

**BOARD OF TRUSTEES**  
**Regular Meeting****Thursday, March 21, 2024**

Meeting: 3:30pm – 7:30pm

**In Person:** Gateway Hall, Room 352, 6600 196<sup>th</sup> Street SW, Lynnwood, WA**Zoom:** <https://us02web.zoom.us/j/85604032619>**Join by telephone:** (253) 215-8782 | **Meeting ID:** 856 0403 2619**AGENDA**

- |  |   |                                   |
|--|---|-----------------------------------|
| 3:30pm   | <b>1. Call to Order</b>   | Chair Dave Earling                |
| 3:32pm   | <b>2. Introduction of Guests</b>  | Chair Dave Earling                |
| 3:35pm<br><a href="#">page 3</a>   | <b>3. Approval of Meeting Minutes</b><br>February 15, 2024 – Regular Meeting  | Chair Dave Earling                |
| 3:38pm   | <b>4. Next Meeting</b><br>Thursday, April 18, 2024  | Chair Dave Earling                |
| 3:40pm   | <b>5. Public Comment</b><br>To make a public comment, you may submit it in writing to <a href="mailto:publiccomment@edmonds.edu">publiccomment@edmonds.edu</a> no later than Wednesday, March 20, 2024, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting. Public comments may also be made in person at the meeting. All virtual participants who wish to make a public comment should submit one in writing as outlined above. | Chair Dave Earling                |
| 3:50pm   | <b>6. President's Report</b>  | Dr. Amit Singh                    |
| 4:00pm   | <b>7. Informational &amp; Monitoring Reports</b><br>7- Year Accreditation Visit Preparation (30)  | James Mulik                       |
| 4:30pm<br><a href="#">page 13</a><br><a href="#">page 14</a><br><a href="#">page 15</a><br><a href="#">page 17</a> | <b>8. Old Business: Second Consideration and Final Action</b><br>a. Course Fee Changes – AMMET<br><b>Resolution #24-3-1</b><br>b. Land Acknowledgement<br><b>Resolution #24-3-2</b>   | Kim Chapman<br><br>Dr. Amit Singh |

4:45pm	<b>9. Break (10)</b>	
4:55pm	<b>10. New Business: First Consideration</b>	
<b>page 19</b>	a. Consideration of Candidate for Tenure Status	Kim Chapman
<b>page 21</b>	b. Consideration of Continuing Tenure Probationary Status	Kim Chapman
	i. Second Year Candidates	
	ii. First Year Candidates	
<b>page 31</b>	b. Consideration Candidates for Professional Leave	Kim Chapman Kim
<b>page 33</b>	c. Consideration of New Program: Pre-Healthcare Certificate in Allied Health	Chapman
<b>page 38</b>	d. ASEC 2024-25 Fee Budget	Kayli Short
<b>page 40</b>	e. Real Estate Acquisition: Rainier Place	Dr. Jorge de la Torre
5:40pm	<b>11. Representative Reports</b>	
	a. Student Government Representative (5)	Eshcol Mulugeta Lia
	b. Classified Staff Representative (5)	Andrews
	c. Faculty Representative (5)	Scott Haddock
5:55pm	<b>12. Foundation Report <a href="#">page 41</a></b>	Tom Bull
6:00pm	<b>13. Break (10)</b>	
6:10pm	<b>14. Board Discussion</b>	Chair Dave Earling
	a. Trustee Updates	
<b>page 42</b>	b. Appointment of DEI Committee Members	Chair Dave Earling
	c. Other	
6:25pm	<b>15. Executive Session (25)</b>	Chair Dave Earling
6:50pm	<b>16. Approval of Faculty Collective Bargaining Agreement RESOLUTION #24-3-3 <a href="#">page 43</a></b>	Chair Dave Earling
6:55pm	<b>17. Study Session – Open Public Meetings Act (35)</b>	AAG Sara King
7:30pm	<b>18. Adjournment</b>	Chair Dave Earling
	<b>Next Regular Meeting: Thursday, April 18, 2024, 3:30pm</b>	

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Times are estimates only and subject to change.

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

Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President: kristen.nyquist@edmonds.edu

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## **BOARD OF TRUSTEES**

### **Regular Meeting: February 15, 2024**

Location: Edmonds College, Gateway Hall 352: 6600 196th Street SW, Lynnwood, WA

Virtual Participation via Zoom

### **Draft Minutes**

**Trustees Present:** Dave Earling, Chair; Carl Zapora, Vice Chair; Bryanna Artellano; Adrienne Wagner; Wally Webster; Courtney Wooten (attending via Zoom)

**Trustees Excused:** None

#### **Others Present:**

Dr. Amit Singh, President

Sara King, Assistant Attorney General

Scott Haddock, Faculty Union Representative

Eshcol Mulugeta, Associated Students of Edmonds College Representative

Lia Andrews, Classified Staff Union Representative

Dr. Mari Acob-Nash, Vice President for Enrollment and Student Services

Tom Bull, Executive Director of the Edmonds College Foundation

Kim Chapman, Vice President for Instruction

Dr. Jorge de la Torre, Vice President for Student Engagement & Support, and Special Assistant to the President

Karen Magarelli, Executive Director for Marketing & PIO

Suzanne Moreau, Vice President for Human Resources

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

Kristen NyQuist, Director of Planning and Operations

Eva Smith, Chief Information Officer

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

Various members of the campus community and public

#### **CALL TO ORDER**

Chair Earling called the meeting to order at 3:30pm, and welcomed those present.

#### **INTRODUCTIONS**

Chair Earling led the introduction of the Trustees; Dr. Singh led introductions of the President's Leadership Team and AAG Sara King.

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

Chair Earling called for a motion to approve the minutes from the November 14, 2023 meeting, which was made by Vice Chair Zapora and seconded by Trustee Wagner. Eshcol Mulugeta noted a correction to her report on page 3 of the minutes - the communications assistant was the only position hired. Chair Earling called the vote noting that correction, and the minutes were approved.

**Approved**

## **NEXT MEETING**

The next meeting will be the joint study session with the Edmonds School District Board of Directors on March 5, 2024 at 5:00pm; the next regular meeting of the Edmonds College Board of Trustees will take place on March 21, 2024 at 3:30pm.

## **TRANSFORMING LIVES**

Dr. Singh introduced the segment noting that the intent is to hear from a wide range of students from across our campus. The students at this meeting are guests from the athletics department.

Noah Albanese plays baseball for Edmonds College and introduced himself as having grown up in Kenmore and graduated from Inglemoor High School. He said that his decision to attend Edmonds College was based on the fact that we have a winning baseball team. He had met Coach Brooks Roy when he was still in high school and had a strong relationship, and decided to pursue his goal of playing ball at a Division 1 school at Edmonds. He told the Board that his experience has been great - the staff and faculty are helpful and kind, and he's especially grateful for the athletics staff members Spencer Stark and Rey Carujo.

Hailey Dreier plays volleyball for Edmonds College and introduced herself as having grown up in Kennewick, WA. She chose Edmonds College because of its location, and loves being a student here. Attending online and hybrid classes has enabled her to have a job. She noted that the athletics staff are wonderful, helping her with many things from academic progress to expediting doctors visits when she had a sports-related injury. She said she feels that Edmonds College really cares about its athletes.

Chair Earling thanked both students for sharing their stories with the Board.

## **PUBLIC COMMENTS**

No comments were received in writing or delivered in person.

## **PRESIDENT'S REPORT**

Dr. Singh reserved his time for the next segment.

## **INFORMATIONAL & MONITORING REPORTS**

### **Q2 Operating Budget Update**

Dr. Singh introduced the Q2 Budget update, noting that it covers the first 6 months of the fiscal year, from July to December. James Mulik, Vice President of Finance, Grants, and Institutional Effectiveness, shared some slides with the following update:

The FY24 operating budget was approved in June 2023 by the Board of Trustees, with a possible shortfall of \$1.997M.

As of December 31, 2023, expenses have been up by \$3.2M as compared to the same period last year. Of that, salaries are \$1.7M higher, with \$700K of that for classified staff and \$1.005M for faculty, with exempt salaries down by \$84K. Dr. Singh explained that the COLAs were a big part of the increase. Additionally, the WATR Center saw increased expenditures for the period which reflect a faster use rate for the allocated State dollars due to increased demand from Boeing to train their workers. The Financial Aid figures, which show pass-through monies, are up significantly which denotes faster processing than last year.

On the revenue side, tuition has been on the rise for the last two years, and we are now at \$7.3M, which does not include spring quarter 2024. Currently we are ahead by \$513K over last year at this same time. Shared funding, which includes international tuition, is down by \$566K over last year due to several factors that are currently being analyzed in order to make adjustments for the fall.

