee, an Advocacy Committee, a Diversity Equity and Inclusion Committee, and a Financial Code Committee. There is also a committee working to market the events and activities of the Board.

The Student Services Committee is planning to hold community chats and virtual hang out rooms starting at the end of Fall Quarter. They are also planning on posting a reoccurring Resource Weekly section in the Triton Life newsletter, which will highlight college resources such as the counseling center and the tutoring center.

Submitted by: Shayne Strey, Executive Officer for Administration, ASEC





## **BOARD OF TRUSTEES**

### **Special Meeting: January 8, 2021**

Held via Zoom video conference call due to COVID-19

### **Draft Minutes**

**Trustees Present:** Carl Zapora, Chair; Wally Webster, Vice Chair; Dave Earling; Athmar Al-Ghanim, Student Trustee; Adrienne Wagner

**Trustees Excused:** Dr. Tia Benson Tolle

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

#### **CALL TO ORDER**

Chair Zapora called the meeting to order at 2:00pm, and welcomed those present.

#### **INTRODUCTIONS**

Trustees and members of the leadership team introduced themselves.

#### **REMEMBRANCE**

Chair Zapora remarked on the recent passing of Dick Van Hollebeke, a longtime trustee and supporter of the college. Chair Zapora led the attendees in a moment of silence to reflect on the life of Mr. Van Hollebeke.

#### **PUBLIC COMMENTS**

No public comments were received.

#### **BOARD-ISSUED STUDENT AWARDS**

Chair Zapora and Vice Chair Webster led a discussion on the possibility of adding a new student recognition, awarded by the Board of Trustees, to supplement the Transforming Lives Award given out by the Association of College Trustees (ACT). Vice Chair Webster noted that when Edmonds College takes submissions for the Transforming Lives Award, which the Board votes on to send one student on to compete at the state level for a monetary award, that the written experiences of the students are powerful and moving reminders of the many challenges they face.

After some discussion of the current EC and ACT nomination and awarding process, Vice Chair Webster proposed that the Board form its own local version of the Transforming Lives Award that would have a monetary component, and could be given to the winner or runner up of the ACT award, depending on if the Edmonds student was ultimately selected as one of ACT's top winners.

Chair Zapora asked that the details and mechanics of the proposal be further discussed by Vice Chair Webster, Dr. Singh, Ms. NyQuist, and himself, to come up with a background and resolution for the Board to consider at the February meeting. He thanked Vice Chair Webster for being a champion for students.

### **BOARD DIVERSITY, EQUITY AND INCLUSION COMMITTEE PRESENTATION**

Vice Chair Webster serving as chair of the Board Diversity, Equity and Inclusion Committee, and Trustee Wagner serving as a member, thanked Chair Zapora for forming the committee last September. Vice Chair Webster reported that he and Trustee Wagner had met numerous times to determine how best to carry forward the commitment of the Board to eradicate racial injustices as outlined in Board Resolution #20-6-1, Commitment to Student Success for Black Students.

He shared that for the purposes of this presentation, he and Trustee Wagner wanted to level-set where the Board stands on racism with a look at the historical context, and come back at a later time with ideas for eliminating racism.

Trustee Wagner read a poem by Dr. Ben Danielson, "Future Gazing: The Seattle I Want to See is an Earthen Bowl Formed by Our Hands," written as his vision of what he hopes to see Seattle become, post-pandemic.

Vice Chair Webster presented a brief history of racism and injustice, starting with 1619, when enslaved Angolans were first brought to the British colony of Virginia, and touching on the Declaration of Independence, U.S. Constitution, 13<sup>th</sup> Amendment, Jim Crow laws, the Federal Housing Authority and redlining practices, and the GI Bill of 1944.

Vice Chair Webster pointed out that states' Jim Crow laws, upheld at the time by the Supreme Court, were intended to deny Black people many things, including education, and that the higher education system was founded on institutional racism embedded in those Jim Crow laws. While the systems may have changed since then, exclusionary, unconscious bias is still embedded in practices.