The Board asked several questions relating to the budget update and thanked Dr. Singh and Mr. Mulik for their presentation.

### **Economic Impact Update**

Dr. Singh introduced the topic noting that the Board had expressed interest in learning more about the economic impact of our graduates, and while we don't have all the data we'd like, there is some to share. Mr. Mulik explained that every college program of study has a code that corresponds to certain occupations, and we also have the U.S. Bureau of Labor Statistics data for 2022, which lists occupations and their average salaries. Mr. Mulik's team analyzed student completion data for the same period, matching credentials with possible occupations, and then layered that data with publicly available entry-level salary figures. His team included 1338 students in the data set, which included sex and race disaggregations. He shared two in depth examples of how scenarios were calculated, both for an Associate of Applied Science Transfer Degree in Business Management, and a Certificate of Completion - CIS Java Developer.

Using that same methodology, Mr. Mulik shared the potential aggregated economic impact for the 2021-22 students as follows:

- 1338 students completed credentials in the 2021-22 dataset
- 118 different credentials awarded
- Average, estimated entry-level salary: ~\$45,000
- ~\$60 million estimated, aggregated Annual Earnings for the 1338 students
- ~\$12 million more in benefits
- ~\$72 million total in salaries + benefits

### **College Priorities: Mid-Year Update**

Dr. Singh introduced the topic noting that his leadership team would present their progress on the Comprehensive Plan's actions and strategies to-date, with the final year-end presentation happening at the summer study session.

The President's Leadership Team presented an update as follows:

#### **GOAL 1: ACCESS**

##### **Strategy 1A: Increase New Student Applications and Conversion**

- Increase High School Graduates' Application and Conversion Rates
- Increase Running Start Application and Conversion Rates
- Increase Adult Learner Application and Conversion Rates
- Increase Re-enrollment of Stop-out Students
- Increase Enrollment in BAS programs
- Increase Pre-College-to-College Conversion
- Increase International New Student Enrollment

##### **Mid-Year Update:**

- Overall Applications are up for Fall 23 (2866 up from 2566), Winter 24 (2431 up from 3209) and Spring 24 (1230 up from 579)
- Overall Conversions for Fall 23 (46% down from 49%) and Winter 24 (59% up from 55%)
- Running Start applications up Fall 23 (855 up from 628) and Winter 24 (3209 up from 2431)
- Running Start conversions for Fall 23 (75% down from 80%) and Winter 24 (46% down from 63%)
- Stop outs: progressing, baseline set, interventions are happening and data will be reviewed
- BAS: improved tracking students from first inquiry to application and enrollment, better data analysis, program maps completed, marketing plan in place, created crosswalk for PLA

- Pre-college to college: created baseline data and implementing interventions aimed at students in levels 5 and 6; increased classroom visits
- International application numbers are down; conversion rate has increased
  - 431 completed applications for fall and winter 2023-24 vs 772 completed applications for same period 2022-23
  - 2023-24 conversion rate is 46.4% vs 30.5% in 2022-23
  - New student enrollment for this year is less than last year
  - 200 New international students in 2023-24 vs 239 in 2022-23
  - Implemented additional outreach incentives
  - Top five countries enrolled: Vietnam, Japan, Indonesia, China, and Bangladesh

## **GOAL 2: SUCCESS**

### **Strategy 2A: Fully Build the First Pillar of Guided Pathways - Clarify the Path**

- Optimize Process of Publishing Program Requirements
- Complete and Publish Program Maps

#### **Mid-Year Update:**

- Direct Transfer Program Maps are almost complete
- Work on Prof Tech Program Maps: focusing on sequencing courses within the program
- Progress was made on the format and template for publishing Program Maps in the catalog on the website
- Focus on Professional Technical Program maps in spring

### **Strategy 2B: Fully Build the Second Pillar of Guided Pathways - Getting Students on the Path**

- Required Onboarding Including Customized Academic Plan (Financial Aid, NSA, NSO, Career Exploration, Assigned Advisor)
- Successful Completion of Career and College Success Course

#### **Mid-Year Update:**

- New Student Advising and New Student Orientation are now in Canvas
- Advisors are providing students with a PDF to put into their online ctcLink Planner
- College & Career Success class: Working on adding a milestone to ctcLink for tracking completion of this course.

### **Strategy 2C: Fully Build the Third Pillar of Guided Pathways - Keeping Students on the Path**

- Identify Enhancements for the Early Alert Process Based on Data
- Define and Implement Milestone Checkpoints by Assigned Advisor
- Ensure Success in Foundational Courses
- Shorten the Path to College Level Courses
- Grow the Men of Color Scholars program
- Increase Student Engagement
- Increase Student Wellness and Support

#### **Mid-Year Update:**

- Early Alert: The process is in place, impact data is collected and assessed
- Assigned Advisor: All new students are being assigned an advisor
- Foundational Classes: Courses will be identified through program review
- Math and English Pathways: The Directed Self Placement for English is being updated and Math co-requisites are implemented.

- Men of Color: Engaged with campus community with opportunities to learn about the TakeOff: Institutional Innovations for College Men of Color Initiative
  - Fall 2023 enrollment: 47 participants. 36 (77%) continuing students; 11 (23%) new students
  - Winter 2024 enrollment: 42 participants. 40 (95%) continuing students from Fall; 2 (5%) new students
  - Fall to Winter persistence: 40 continuing of the 47 Fall 2023 total participants = (85%).
  - Continue to offer high engagement with the MoC
- CSEL and CSCDI - Affinity clubs formed (Asian, LBGTQ+, Black, Latino Student Unions) as well as the Chinese Student Association, Vietnamese Student Association, and Indo Club.
- Housing, Athletics, Child Care, Counseling, Disability Services, Resource Hub numbers are all up
- Class Pass Rates: 82% for Fall 2023 compared to 79% for Fall of 2022
- Fall-to-Winter Persistence: 77% for Fall 2023 compared to 76% for Fall 2022

### **GOAL 3 - COMMUNITY ENGAGEMENT**

#### **Strategy 3A: Expand Awareness and Storytelling About Access and Success at Edmonds College in the South Snohomish County community**

- Increase leadership engagement across Snohomish and North King Counties in community partnerships, collaborative initiatives, presentations, and regional PLT assignments

#### **Mid-Year Update:**

- Current relationships with 44 different local organizations and groups, 6 presentations to date
- Goal to increase by 3 presentations over last year, or 12 in total
- Nurture and grow existing relationships into strong partnerships for mutual gain

### **GOAL 4: CAPACITY AND OPERATIONAL EXCELLENCE**

#### **Strategy 4A: Optimize Key College Processes and Provide Training to Stakeholders**

- Review and revise position descriptions for a portion of exempt and classified employees
- Offer at least 2 workshops/online sessions to college employees on each of the following topics: budget development; financial management; purchasing processes; travel processes; and contract processes
- Update and Implement Employee Compliance Training, and Onboarding/Offboarding Processes

#### **Mid-Year Update:**

- Position Description Updates in process coordinated with employee evaluations, supervisor workshops
- 23 sessions offered. 231 duplicated attendees (target 300). 95% of respondents reported increase in understanding (50% target)
- Employee Compliance Training: 2024 Process Update - Completions: 780+ in the first month

#### **Strategy 4B: Hire and Retain Diverse Employees**

- Continue to Hire and Retain Employees Who Reflect Our Community Demographics
- Community Outreach

#### **Mid-Year Update:**

- Neurodiversity Cultural Responsiveness Training Provided
- Search Advocacy Training Provided
- Recruitment Opportunities with Community Partners

**Strategy 4C: Comply with "Diversity in Higher Education" and "Equity and Access in Higher Education" laws**

- Take All Appropriate Steps to Comply with the Laws

**Mid-Year Update:**

- EC employees continuing to complete the DEI mandatory training and provide feedback
- Working with key areas to implement the DEI Strategic Plan
- Offering Climate survey feedback/listening sessions Winter 2024

**Strategy 4D: Stay in Full Compliance with the Accreditation Policies to Improve Effectiveness and Fulfill College Mission**

- Complete Required Steps to Submit a Year-Seven Self-Evaluation Report and Host an On-site NWCCU Visit

**Mid-Year Update:**

- Detailed Action Plan Created and in Progress
- Distributed "Accreditation and You" document to CLT members on Nov. 6, 2023
- Mock visit held Nov. 7, 2023
- Met the visiting team chair on Nov. 8-9, 2023
- Distributed mock visit team report to the college on Nov. 30, 2023
- Taking steps to address items of concern that the mock team noted
- Report submitted in advance of deadline
- Presented "Accreditation and You" to faculty; revamping Program review

**GOAL 5: ADVANCING CAREER MOBILITY THROUGH RELEVANT & INNOVATIVE SUPPORT AND SERVICES**

**Strategy 5A: Design and Develop Student Services for Career Mobility and Advancement**

- Create a cross-functional team to analyze the existing infrastructure to inform the design of new Student Services for Career Mobility and Advancement
- Implement at least 3 of the 5 of the action items recommended by the cross-functional team, by Spring 2024

**Mid-Year Update:**

- A cross-functional team is meeting regularly to identify current online supports and services for adult learners.
- Progress has been made on the following action items: 1) define adult learner, 2) define mission of innovative support services for long life learning, and 3) brainstorm innovations for adult learners to upscale their learning.

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**GOAL 6: EMBRACING DISRUPTIVE TECHNOLOGY TO BE FUTURE READY**

**Strategy 6A: Establish Center for AI and Data Science as an Innovation Hub**

- Plan and Design Center for AI and Data Science
- Launch Center for AI and Data Science Based on Approved Design by December 31
- Develop and Launch New AI and Data Science Programs, Courses (AI for Everybody) and Infuse AI and Data Science into Existing Programs

**Mid-Year Update:**

- Plan reviewed and approved by PLT in October 2023
- Soft Launch of Center - Website and Community Connections Program Launch in January; AI Innovation Lab - Community Event (March or April 2024)
- AI for Everybody Pilot; AI WOW infographic for more information regarding Fall Quarter focus
- Community of Practice
- Student Survey (400 student responses)
- Community Connections speaker

Chair Earling commented that he felt the mid-year Comprehensive Plan update presentation needed to be pared down. Trustee Webster commented that he is always seeking to understand how each of the things being done contributes to completion.

**BREAK**

At 5:04pm, Chair Earling adjourned the meeting to a 10-minute break, returning at 5:14pm.

At 5:16pm, Chair Earling reconvened the meeting in open session.

**NEW BUSINESS: FIRST CONSIDERATION**

**Course Fee Changes - AMMET**

Dr. Singh introduced the topic, stating that when the Advanced Manufacturing Materials and Engineering Technology Bachelor of Applied Science Degree (AMMET) had been started, it was decided to delay introducing course fees for the first two years. Dr. Carey Schroyer, Dean of the STEM Division, presented further background, noting that the program is expensive, and the proposed fees will support the labs. Starting in Fall 2024, course fees will need to be collected for seven different classes, ranging from \$30-100. Assistance is available for students who need it, through the program navigator.

**NEW BUSINESS: FIRST CONSIDERATION & FINAL ACTION REQUESTED**

**Land Acknowledgement**

Dr. Singh introduced the topic, reminding the Board that when the topic initially came up, he had received the Board’s approval to form a committee led by Dr. Yvonne Terrell-Powell, Vice President of Equity, Inclusion and Belonging, to draft a Land Acknowledgement that would be reviewed by local tribal leaders.

Dr. Terrell-Powell shared the committee membership and the process which led to a draft Acknowledgement being shared with the Tulalip Tribe, who confirmed that it aligned with their principles and values.

Chair Earling called for a motion to approve Resolution #24-2-1 *Approval of Land Acknowledgement to be Read at Board of Trustees Meetings*, which was made by Vice Chair Zapora and seconded by Trustee Wagner. Chair Earling called for discussion, and Trustee Wooten stated that while she appreciated the

effort, intention, and energy of the resolution, she didn't feel it reflected the Board's goals, and asked that the approval of the resolution be postponed until the April meeting in order to be able to reword the resolution language (not the Land Acknowledgement) to be more future oriented.

After extended discussion, Trustee Wagner made a motion to table the vote on the resolution until the March 21, 2024 meeting, which was seconded by Chair Earling and approved.

#### **Motion Tabled**

Chair Earling asked Trustees Wooten and Webster if they were willing to work on the resolution language before the next meeting, and they both agreed.

### **REPRESENTATIVE REPORTS**

#### **ASEC Representative - Eshcol Mulugeta**

Ms. Mulugeta reported that the ASEC Executive Board hired an assistant to support the functions of the Board. They also appointed a new Executive Officer for Student Relations. The Executive Board issued a position statement resolving not to accept new program funding requests for the 2024-2025 fiscal year. The Board has appointed members to several committees, including Executive Board Hiring Committee, Student Board of Trustee Selection Committee, Service & Activities Fee Budget Committee, and Executive Board Assistant Hiring Committee. The Board also formed a Financial Code Revision Committee as the Board would like to add rationale statements to the ASEC Financial Code to comply with the Killian Guideline. The Board actively participated in Legislative Advocacy Day in Olympia, advocating for housing costs for students, textbook affordability, and student pay equity & increased financial assistance. The Board has allocated funding to sponsor the 2024 Foundation Gala. In addition, the ASEC has purchased a campus-wide New York Times subscription providing students, faculty, and staff members with access to valuable insights and information to inform decision-making and stay abreast of current affairs and trends.

#### **WPEA Representative - Liz Mueth**

Ms. Mueth reported that the union stewards hosted a member meeting on the accreditation visit. In addition, two stewards will go to Olympia on Monday to advocate with legislators. The WPEA is preparing for negotiations and has elected Amanda Hacker as president, and EC's own Frederick Pieters as secretary. The WPEA has been advocating for Senate Bill 5694, which, among other things, would permit the OFM to adopt job classification revisions, class studies, and salary adjustments due to inequities documented in salary survey data showing specific job classifications that are significantly behind market rate, and subject those job classifications to bargaining.

#### **AFT Representative - Scott Haddock**

Mr. Haddock shared the scope of the AFT Washington Federation, noting that they would be present at Advocacy Day in Olympia on Monday to engage with legislators and advocate for fair compensation, reduced barriers to student support services, and contingent faculty pay equity, with the following priorities:

- Defending Contingent Faculty Right To Unemployment
- Contingent Faculty Benefits Eligibility
- Pay Equity Plan
- Gun Safety
- Support for "Communities For Our Colleges," including Professional Licensure for undocumented students
- Cost-Free College

In addition, the AFT continues to advocate for or against bills of social justice significance alongside community partners, including the Racial Equity Team, Economic Opportunity Institute, Faith Action Network, and Puget Sound Advocates for Retirement Action.

The collective bargaining teams for both the administration and the AFT are continuing to make progress on contract negotiations, and Mr. Haddock expressed hope that a new collective bargaining agreement could be reached before the end of this quarter.

#### **FOUNDATION REPORT**

Tom Bull, Executive Director of the Edmonds College Foundation, reported on recent Foundation activity as follows: \$557K has been raised to-date, including \$170K for scholarships, \$177K for the food pantry, and \$131K in unrestricted funds; the Foundation partnered with the outreach team to get the word out about scholarship opportunities, and reached 11K students in the greater Edmonds area; the INSPIRE event is scheduled for April 27, and the goal is to raise \$350K and have 300 people in attendance. The Impactful Programming grants will be smaller this year, but there is still \$20K available to staff and faculty who need support for scholarly and creative endeavors. Foundation staff member, Elaine Hall, has left the college, and we wish her well in her new position.

Trustee Webster stated that he would like to see student success data for the last 2-3 years.

#### **BOARD DISCUSSION**

Chair Earling opened the floor for updates from the trustees, noting that it was good to have the majority of the trustees present at the recent ACCT Conference in Washington D.C., where they met with Senators Cantwell and Murray, as well as Representatives DelBene and Larsen.

Vice Chair Zapora reminded everyone of the importance of voting, stating that he hopes the college is encouraging engagement with democracy. He also appreciates the New York Times subscription that student government has provided to campus, as quality news is very important, and the local news landscape is changing. He is still helping to place EC students in accounting positions. He thanked the leadership team, staff and faculty for their work.

Trustee Webster thanked Dr. Singh for the recent invitation to speak at the college's Black History Month event, and shared that during Board meetings he asks questions to educate himself because student success is very meaningful to him.

Trustee Artellano shared that the ACCT conference was a highlight for her, hearing from speakers such as Amy Walter and Energy Secretary Jennifer Granholm, who encouraged community colleges to install clean energy sources, and also being able to share her story directly with Representatives DelBene and Larsen as well as Senator Cantwell. She reported that she is collaborating with Everett Community College, as they work to establish a Veterans Resource Center on their campus.

Trustee Wagner shared that she enjoyed being able to spend time with Student Trustee Artellano at the ACCT Conference in Washington D.C. On a personal note, she recently became Executive Director of Leadership Launch, a nonprofit that works primarily with first-generation college-bound students in the 9th grade to first year of college, and she is also facilitating the remaining sessions for Leadership Snohomish County.

Trustee Wooten echoed the sentiments that voter engagement is very important, and that our Student Trustee is outstanding. She noted that the Fall 2024 ACCT Conference would be taking place in Seattle,

which would be a great opportunity to tell our story more. She also noted that she had run into a former student who is doing great work in the community.