Vice Chair Webster talked about the damaging effects of unconscious bias, racism and inequality, which go deeper than they might appear. In order to function in environments where unconscious bias exists, one must have a split personality - one for the dominant culture and one for the subculture - and likely be criticized in each. Not being allowed to be one's authentic self leads to excess stress and anxiety. Unconscious bias also leads to the perpetuation of lack of homeownership and the inability to climb the economic ladder.

Vice Chair Webster discussed the statistics of wealth disparity, including the fact that Black men need two additional levels of education to make the same wage as White men. He also spoke about Historically Black Colleges and Universities (HBCUs), which provide Black students with professors who look like them, counselors who understand their life experiences, and the opportunity to form alliances and partnerships with other Black students to overcome their common obstacles. In contrast, majority colleges cater to the experiences and needs of the majority.

Vice Chair Webster read the State Board for Community and Technical College's vision statement, which Edmonds College endorsed and used as a starting point for its Board policy on Equity, Inclusion, and Student Success: *Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.* He noted that in order to stand for Black Lives Matter, Edmonds College leaders must examine the entire experience of Black students, and allow them to have ownership in their experience here.

Trustee Wagner shared that HBCUs foster a sense of belonging and pride that lasts a lifetime, and asked the Board to consider where we fall short of generating that same feeling, and how policy could be changed in order to get there.

Vice Chair Webster opened the meeting for discussion from all attendees, who shared their thoughts on matters of racial equity, higher ed institutions, and opportunities for learning and action.

Vice Chair Webster and Trustee Wagner shared that as they had been wrestling with the question of how to drive this issue forward from the Board level, they had begun to focus on student success and barriers to entry in the STEM division, since there is so much opportunity in our region for sustainable-wage jobs in STEM fields, coupled with a great need to increase diversity in our region’s tech companies.

They suggested that a focus going forward might be on increasing these opportunities to graduate into jobs with livable wages, medical benefits, greater disposable income and higher levels of homeownership, all of which lead to brighter futures.

Vice Chair Webster stated that as the work gets more formalized, he wants to be vigilant to not just be creating more layers of bureaucracy, but rather that the outcome is having a direct impact on students.

Chair Zapora thanked Vice Chair Webster and Trustee Wagner for their work, and for keeping the topic top of mind for the Board, and pledged to find ways to make a substantive difference for students of color.

Dr. Singh also thanked Vice Chair Webster and Trustee Wagner for their work and the discussion. He stated that it’s a worthy goal to make sure students are in the right program, work that really starts when they are in the K-12 system. There are many ideas addressing this very thing being worked on by the leadership team, with hopes of piloting them in the coming year.

**ADJOURNMENT**

The meeting was adjourned by Chair Zapora at 4:00pm.

**Next Meeting:** The next regular Board meeting will be held February 18, 2021 at 3:30pm.

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

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

ATTEST:

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

## BACKGROUND

### EDMONDS COLLEGE BOARD OF TRUSTEES TRANSFORMING LIVES AWARD

#### Subject

At a special meeting on January 8, 2021, the Board discussed creating a new honor for students to be given to one student selected by the Board of Trustees on an annual basis, in conjunction with the Washington State Association of College Trustees' Transforming Lives Award.

#### Background

The Transforming Lives Award, given out each year by the Washington State Association of College Trustees (ACT), honors students whose lives have been transformed through education. The winners are selected from a pool consisting of one nomination from each college in the Community and Technical College (CTC) system.

Each local college Board of Trustees is allowed to decide how to solicit essays, written in accordance with ACT's essay criteria, from their student body. The local Board reviews the submissions and selects one winner. That winner works with college staff to put together an application packet, including the essay, that is forwarded to ACT to contend for the top award which carries a monetary award and special recognition. ACT reviews the 34 entries and then selects several winners (usually six) who receive special honors and the monetary award at ACT's Transforming Lives Banquet, usually held in winter.

All 34 Transforming Lives awardees, as selected by the local Boards, are recognized in a booklet produced by ACT, and shared within the CTC system and with elected officials.

During the 2020 process, sixteen entries were received from the Edmonds College student body. Board Vice Chair, Wally Webster, as noted above, was impressed by the stories of the students who applied for the award, and at the January 8, 2021 Special Meeting he asked that, barring any future changes to ACT's Transforming Lives Award, the Board consider a Edmonds College Board of Trustees Transforming Lives Award that would supplement the ACT award in the following ways:

- 1) If the Edmonds College nominee for ACT's Transforming Lives Award, as selected by the EC Board of Trustees is selected as a top winner by ACT, then the Edmonds College student whose essay received the second highest score overall would be awarded \$250.
- 2) If the Edmonds College nominee for ACT's Transforming Lives Award, as selected by the EC Board of Trustees is not ultimately chosen as one of the top winners by ACT, the Edmonds College Board of Trustees would award that student \$250.
- 3) In both instances above, the chosen winner(s) would be featured in a press release, and recognized at the Edmonds College Board regular meeting immediately following the date on which ACT publicly announces its Transforming Lives winners (most likely the February meeting).

#### Recommendation

Vice Chair Webster recommends this award because the stories illustrate the trials and tribulation, the hardships and sacrifices, challenges and obstacles these students are facing and their determination to overcome with a good education from Edmonds College. Their struggles serve as an inspiration for other EC students to stay in college, area high school students to attend college, and motivation for people in the community who have given up on having a quality life, to enroll in college.

The Edmonds College administration appreciates the Board of Trustees' desire to recognize the effort that our students make to transform their lives through education and is pleased to support this initiative. It is recommended that the Board discuss the proposal at the February 18, 2021 meeting, and vote to approve Resolution #21-2-1.



Washington Community College District 23

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

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**RESOLUTION #21-2-1**  
**EDMONDS COLLEGE BOARD OF TRUSTEES TRANSFORMING LIVES AWARD**

WHEREAS, the Washington State Association of College Trustees (ACT), honors students whose lives have been transformed through education with the annual Transforming Lives Award; and

WHEREAS, the applicant pool for that award consists of one student nominee from each of the 34 Community and Technical Colleges; and

WHEREAS, the local Board of Trustees at each Community and Technical College solicits applications from their student body in the form of essays written according to criteria provided by ACT; and

WHEREAS, the local Board of Trustees votes to determine one winner who is then a contender for the top ACT award, which comes with a monetary award and special recognition; and

WHEREAS, in 2020, sixteen essays from Edmonds College students were received by the Board of Trustees in application for the ACT Transforming Lives Award, which the Board ranked and voted on to arrive at one winner; and

WHEREAS there was agreement amongst the Board that many students had powerful stories of lives being transformed by the power of education; and

WHEREAS, Vice Chair Wally Webster proposed at the Special Meeting of the Board of Trustees on January 8, 2021 that the Board augment the ACT Transforming Lives Award to provide monetary recognition to the top Edmonds College winner if that student was not ultimately selected by ACT, and provide monetary award to the Edmonds College student whose essay received the second highest score, if the top scorer was selected by ACT; and

WHEREAS, the monetary award given by the Edmonds College Board of Trustees would be \$250, with the funding source to be identified by the Edmonds College President; and

WHEREAS, this award would be called the Edmonds College Board of Trustees Transforming Lives Award; and

WHEREAS, further changes could be made to the process and criteria of the award, as necessary to align with ACT's award, and/or as suggested by staff or Board and mutually agreed upon by the President and Board Chair;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the Edmonds College Transforming Lives Award, to be awarded and funded annually as outlined above.