**STUDY SESSION**

Chair Earling, noting the time, postponed the Study Session presentation by AAG Sara King until the March 21, 2024 meeting.

**EXECUTIVE SESSION**

At 6:30pm, Chair Earling called an executive session for 25 minutes, returning at 6:55pm, to discuss the topics of real estate and personnel matters.

At 6:55pm, Chair Earling extended the executive session by 5 minutes, returning at 7:00pm

At 7:00pm Chair Earling reconvened the meeting in open session.

**ADJOURNMENT**

The meeting was adjourned by Chair Earling at 7:00pm.

**Next Meeting:** The next regular Board meeting will be held March 21, 2024 at 3:30pm.

\_\_\_\_\_  
Dave Earling, Chair

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

ATTEST:

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

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## **BACKGROUND**

### **CONSIDERATION OF NEW COURSE FEES**

**Subject**

Consideration of new course fees.

**Background**

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

Despite having the permission to increase all applicable fees by a percentage according to the OFM's annual fiscal growth rate, Edmonds College strives to keep costs for students low and is judicious in raising or adding fees, only doing so when necessary to provide services and/or materials.

**Bachelor of Applied Science - Advanced Manufacturing and Materials Engineering Technology (BAS-AMMET), a program for BAS students**, is requesting fees for their lab courses to help pay for materials in their Manufacturing Labs and will be recovery costs for equipment for lab assignments. They are proposing to add fees to seven courses with fees being either \$30, \$60, or \$100. When the courses were originally developed fees were not requested at that time, and these courses have been providing materials without a clear revenue stream to cover the costs. Five are "materials recovery" fees to purchase materials for lab assignments, one is a "material recovery" fee to purchase the materials for the Capstone project, and one is a "material recovery" fee to purchase materials needed to complete the capstone project. The classes with the proposed \$100 fees have labs that require significant raw materials and lab consumables. AMMET 454/455 are capstone classes.

The following new fees are suggested for the 2024-25 academic year:

<b>NEW FEES</b>	<b>AMOUNT</b>	<b>NOTE</b>
AMMET 429	\$30	Lab fee for materials purchased
AMMET 318 & 350	\$60	Lab fee for materials purchased
AMMET 383, 440, 454, 455	\$100	Lab fee for materials purchased

**Recommendation**

The administration of Edmonds College recommends that the Board of Trustees consider the proposed course fee additions at the February 15, 2024 meeting, and approve them as presented, at the March 21, 2024 meeting.

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**RESOLUTION #24-3-1  
APPROVAL OF NEW COURSE FEES AND COURSE FEE CHANGES**

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

WHEREAS, Despite having the permission to increase all applicable fees by a percentage according to the OFM's annual fiscal growth rate, Edmonds College strives to keep costs for students low and is judicious in raising or adding fees, only doing so when necessary to provide services and/or materials; and

WHEREAS, The Bachelor of Applied Science - Advanced Manufacturing and Materials Engineering Technology (BAS-AMMET), a program for BAS students, is in its third year; and

WHEREAS, There are costs associated with materials needed for labs for seven of the program's courses and heretofore, no course fees have been collected; and

WHEREAS, The following new fees are suggested for the 2024-25 academic year:

NEW FEES	AMOUNT	NOTE
AMMET 429	\$30	Lab fee for materials purchased
AMMET 318 & 350	\$60	Lab fee for materials purchased
AMMET 383, 440, 454, 455	\$100	Lab fee for materials purchased

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the course fee additions as presented, at the March 21, 2024 meeting.

\_\_\_\_\_  
David Earling, Chair

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

ATTEST:

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

## **BACKGROUND**

### **Consideration of Land Acknowledgement for Use at Board of Trustees Meetings**

#### **Subject**

Consideration and approval of Land Acknowledgement for use at Board of Trustees meetings.

#### **Background**

During the June 8, 2023 Board of Trustees meeting, Trustee Wally Webster voiced his desire to start Board meetings with a Land Acknowledgement. President Dr. Singh proposed that he could work with staff to get a statement drafted and through the appropriate approval channels with the local tribes, if the Board agreed, which they did. Dr. Singh tasked the Vice President for Equity, Inclusion and Belonging to form a committee to draft a Land Acknowledgement for the Trustees' consideration.

Dr. Yvonne Terrell-Powell formed a Land Acknowledgement committee that included Edmonds College faculty and staff. During the committee meetings, the members discussed and outlined the steps needed to develop a Land Acknowledgement that would be accepted as consistent with the values and principles of the local tribes. The members reviewed a number of local tribal Land Acknowledgements, an unofficial Land Acknowledgement used by the college, and some Land Acknowledgements used by local agencies.

After the committee's research and review, they drafted a Land Acknowledgement that was shared with the Tulalip Tribe, a federally recognized tribe of Duwamish, Snohomish, Snoqualmie, Skagit, Suiattle, Samish, and Stillaguamish people. The Land Acknowledgement was shared with a member of the Tulalip Board of Directors. He recommended that the Treaty Rights Department for Tulalip Tribe review the college's proposed Land Acknowledgement. The Land Acknowledgement was reviewed and was found to be consistent with the Tulalip Land Acknowledgement and principles.

#### **UPDATE:**

At the February 15, 2024 Board of Trustees meeting, the Board voted to table the approval so that language reflecting the Board's intent could be added to the Resolution document. Chair Earling asked Trustees Webster and Wooten to meet with the President and his staff to develop a new Resolution that could be presented to the Board for their approval at the March 21, 2024 meeting.

On February 26, 2024, Trustees Wooten and Webster met with Dr. Singh and staff and changes to the Resolution document were subsequently agreed upon. Resolution #24-3-2 reflects those changes. The proposed Land Acknowledgement statement did not change from the original, which was presented at the February 15, 2024 meeting.

#### **Proposed Land Acknowledgement**

*We acknowledge the Coast Salish Tribes, Bands and First Nations people including the Snohomish, Duwamish, Tulalip, Suquamish, Snoqualmie and many others and their successors, as the original inhabitants of the land where Edmonds College sits and where the diverse communities we serve live, study, and work. Since time immemorial, the Coast Salish peoples have hunted, fished, gathered, and taken care of these lands. We respect their sovereignty, their right to self-determination, and honor their*

*sacred spiritual connection with the land and water. We will strive to be honest about our past mistakes and bring about a future of inclusive indigenous partnerships that includes their families, stories, and voices to form a more just and equitable society.*

*This acknowledgment only becomes meaningful when combined with accountable relationships and informed actions that support student success and community engagement. This is a first step in acknowledging our history, honoring this land, and sustaining our ongoing relations with Indigenous peoples.*

**Recommendation**

The administration of Edmonds College respectfully requests that the Board of Trustees approve the Land Acknowledgement for use at the Board of Trustees meetings, at the March 21, 2024 Board meeting.



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**RESOLUTION #24-3-2**  
**Approval of Land Acknowledgement to be**  
**Read at Board of Trustees Meetings**

WHEREAS, the Board of Trustees of Edmonds College District 23 understands that our shared history has shaped our present and must be a part of how we prepare for the future, and so recognizes that the original inhabitants of the land where our college sits are the Coast Salish Tribes, Bands and First Nations people including the Snohomish, Duwamish, Tulalip, Suquamish, Snoqualmie and other Indigenous people and their successors; and

WHEREAS, we recognize that the history of genocide and colonization have resulted in ongoing educational injustice and erasure for Native peoples, especially in terms of cultural and language preservation, and that the legacy of that violence is often seen today in pushout and underrepresentation in enrollment, persistence, and completion of academic matriculation from educational institutions; and

WHEREAS, Edmonds College's commitment to measurable success for all students is written into our Comprehensive Plan and the practice of disaggregating data informs intentional educational opportunities for all, including students with Native American heritage; and

WHEREAS, the Board of Trustees recognizes that the symbolic gesture of Land Acknowledgement can act as a moral compass for our own decision-making and planning for the future by re-centering our own focus and intentions through broad, seventh generation thinking and contextual awareness; and

WHEREAS, college President, Dr. Amit Singh, worked with a committee of staff and faculty to draft a Land Acknowledgement with the feedback and collaboration of local tribal leaders following the Board request to do so at our general meeting on June 8, 2023; and

WHEREAS, the Board of Trustees is committed to including the Land Acknowledgement at our meetings in continued recognition of our community's collective history and shared future, and as a symbol of our respect for the Indigenous Peoples of the land on which we provide educational opportunities, work and live; and

WHEREAS, the Board of Trustees is committed to sustaining our ongoing relationships and two-way communication with Indigenous Peoples by routinely reviewing our practice of Land Acknowledgement to ensure that it is used as a meaningful guide for action, rather than the end point of collaboration;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees has approved the following statement as the official Land Acknowledgement that will be presented at our meetings:

*We acknowledge the Coast Salish Tribes, Bands and First Nations people including the Snohomish, Duwamish, Tulalip, Suquamish, Snoqualmie and many others and their successors, as the original inhabitants of the land where Edmonds College sits and where the diverse communities we serve live, study, and work.*

*Since time immemorial, the Coast Salish peoples have hunted, fished, gathered, and taken care of these lands. We respect their sovereignty, their right to self-determination, and honor their sacred spiritual connection with the land and water.*

*We will strive to be honest about our past mistakes and bring about a future of inclusive indigenous partnerships that includes their families, stories, and voices to form a more just and equitable society.*

*This acknowledgment only becomes meaningful when combined with accountable relationships and informed actions that support student success and community engagement. This is a first step in acknowledging our history, honoring this land, and sustaining our ongoing relations with Indigenous peoples.*

\_\_\_\_\_  
Dave Earling, Chair

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

ATTEST:

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

## BACKGROUND CONSIDERATION OF TENURE

### Subject

Consideration of tenure for: [Taylor Smith](#), Nursing

### Background

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

Taylor Smith has successfully completed her three-year probationary period. The Appointment Review Committee and administration recommend approval of tenure status.