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

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

ATTEST:

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

## **BACKGROUND**

### **Full Stack Developer Certificate**

#### **Subject**

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

#### **Background**

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

#### **Recommendation**

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



## Full Stack Developer Certificate Summary

### Program Description

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

### Degree Requirements

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

### Outcomes

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

## **BACKGROUND**

### **DevOps Engineer Certificate**

#### **Subject**

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

#### **Background**

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

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

#### **Recommendation**

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

## DevOps Engineer Certificate Summary

### Program Description

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

### Degree Requirements

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

### Outcomes

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



Washington Community College District 23

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

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**BACKGROUND**  
**CONSIDERATION OF TENURE****Subject**

Consideration of tenure for:

[Lorraine Brooks](#)[Monica James](#)[Daniel Moore](#)**Horticulture (Business)****Art (Humanities and Social Sciences)****Library****Background**

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

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

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

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

**Recommendation**

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

**BOARD OF TRUSTEES  
February 18, 2021**

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

- The college accepted the resignation of Brad Thomas in January 2021, after 5 years of service and great growth in the Foundation as he prepares to move closer to friends and family.
- We have begun the search process for a new executive director in collaboration with the Foundation Board of Directors.

**BOARD OF DIRECTORS**

- The Foundation Board of Directors held its January board meeting and annual retreat on Friday January 15th via Zoom. The Strategic Planning Committee presented the draft Foundation strategic plan and the board reviewed annual goals and discussed the executive director transition plan.
- The annual Foundation audit for 2019-2020 has been completed and approved by the Finance Committee on behalf of the Board. The accounting firm of Vine Dahlen provided an unmodified, or clean, opinion that the financial statements are presented fairly, in all material respects, and in conformity with U.S. generally accepted accounting principles (U.S. GAAP). One material finding was identified in which a pledge to the STEM campaign was committed on June 28th, 2020, 2 days prior to the end of fiscal year 2019-2020, and not recorded as activity for that period. This was the result of the Director of Finance transitioning at the end of the year and the position being vacant for the first quarter of the fiscal year 2020-2021.
- The Board Operations committee held an impact reception on February 4th for prospective 2021-2022 board members.

**FOUNDATION ACTIVITY**

- During the first week of January, the Foundation awarded nine Complete the Dream scholarships to students who are in their last quarter and need financial assistance to graduate or complete their program or certificate.
- We continue to award Student Emergency Assistance weekly. The majority of the funds are used to address food and housing insecurity.
- The Foundation's 2021-22 annual scholarship application will open on February 15th and close on April 1st. Volunteers are needed to review scholarship applications.

**FUNDRAISING**

- The 2020 Fall Leadership Campaign exceeded our \$60,000 goal, raising \$62,250 for student success initiatives.
- The "INSPIRE: Transformational Impact" virtual gala is well on its way and will take place April 21-24th. We currently have over \$70,000 in confirmed sponsorships and \$26,000 pledged in support of student donations. The event, emceed by King 5, will include hosted zoom parties, a short recorded program with an inspiring student keynote, various student/program/donor highlights, and an online auction. Our goal is to raise \$300,000.
- Verdant Health renewed their grant of \$12,000 for 100 prepared meals each week for food insecure students. The Culinary Arts Department is preparing the majority of the meals. The Food Pantry will receive \$3000 from the grant for food and supplies.

**BOARD OF TRUSTEES  
February 18, 2021**

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**PRESIDENT'S REPORT - February 2021****ctcLink**

After 18-months of preparation, including intense organization-wide focus for the last 6 months, Edmonds College is now live with ctcLink. This switch, from over 70 legacy information systems to one integrated SBCTC system, will be transformational in how we do our work - especially in how our data can be harnessed to improve the efficiency of our teams and the experience of our students. I am very proud of the way our college handled this project, which required an immense amount of all the 21st-century skills we aspire to teach our students: critical thinking, collaboration, communication, creative problem-solving, and flexibility.

Across the college, faculty and staff have been working tirelessly to get us ready for the migration, and I am very grateful to them. I am also very grateful to CIO Eva Smith and Project Manager Beth Farley, who have done a superb job shepherding this project through many ups and downs, along with their core team members. Once our systems have stabilized, we will invite the core ctcLink project team to a Board meeting in order to be recognized for their great work.