Ms. Smith has submitted an electronic tenure packet this year. This is a Google Site with navigation that will guide you through the required sections of her tenure portfolio. **Please click on the hyperlinked name above to review the packet.**

### Recommendation

The administration recommends that the Board of Trustees consider tenure for Taylor Smith at the March 21, 2024 meeting and approve tenure for this faculty member at the April 18, 2024 meeting.

## **Tenure Candidate Bio: Taylor Smith, Nursing**

Taylor Smith holds an Associates in Nursing from Anne Arunel Community College and a BSN from American Public University. She was enrolled in a Doctor of Nursing Practice program at Gonzaga but changed her focus and has received a Master of Nursing-Educator degree from UW. She has worked in a number of fast paced clinical areas including recovery room, pediatric and adult ICU, and critical care transport. She was also the infection preventionist at LifeCare of Kirkland as they were recovering after the Covid outbreak. She is certified by the CDC as a Nursing Home Infection Preventionist.

This is Taylor's third year at the college and also her third year of formal teaching in nursing education. She has been a clinical preceptor at the hospitals where she worked. She realized the happiest she was in her career was when she was involved in teaching and that led her to teach at Edmonds College. She currently teaches in our fundamentals courses, pediatrics, medical surgical nursing, and in our capstone courses. She teaches online, in the skills lab, and in clinical. She brings a great deal of energy and enthusiasm to our program. Taylor is an equestrienne and competes in shows regularly with her horse Bella.

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## **BACKGROUND**

### **CONSIDERATION OF CONTINUING TENURE PROBATIONARY STATUS**

**Subject**

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

**Background**

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

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

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

**Second Year Appointments**

Rachel Phillips (College Prep)  
Leslie Rossman (Communication)  
Hsinmei (May) Lin (English)  
Allison Kuklok (Philosophy)  
Ted Chen (Paralegal)  
Roxanne Green (Social and Human Services)  
Jaehan Park (English Language Acquisition)  
Uzair Muhammad (Mathematics)  
Pablo Pedrosa Diaz (Advanced Manufacturing and Materials Engineering Technology)  
Yiren Yue (Biology)  
Jesse Moore (Engineering Technology)  
Frank Kadwell (Information Technology Application Development)

**First Year Appointments**

Yoon Han (Accounting)  
Anna Truss (Computer Information Systems)  
Maria de Zuviria Padlock (Computer Science)  
Julio Garibay (Computer Science)  
Jackie Sheppard (English Language Acquisition)  
Lily Fox (High School Completion)  
Sarah Gray (Library)  
Jennifer Casperson (Nursing)  
Penny Watridge (Nursing)  
Nina Kunimoto (Sociology)

**Recommendation**

Information is presented to the Board of Trustees for their review and consideration.

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## BIOGRAPHIES

### SECOND YEAR PROBATIONERS – TENURE TRACK

#### Pre-College

##### *Rachel Phillips - College Prep*

Rachel earned both a Bachelor of Science degree in Nutrition and a Master's of Arts Degree in Adult Education, Communications, and Sociology from Oregon State University. While at Oregon State, Rachel worked as a study facilitator and tutor for the university's athletics department and taught communications and academic success courses as a graduate student.

Rachel joined Edmonds College as associate faculty member in 2014 and has taught in multiple divisions and departments across campus. Rachel utilizes multiple approaches to teaching and learning, such as contextualization, active learning, student-driven learning, and reading apprenticeship, in order to support student engagement and success. As a first generation college student, Rachel understands the transformative value that education provides and connects with students by sharing her academic journey. Understanding the importance of creating equitable learning environments for the diverse student body at Edmonds College, Rachel utilizes culturally responsive teaching principles and participates in anti-racism professional development opportunities.

#### Humanities and Social Science

##### *Leslie Rossman - Communication*

Dr. Rossman was an Assistant Professor of Communication at Graceland University, Lecturer of Communication Studies, and Director of Students for Violence Prevention place-based learning community at Cal Poly Humboldt. They received their Ph.D. in Rhetoric and Communication Ethics at the University of Denver and earned an MA in Political Studies at the University of Illinois, Springfield. Their research interests include rhetoric and political economy, rhetorical mediations of labor and globalization, precarity in academic labor, in addition to intersectional feminism in women's professional soccer, queer representations in sapphic novels, and gender and sexuality in media more broadly. They teach two Communications, Public Speaking, and Interpersonal Communication, classes.

##### *Hsinmei (May) Lin - English*

Dr. Lin was born and raised in Taiwan, where she obtained her BA and MA before earning her Doctorate in English at the UW in 2019. She specializes in 19th-century American poetry, 20th-century Sinophone poetry, world literature, translation studies, critical animal studies, and environmental humanities. Her teaching focuses on collaborative learning, school-life connection, and community building. She designs her curricula to include multilingual and multicultural populations by approaching writing as an act of identity-(trans)formation, relation-building, and collective creation. When teaching writing and literature courses, she encourages students to create multimodal, interdisciplinary, and exploratory projects that enable them to establish a personal, unconventional world with their unique perspectives. Currently, she is teaching an English 101 section and two English 102 sections (all are all full).

### ***Allison Kuklok - Philosophy***

Allison Kuklok is teaching online and hybrid sections of Intro to Philosophy as well as an online section Contemporary Moral Issues. She grew up in the Pacific Northwest and attended Portland Community College before transferring to Wellesley College. Allison has a Ph.D. in Philosophy from Harvard University and was formerly an Associate Professor of Philosophy at Saint Michael's College in Colchester, Vermont, where she taught an introductory philosophy course and courses in the history of philosophy.

## **Health and Human Services**

### ***Ted Chen - Paralegal***

Edward (Ted) Chen holds a J.D. from Washington University School of Law, and has been a member of the Washington State Bar since 2016. Ted taught for Edmonds College for nearly ten years as associate faculty, both in the Paralegal and ELA departments. Prior to that, Ted worked in industry, including as a law clerk at the Washington State Court of Appeals in Seattle and at the American Civil Liberties Union of Eastern Missouri in St. Louis. He also served as regulatory counsel and medical reviewer for Western Institutional Review Board, working with paralegals.

While at Edmonds College, Ted was a co-presenter for “Putting Equity-Mindedness to Practice in the Classroom,” and he currently serves as one of the co-chairs for the Faculty Senate’s Equity and Inclusion Committee. He also serves on the college’s Diversity, Equity, and Inclusion Council (DEIC). In his role as faculty in ELA, Ted designed an elective course, Law for Everyday Life, focusing on legal life skills for nonnative speakers. Ted was also an early adopter for the flexible learning format, and currently teaches legal courses in a hyflex or dual delivery model, increasing student access by allowing them to attend on campus or virtually.

### ***Roxanne Green - Social and Human Services***

Dr. Roxanne Green holds a Ph.D. in Holistic Nutrition from Kingdom University. In addition, she earned master’s degrees in Family Psychology from North Central University and in Human Development from the University of Houston. She is a licensed chemical dependency counselor, and has certifications in special education and family studies. Dr. Green’s career includes serving in the military, including eight years in the United States Army Reserve. At Edmonds College, Dr. Green is currently serving on the Diversity, Equity, and Inclusion Council (DEIC) and supporting the work of the Faculty Senate’s Equity and Inclusion Committee by facilitating discussion and training for the Health and Human Services division.

Before coming to Edmonds College, Dr. Green taught at a number of other institutions, such as Wright College, Lone Star Community College, and Houston Community College. Her work in industry includes providing individual and group counseling, evaluations, and other support services to those in recovery from substance abuse in probation and other settings. Dr. Green has also published a book, *Understanding the Importance of the Family Narrative: How the Family Narrative Shapes Our Lives*.

## **International Division**

### ***Jaehan Park - English Language Acquisition***

Jaehan Park is an ELA instructor in the International Education Division. A South Korean native, he has received education in both South Korea and the United States and has taught in Korea, Mongolia, and five states in the U.S. He holds a Master's and Ph.D. from Indiana University School of Education. As a researcher, he has published work in the areas of online pedagogy, teacher professional development,

and language immersion education. Jaehan has taught at Indiana University, Penn State University, Chicago State University, and Everett Community College. He brings over 10 years of administrative leadership experience to his role as an instructor, having served as a program coordinator or director in the past.

Jaehan finds the greatest joy in his classroom, where he teaches English to immigrant and refugee students. He is busy learning about his students and is committed to using innovative pedagogy and technology to enhance his teaching and improve student retention. He has participated in the Flexible Learning course and teaches his ELA Level 1 class in a dual delivery mode. He is impressed by the dedication and collaboration of his colleagues in the ELA Department and International Education Division and is grateful for the support of his tenure committee and Dean Christine Kobayashi who continually encourages him to do his best work.

## **STEM Division**

### ***Uzair Muhammad - Mathematics***

Uzair Muhammad holds a Bachelor of Science in actuarial science from Purdue University and a Master of Science in statistics from Texas Tech University. Prior to joining Edmonds College, Uzair taught as a lecturer of mathematics at Texas Tech University and as an associate professor of mathematics at Odessa College. In his role at Edmonds, he teaches a variety of mathematics and statistics courses in all modes (in person, online and hybrid). He has developed curriculum for the mathematics department by creating a corequisite statistics course that helps underprepared students enroll concurrently in a college-level statistics class. Uzair is an active member of the Edmonds College community, regularly assisting students in the STEM Study Room and actively participating in the STEM Journal Club. He is off to a great start and we look forward to working with him through the tenure process.

### ***Pablo Pedrosa Diaz - Advanced Manufacturing and Materials Engineering Technology***

Pablo Pedrosa Diaz holds multiple Bachelor and Master of Science degrees in applied mathematics, mathematics education, aerospace science and technology, and mechanics of materials. He is a certified principal program manager and business development Director with more than 15 years of international experience managing large Aerospace Programs and leading multidisciplinary R&D projects. He has multiple industry certifications and is continuing his education as a doctoral student in spacecraft structures and propulsion. His industry experience, academic knowledge, and ability to communicate are evident in his role at the college as he has developed curriculum and is teaching the first cohort of AMMET BAS students who began in Fall of 2022. He is off to a great start and we are enjoying working with him through the tenure process.

### ***Yiren Yue - Biology***

Dr. Yiren Yue obtained a B.S. in Food Science and Engineering from Beijing Forestry University in China and a Ph.D. in Food Science at the University of Massachusetts. As a researcher, she co-authored several publications; investigated food-based bioactives for disease prevention and treatment associated with obesity and aging; developed an invertebrate in vivo model system for anti-obesity and anti-aging agents screening, and evaluated the effects of environmental pollutants on obesity development and reproductive health. Before joining EC as a tenure track faculty, she was working in the pharmaceutical company and was an instructor and a research mentor during her tenure at the University of Massachusetts (Amherst). Yiren's passion for food science and her commitment to student success are evident in the way she interacts with students and prepares curriculum to engage students in the



learning process. We welcome Yiren to Washington and enjoy working with her through the tenure process. She is off to an excellent start.

***Jesse Moore - Engineering Technology***

Jesse has nearly a decade of experience on manufacturing floors in machine operator, QA, and supervisory roles including assisting technicians working on automated production equipment. In addition to my employment history, he has a strong education background in the same fields. Jesse completed two AAS degrees in Computer Information Technology and Networking and he recently completed an Applied Bachelor's of Applied Science in Mechatronics Engineering Technology and Automation from Clover Park Technical College in Lakewood. Jesse's extensive background in manufacturing and technology are rooted in his lifelong interest to understand how things work and how things are made. We are glad he has chosen to pursue this interest in the ETEC department at Edmonds College.

**Business Division**

***Frank Kadwell - Information Technology Application Development***

Frank Kadwell, PhD, has been an IT consultant for over twenty years, where he serves as a data management specialist. Throughout his career, Dr. Kadwell has worked in numerous information technology areas, including strategy, architecture, and application development. His expertise also includes stints in many corporate vertical departments, including financial services, retail, manufacturing, and health care. In these capacities he has helped companies improve their bottom line and overall quality of data through innovative architectural enhancements and application development. Dr. Kadwell serves on Data Management International (DAMA-I) state and local chapter boards in Minnesota.

Dr. Kadwell enjoys researching machine learning (ML), artificial intelligence (AI), and specifically, AI ethics, which he has spoken about at various IT functions and conferences. His research with machine learning includes supervised and unsupervised learning and finding better ways to understand our world through machine learning. Dr. Kadwell holds a Bachelor of Science degree in Computer Science from the University of Minnesota-Twin Cities, a Master of Science degree in Software Design and Programming from Capella University, and a PhD in Information Technology also from Capella University.

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## BIOGRAPHIES

### FIRST YEAR PROBATIONERS – TENURE TRACK

#### Pre-College

##### *Lily Fox - High School Completion*

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

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

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

## **Humanities and Social Sciences**

### ***Nina Kunimoto - Sociology***

Nina Kunimoto grew up in Japan, Germany, Los Angeles, and New York City in the United States. Since her early college career, she has taught internationally in refugee camps, nonprofit settings, public schools, and a graduate teacher education program. These experiences gave her broad experiences that have helped her cultivate a dynamic classroom that supports all students. She earned her doctoral degree at the University of Massachusetts Boston - Urban Education, Leadership and Policy Studies Program; her study used a unique methodology to study how a teacher education program prepares teachers to become justice-oriented K-12 teachers. She also taught sociology courses at the Community College of Vermont during her doctoral research. Additionally, she co-developed a foundations of equity course for the college and co-facilitated the first pilot with the President and her colleagues in the President's office.

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

## **Health and Human Services**

### ***Jennifer Casperson - Nursing***

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

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

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

### ***Penny Watridge - Nursing***

Penny Watridge holds a nursing degree from the Royal Isle Wight School of Nursing and a diploma in counseling from the Portsmouth College of Health Sciences in the UK. She has a BSN from Bellevue College and an MSN from Western Governors University. She is board certified in Medical Surgical Nursing, Care Coordination and Transition Management, and Infection Control. Penny's clinical nursing experience ranges from women's health to care coordination, to primary care.

Prior to her full-time tenure track appointment in Fall 2023, Penny taught part time at Edmonds in our nursing assistant and other allied health courses starting in 2021. She is currently teaching clinical and lab courses in our new curriculum. She is working to support our pre-nursing and nursing students as the faculty advisor of the Student Nurses Organization and is an active member on the committee planning our Health Care Fair.

### **International Division**

#### ***Jackie Sheppard - English Language Acquisition***

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

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

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

### **STEM Division**

#### ***Maria de Zuviria-Padlock - Computer Science***

Maria de Zuviria Padlock has a Bachelor of Science in Computer Science from Utah Valley University and is completing her Masters degree in Secondary Education specializing in Mathematics at Western Governors University. Before coming to Edmonds Maria taught courses as an adjunct faculty member at Weber State University and worked in industry as a Software Engineer.

### ***Julio Garibay - Computer Science***

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

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

### **Business Division**

#### ***Anna Truss - Computer Science***

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

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

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

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

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

#### ***Yoon Shik Han - Accounting***

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

Prior to arriving in Edmonds College, he taught at Bemidji State University, MN and KIMEP University in Almaty, Kazakhstan, Sogang Graduate School of International Studies in Seoul, Korea, and enjoyed a successful career as a CEO of investment advisory companies specializing in private equity and corporate restructuring. He started his career as an auditor with Deloitte & Touche in NY until he moved to a controller position with one of his clients in California. After he came back to Korea, he worked for Samsung Group as an executive staff of Chairman and for POSCO group as a venture capitalist before he

was scouted as a CEO of Corporate Restructuring Company (CRC) of Aju Group. He also established his own investment advisory company with his partners and investors. Therefore, he has a wealth of perspectives as an auditor, preparer, and user of financial statements, with substantial experiences in diverse finance and investment sectors.

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

## **Library Resources Division**

### ***Sarah Gray - Library***

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

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

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## **PROFESSIONAL LEAVE REQUESTS FOR 2024-2025 ACADEMIC YEAR – TENURED FACULTY**

**Subject**

Board of Trustees consideration of faculty professional leave requests for the 2024-2025 academic year.