**COVID-19 Update**Vaccination Site

In early January, we began partnering with Snohomish County Health District, Snohomish County Emergency Management, Seattle Visiting Nurses, and Verdant Health Commission, to provide COVID-19 vaccinations to the public.

Our Safety, Security and Emergency Preparedness team, led by Director Jade Jeter-Hill, has done an outstanding job coordinating with our partners to make sure they are well-supported by the college. We have received feedback from our partners that they are glad to have our site to use, with access to power, restrooms for nurses and volunteers, and an indoor, secure storage space that they can use for valuable equipment such as radios and ipads. The County is considering adding a trailer to the site to assist site administrators and volunteers with work space and protection from the elements.

The County's Emergency Coordinating Center is supplying 24-hour security to keep the vaccination site secure, as well as manage the tents and the cones/signage used to direct traffic flow, and our security team is on-hand to assist whenever needed.

Members of the public have reached out to let us know that they have found our site well-organized and efficient. While Washington continues to struggle with access to enough doses of the vaccines, our site continues to serve the community to the best of its capacity.

Remote Operations

After considering a number of factors, including Snohomish County infection rates, the influx of highly contagious virus variants, limited vaccine availability, and feedback from our employees across campus, our campus' remote operations have been extended through June 25. This mirrors our decision to keep classes mostly online for spring quarter. As we monitor progress over the next few months and more is known about the safety of bringing people back to in-person operations, we will determine how to proceed for the summer.

**Winter Quarter**

Winter Quarter started January 4th, with the large majority of classes taking place online. Enrollment is down 11.6% from last winter. It's a challenging time for Edmonds College as well as the system as a whole. Enrollment declines are largely due to COVID-19 and the resulting economic hardship. Students are struggling with the challenges of remote learning, which has been compounded by financial instability, social isolation, the added burden of finding a place to study, and the physical and mental health effects of the virus itself.

**Higher Education Emergency Relief Funds For Colleges**

The second round of emergency funding (HEERF - II) for colleges was announced in mid-January by the Department of Education. The \$21.2B package contains a minimum funding amount that must be used for student aid, and another portion that can be used by the institution to offset lost revenue, provide reimbursements for expenses already incurred, and offset technology costs. Edmonds College has received \$1.44M for student aid, and \$4.5M for institutional expenses. We are awaiting further guidance from the DOE that will enable us to disburse this funding to our students in spring, summer and fall quarters.

# COMPREHENSIVE PLAN PROGRESS REPORT



## GOAL 1: ACCESS

### STRATEGY 1A: Increase New Student Enrollments

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
1. Increase Applications for International Students; Increase Application Conversion Rates for International Students	At a stand-still	<input type="checkbox"/>	Active & On-going
2. Increase Applications across all High Schools in the service area	Progress made	<input checked="" type="checkbox"/>	Complete / Ahead of Target
3. Increase Applications from adult learners	Progress lost	<input type="checkbox"/>	In Planning / Below Target
4. Increase Conversion Rates across all groups, including High Schools and Adult Learners	Progress lost	<input type="checkbox"/>	On Hold
5. Increase Conversion Rates for Adult Learners	Progress lost	<input type="checkbox"/>	Active & On-going

### STRATEGY 1B: Offer Clear, Relevant Academic Programs

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

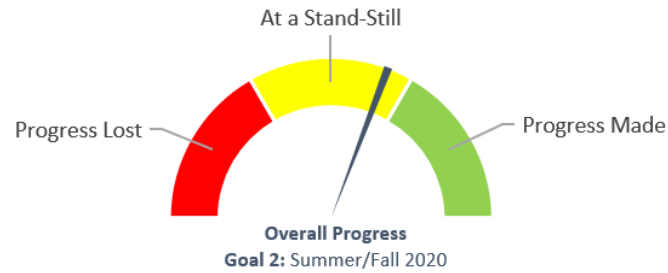
1. Increase number of program map templates built and ready for student use	At a stand-still	<input type="checkbox"/>	In Planning / Below Target
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### STRATEGY 1C: Close Racial Equity Gaps Related to Access