**Background**

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

The agreement states that each professional leave recipient will receive 85 percent of the employee's step placement during the period of time he or she is on professional leave.

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

<u>Faculty Member</u>	<u>Professional Leave Recommended</u>	<u>Annualized FTEF</u>
Michelle Hubbard	2 Quarters	.666
Steven Hailey	2 Quarters	.666
Jeannie Neiman	1 Quarter	.333

Leave proposals from each of the aforementioned faculty members have been attached following this page.

**Recommendation**

The administration recommends that the Board of Trustees consider the requests above for faculty professional leave for the 2024-25 academic year at the March 21, 2024 meeting and approve the requests at the April 18, 2024 Board of Trustees meeting.

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## 2024-2025 Professional Leave Applicant Proposal Synopsis

### Michelle Hubbard - Full-Time Faculty, College and Career Prep

In the Prep department, we have exactly two full-time faculty members and a complete suite of classes for adult students to earn each of the 24 credits for their high school diploma. Both full-time faculty members (myself included) have backgrounds teaching English, which lends itself well to teaching most of the subjects required for high school graduation. Math, however, comprises several of the required high school credits and is a field neither one of us has studied or learned how to teach.

I am requesting professional leave to learn how to teach five of the math classes in our adult high school diploma program that are entirely new to me: Math Foundations, Pre-Algebra, Algebra 1, Geometry, and Personal Finance. The last math class I took was 25 years ago. It is going to take time and courage to learn and prepare to teach each of these five math classes. I will also be examining our high school math curriculum with a DEI lens to make suggestions for improvement in equity and inclusion.

### Steven Hailey - Full-Time Faculty, Computer Information Systems

Cybersecurity and digital forensics are the fastest-growing and changing fields within information technology. During the past 25 years, I have developed and maintained the state-of-the-art cybersecurity and digital forensics offerings at Edmonds. If this is to remain the status quo and I am to keep up with technological advances in my areas of expertise, I need some dedicated time away from the classroom for volunteering and job shadowing activities with other experts, advanced formal training, self-paced training, and the ability to experiment with new technologies.

### Jeannie Nieman - Full-Time Faculty, Physical Education

This professional leave will help me in rejuvenating my spirit and my curriculum for another decade of instruction. This professional leave will benefit all of the aspects of Edmonds College's mission. Through collaborating with the community, exploring and creating new educational opportunities and infusing our continued sustainability in education. Research and development of classes in the fitness and nutrition areas will significantly help our student population. Seeing the evolution in physical education and nutrition; this leave would assist me in enhancing my classes, creating new curriculum and assisting our students with their success in education.





Washington Community College District 23

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## BACKGROUND

### Pre-Healthcare Certificate

#### Subject

Board of Trustees consideration of approval of the Pre-Healthcare Certificate.

#### Background

##### Allied Health Education - Pre-Healthcare Certificate

Program Description: The Pre-Healthcare Certificate program is meant to assist students who are taking prerequisite courses in order to apply to a variety of healthcare pathways. Currently, these students typically declare the 90 credit Associate in Pre-Nursing - Direct Transfer Agreement, but because it contains more credits than are needed for admission to the intended healthcare programs, many students do not finish it. In addition, this new program provides students with a way to obtain direct patient care proficiency, by completing either the Certified Nursing Assistant (CNA) courses or the Electrocardiography (EKG) Technician courses. This experience in the field is a vital part of admission to healthcare programs, and students often cannot fit these courses into the Associate in Pre-Nursing - Direct Transfer Agreement.

This certificate requires successful completion of a minimum of 65 credits as outlined, and courses can be applied to completion of the Allied Health Associate in Applied Science Transfer, the Associate in Pre-Nursing - Direct Transfer Agreement or the Integrated Healthcare Bachelor of Applied Science. Depending on the specific choice of electives, graduates will be eligible to apply for admission to nursing (RN/LPN) and related healthcare programs including, but not limited to, the following: Medical Imaging (Radiography, Diagnostic Sonography), Dental Hygiene, Respiratory Therapy, Occupational Therapy Assistant, Physical Therapy Assistant, and Surgical Technologist.

Completing professional-technical proficiency in the area of CNA or EKG allows students to further explore the field of healthcare while gaining experience in the field. Getting on the pathway to these enhanced healthcare careers leads to increased income. For example, CNAs earn approximately \$20.00 an hour, while the trajectory for careers such as ultrasound or respiratory technician increases the pay to \$40.00 an hour as a starting wage. With ongoing significant shortages in the healthcare workforce, the career demand is very high and jobs are plentiful upon graduation.

#### Recommendation

The administration recommends that the Board of Trustees review the new Pre-Healthcare Certificate at the March 21, 2024 meeting, and approve it at the April 18, 2024 meeting.

# Pre-Healthcare Certificate Program Requirements

Catalog: 2024 - 2025 Undergraduate Catalog



## Program Description

The Pre-Healthcare certificate offers students the opportunity to obtain a work ready credential to enter the healthcare workforce and advance their career in the health professions through completion of science and general education courses required for admission to nursing (RN/LPN) and related healthcare programs including but not limited to: Medical Imaging (Radiography, Diagnostic Sonography), Dental Hygiene, Respiratory Therapy, Occupational Therapy Assistant, Physical Therapy Assistant, and Surgical Technologist. This certificate requires successful completion of a **minimum of 65 credits as outlined**.

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

## General Education Requirements [15 Credits]

### Communication Skills

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

Course Name	Credits	Qtr Taken
ENGL& 101: English Composition I	5.0	

### Quantitative Analysis/Symbolic Reasoning

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

Course Name	Credits	Qtr Taken
MATH& 146: Introduction to Statistics	5.0	

### Human Relations

**Outcome:** Act responsibly in applying professional and academic standards associated with success in educational, workplace, community, and group settings.

Course Name	Credits	Qtr Taken
CMST& 210: Interpersonal Communications	5.0	
OR		
COMM 101: Intercultural Communication	5.0	

### Cultural Diversity Skills

**Outcome:** 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.

Cultural Diversity Requirement Met

## Career and College Success [3 Credits]

**Outcome:** Develop professional and academic skills and strategies for career and college success.

Course Name	Credits	Qtr Taken
AHE 100 Career and College Success: Healthcare	3.0	
OR		
STEM 100 Career and College Success: STEM	3.0	

## **Program Requirements [25 Credits]**

### **Outcomes:**

On completion of the program as outlined, the student will be able to:

1. Successfully pass credentialing exams and apply for entry level employment as a Nursing Assistant - Certified, Electrocardiography (EKG) Technician or Monitor/Telemetry Technician.
2. Apply for admission into a variety of health care programs including but not limited to: LPN, RN (associate degree), dental hygiene, medical imaging, respiratory therapy, physical and occupational therapy assistant and surgical technologist in Washington state.
3. Continue towards the completion of an Associate in Arts DTA, Associate in Pre-nursing DTA, or Allied Health Education Associate in Applied Science-Transfer degree to advance their careers in the health professions.

<b>Course Name</b>	<b>Credits</b>	<b>Qtr Taken</b>
BIOL& 211: Majors Cellular w/ lab	5.0	
BIOL& 241: Human Anatomy & Physiology I w/ lab	5.0	
BIOL& 242: Human Anatomy & Physiology II w/ lab	5.0	
CHEM& 121: Introduction to Chemistry with lab	5.0	
PSYC 100: General Psychology	5.0	

## **Proficiency [6 - 7 Credits]**

**Outcome:** Demonstrate proficiency skills in an allied health career field.

<b>Course Name</b>	<b>Credits</b>	<b>Qtr Taken</b>
NURS 101: Certified Nursing Assistant*	3.0	
AND		
NURS 102: Certified Nursing Assistant Lab*	2.0	
AND		
NURS 103: CNA Clinical Externship*	2.0	
OR		
AHE 112 EKG/Cardiac Monitoring/Telemetry	5.0	
AND		
AHE 119 Electrocardiography Technician Externship	1.0	

\*NOTE: Students who hold a current certification as a Washington State Nursing assistant (CNA) can substitute approved electives for NURS 101, NURS 102, and NURS 103.

## **Electives [15 - 16 to complete 65 total Credits]**

<b>Course Name</b>	<b>Credits</b>	<b>Qtr Taken</b>
AHE 115 CPR: Allied Health	1.0	
BIOL 210: Problem Solving for Majors Cellular Biology	1.0	
BIOL 251: Problem Solving Anatomy & Physiology I	1.0	
BIOL 252: Problem Solving Anatomy & Physiology II	1.0	
BIOL& 260: Microbiology w/ lab	5.0	
ENGL& 102: Composition II	5.0	
HCA 104: Medical Terminology	3.0	
NUTR& 101: Nutrition	5.0	
PHYS& 110: Physics for Non-Science Majors w/ lab	5.0	
PSYC& 200: Lifespan Psychology	5.0	
SOC& 101: Introduction to Sociology	5.0	

## **Program Notes**

**The Program Code** for this Certificate is \_\_\_\_\_. For financial aid, advising, and other reasons, students should work with their advisor to ensure this code is properly recorded on their academic record.