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

1. Increase Applications received from BIPOC applicants	Progress lost	<input type="checkbox"/>	On Hold
2. Black conversion rates will be at least 36% for Fall 2020; Latinx conversion rates will be at least 35% for Fall 2020; Indigenous conversion rates will be at least 35% for Fall 2020	Progress lost	<input type="checkbox"/>	Active & On-going





# GOAL 2: SUCCESS

## STRATEGY 2A: Ensure Learning for All Students

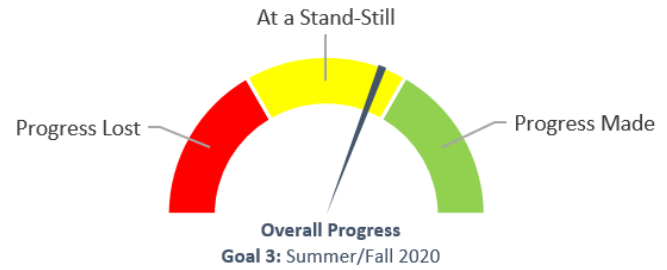
The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year To Date
1. Increase number of new internship and high-demand job opportunities created; Increase number of students who participated in opportunities	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target

## STRATEGY 2B: Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success.

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

1. Increase percentage of all new, credit-bearing students in a CCS course who meet with an advisor by the end of their first quarter; Increase percentage of new, credit-bearing students who have enrolled in a Career and College Success class during their first quarter	Progress made	<input type="checkbox"/>	Active & On-going
2. Increase percentage of new students completing college-level English within first year; Increase percentage of new Black, Latinx, and Indigenous students completing college-level English within first year	At a stand-still	<input type="checkbox"/>	In Planning / Below Target
3. Increase percentage of new students completing college-level Math within first year; Increase percentage of new Black, Latinx, and Indigenous students completing college-level Math within first year	At a stand-still	<input type="checkbox"/>	In Planning / Below Target
4. Disaggregate and Analyze Quarterly Persistence Rates of students who complete a Career and College Success Course compared the college's overall Persistence Rates; All new students are coded in a program of study within their first two quarters	Progress made	<input checked="" type="checkbox"/> <input type="checkbox"/>	In Planning / Below Target
5. A comprehensive racial equity student success plan for Black, Latinx, and Indigenous students has been developed	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
6. Increase 4-year completion rates for all student groups	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
7. Increase one-quarter and one-year persistence for Latinx students; Increase one-quarter and one-year persistence for African American students; Increase one-quarter and one-year persistence for Indigenous students; Increase 4-yr completion for Latinx students; Increase 4-yr completion for African American students; Increase 4-yr completion for Indigenous students	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target



# GOAL 3: COMMUNITY ENGAGEMENT

## STRATEGY 3A: Meet Employer and Community Needs through Programs and Services

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
1. Increase number of customized training and professional development opportunities and/or meet community needs for personal enrichment through specialized non-credit offerings.	Progress made	<input checked="" type="checkbox"/> <input type="checkbox"/>	In Planning / Below Target

## STRATEGY 3B: Advance Community Support for the Edmonds College Foundation

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

1. Increase number of scholarships awarded and amount awarded to Historically Underrepresented Students of Color (HU-SOC) compared to the total number of scholarships awarded	Mixed result	<input checked="" type="checkbox"/> <input type="checkbox"/>	In Planning / Below Target
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# GOAL 4: CAPACITY AND OPERATIONAL EXCELLENCE

## STRATEGY 4A: Become an Anti-Racist Institution

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
1. Offer at least eight (8) listening sessions with faculty, staff, and identify at least five (5) accountability actions	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
2. Develop a review guide for addressing bias language and barriers	At a stand-still	<input checked="" type="checkbox"/>	In Planning
3. At least 200 individuals participate in professional development focused on eliminating institutional racism and developing cultural proficiency; Develop an E & I certificate focused on the same	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
4. Develop an equity hiring plan	Progress made	<input checked="" type="checkbox"/>	In Planning

## STRATEGY 4B: Ensure Fiscal Health and Stability

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

1. Increase alignment of student fees for technology with other course and student fees	Progress made	<input type="checkbox"/>	Active & On-going
2. Identify at least 2 new funding streams to support at least 3 new macro-level projects/initiatives	At a stand-still	<input type="checkbox"/>	In Planning / Below Target
3. At least 2 finance/budget trainings offered; Increase number of college departments that operate within their budget and realize budget savings	Progress made	<input type="checkbox"/>	In Planning / Below Target
4. At least \$3 million in continuing grants will be secured each year; At least \$500,000 in new grants will be secured each year	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target

## GOAL 4: CAPACITY AND OPERATIONAL EXCELLENCE, cont'd

### STRATEGY 4C: Enhance Employee Recruitment and Retention

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
1. Increase the number of diverse, qualified applicants that apply to Edmonds College	Progress made	<input checked="" type="checkbox"/>	In Planning
2. Review and update Title IX, Student Conduct, and Civility policies/procedures for compliance	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target

### STRATEGY 4D: Invest in Digital Transformation

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column

1. The college is live and operating on ctclink.	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
2. 50% reduction in ctclink-related support tickets (outstanding and completed)	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
3. Improved efficiency in business processes due to ctclink automation	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
4. Business processes optimized through implementation of data analysis	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
5. 12 existing data views that are re-configured post ctclink implementation	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target



# GOAL 5: ENTREPRENEURIAL HUB

## STRATEGY 5A: Grow Public/Private Partnerships for Entrepreneurial Endeavors

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

	Metrics		Action Items
	Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
1. Identify private partner for a new entrepreneurial-related building on college property	At a stand-still	<input type="checkbox"/>	On Hold
2. Position the Facility Makerspace and the WATR Center as entrepreneurial resources for makers and investors	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
3. Increase collaboration with Partner Lynnwood to identify and execute entrepreneurial projects	Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target

## STRATEGY 5B: Create Entrepreneurial Learning Opportunities

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

1. Increase classes and workshops offered through the new Center for Innovation and Entrepreneurship; Increase workshops and courses to support communities of color in entrepreneurship; Increase number of BIPOC community attending Center for Innovation and Entrepreneurship classes	At a stand-still	<input type="checkbox"/>	In Planning / Below Target
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# GOAL 6: ANYTIME ANYWHERE

## STRATEGY 6A: Increase Flexible Academic Delivery

### Options

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

- 1. Online teaching certification process created and implemented for faculty;  
Online course quality certification process created and implemented

Metrics		Action Items
Progress Status Summer/Fall 2020	Met Target?	Progress Status Year-To-Date
Progress made	<input type="checkbox"/>	Active & On-going

## STRATEGY 6B: Deliver Technology Enhanced Services and Programs

The metrics below are lead indicators that have been identified for each strategy. Each metric has specific actions associated with it and progress on those is reported in the right column.

- 1. Shifting additional courses online due to virtual computer labs; 90% of software used in computer lab classes available for students virtually, leading to greater student satisfaction with online tools
- 2. Digital acceptance packets developed with software company; Increased student engagement with acceptance packets
- 3. Develop new digital processing for receiving transcripts, leading to increased employee efficiency
- 4. Increased student satisfaction with online tools, due to new service innovations designed to engage remote learners and improve accessibility

Progress made	<input checked="" type="checkbox"/>	Active & On-going / On Target
Progress made	<input type="checkbox"/>	Active & On-going
At a stand-still	<input type="checkbox"/>	On Hold
Progress made	<input type="checkbox"/>	Active & On-going