- Students who hold a current certification as a Washington State Nursing Assistant (CNA) can substitute approved electives for NURS 101, NURS 102, and NURS103.

- Participation in NURS 103 and AHE 119 requires documentation of current vaccinations, TB status, and criminal background status prior to registering for those classes. Students are advised that clinical placement may be denied if vaccination records, and CPR are not current or if there is a criminal history that the facility considers unacceptable. Students will be required to set up an account with CastleBranch ([www.castlebranch.com](http://www.castlebranch.com)) to store vaccination documentation and complete a criminal background check for a fee.

**The department advisors for this program are:**

- Julia Erickson | [julia.erickson@edmonds.edu](mailto:julia.erickson@edmonds.edu) | 425.640.1623
- Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

**The faculty advisors for this program are:**

- Terri Glazewski | [terri.glazewski@edmonds.edu](mailto:terri.glazewski@edmonds.edu) | 425.640.1691
- Lori Hays | [lori.hays@edmonds.edu](mailto:lori.hays@edmonds.edu) | 425.640.1864

**Department Website: Allied Health Education | [edmonds.edu/ahe](http://edmonds.edu/ahe)**

**Certificate General Information**

**Program of Study Outcomes** Edmonds College's four General Education Outcomes [Communicate, Act Responsibly, Reason, and Explore] are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes. Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the [Using Program Requirement Sheets](#) page.

**Credit/Grade Requirements**

A minimum of 30 credits or one-third of the required college level [100-level or above] credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

**Students Are Advised To**

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college[s] where you have earned credits and have your official transcript[s] sent to Edmonds College. Then, submit an [Evaluation Request - Transfer Credits Form](#) [available in Enrollment Services] to activate the process of transferring credits to Edmonds College.

**Graduation Application**

A completed Graduation Application form must be [submitted online](#) by the 10th day of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the 8th day of the quarter.

**Advising Note**

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

**Transferring to Another University or College**

- Admission application deadlines vary, students must meet the deadline for the university or college to which they plan to apply for admission to transfer.
- Consultation with the appropriate department or an advisor at the intended transfer school is highly recommended.

**Common Course Numbering**

Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

Cultural Diversity Requirement All students earning a degree or certificate of 45 credits or more must meet a cultural diversity [CD] requirement by taking at least five [5] credits of CD courses. To learn more, go to [Academic Information – Cultural Diversity Requirement](#) in the online academic catalog.

### **College Resources**

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://www.bkstr.com/edmondsstore/home>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

### **Internal Coding**

- Plan/Stack:
- Total Credits: 65
- CIP Code: 51.0000

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**BACKGROUND**  
**FISCAL YEAR 2024 - 2025**  
**SERVICES & ACTIVITIES FEE; STUDENT CENTER M&O FEE; ASSESSMENT FEE;**  
**SUSTAINABILITY FEE; TRITON FIELD FEE; BUS PASS USER FEE**

**Subject**

Proposed ASEC Services and Activities and self-assessed local fees for Fiscal Year (FY) 2024-25.

**Background**

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

The following fees are submitted for consideration.

The Associated Students recommend to the Board of Trustees fee levels for the following six fees: the Services and Activities Fee and five local voluntary self-assessed fees. The State Board sets the Services and Activities Fee maximum for Community and Technical Colleges, and the Associated Students Executive Board sets the five local voluntary self-assessed fees. The State Legislature has given authority to each college to determine local fees. The ASEC Executive Board voted for four fees to remain the same for 2024-25, and for changes to be made for the Services and Activities Fee as well as the Triton Field Fee.

**Current ASEC Fees**Services and Activities (S&A) Fee

The Services and Activities Fee is included as part of the tuition a student pays.

S&A Fee 2023-24	\$12.71/credit (credits 1-10)	\$7.36/credit (credits 11-18)
S&A Fee 2024-25	\$13.12/credit (credits 1-10)	\$7.59/credit (credits 11-18)

Assessment Fee

The Associated Students took action to assess a fee to fund the Brier Triton Student Center and subsidize the bus pass program with Community Transit.

Assessment Fee 2023-24	\$4.37/credit
Assessment Fee 2024-25	\$4.37/credit

Student Center Maintenance and Operation (M&O) Fee

The Associated Students took action to assess a Student Center M&O Fee. The fee was instituted in 2005-06 to support a dedicated fund for the M&O of the student center. Currently, the State does not fund M&O for buildings constructed with Certificates of Participation (COP). This fee ensures a dedicated revenue source for the operation of the student center. It has not been changed since FY 17-18.

Student Center M&O Fee 2023-24	\$0.65/credit
Student Center M&O Fee 2024-25	\$0.65/credit

Sustainability Fee

The Associated Students took action to assess a Sustainability Fee. This fee began in the fall quarter of 2011 to provide dedicated funding to enhance sustainability on campus. The fee provides funding for the Campus Green Fund, which funds student positions known as “Green Team”, who educates the campus community about sustainability practices.

Sustainability Fee 2023-24	\$0.45/credit
Sustainability Fee 2024-25	\$0.45/credit

Triton Field Fee

The Associated Student Executive Board took action to assess the Triton Field Fee beginning fall quarter of 2019. The purpose of the fee is to provide dedicated funding for ongoing maintenance, field improvements, and turf replacement.

Triton Field Fee 2023-24	\$0.75/credit
Triton Field Fee 2024-25	\$1.00/credit

Bus Pass User Fee

The Bus Pass User Fee was issued by the Associated Students in the summer quarter of 2010 to help subsidize the bus contract with Community Transit. This fee only applies to students 19 years and older who wish to ride Community Transit for free, and does not apply to students under the age of 19, as they are permitted to ride all public transportation for free under Washington State law.

Bus Pass User Fee 2023-24	\$26.00/quarter
Bus Pass User Fee 2024-25	\$26.00/quarter

**Recommendation**

The ASEC Executive Board recommends that the Board of Trustees consider the proposed ASEC self-assessed fees for the 2024-25 FY: Assessment Fee, Student Center M&O Fee, Sustainability Fee, the Bus Pass User Fee, and the increase to the Services and Activities Fee and the Triton Field Fee as submitted at the March 21, 2024 Board of Trustees meeting, and approve the proposed fees at the April 18, 2024 Board of Trustees meeting.

## **BACKGROUND**

### **Consideration of Real Estate Acquisition - Rainier Place**

#### **Subject**

The acquisition of Rainier Place, an on-campus residence hall located at 19920 68th Ave W, Lynnwood, WA 98036.

#### **Background**

Prior to 2008, Edmonds College addressed its students' housing needs through leased off-campus apartments and home-stay arrangements. To meet growing needs, the College enlisted ECCO Properties, a Washington nonprofit subsidiary of the National Development Council (NDC, now known as Grow America), to build additional housing on campus, financed through tax-exempt bonds. This construction, a 180-bed dormitory named Rainier Place, was completed in 2009.

In 2015, ECCO properties refinanced the bonds and subsequently transferred them to Align Finance Partners, LLC. In 2019, the bonds were converted to a fixed rate of 5.30% until January 1, 2026, when they will become subject to mandatory repurchase with a principal amount due of \$12.5M.

Since 2009, the College has worked with ECCO Properties, and its property management company, Blanton Turner, in the operation of Rainier Place. At its own expense, the College has provided staffing for rent collection, student placement, event programming, and Resident Assistant oversight. Currently, the only income generated for the College is through a \$275 application fee. All other income goes directly to ECCO Properties.

Over the past year, the College and ECCO Properties have explored the feasibility of bond retirement and College ownership, via Certificates of Participation (CoP) issuance. Representing the College in these discussions include the President, the Vice President of Finance, Grants, and Institutional Effectiveness, the Vice President of Student Engagement and Support, the Director of Housing, and the Director of Finance; Grow America/ ECCO representatives include the Senior Director and Asset Manager. These discussions have focused on refinancing options, future operational needs, and financial modeling.

Projections, as presented at the March 21, 2024 Board of Trustees meeting, indicate that College ownership would yield positive cash flow as well as enable greater operational control.

In the proposal to the Board in the March 21, 2024 meeting, the bond would be retired on December 31, 2025 and Rainier Place will be conveyed, with no additional fees, to Edmonds College per the ground lease agreement entered upon in 2009.

#### **Recommendation**

The College administration recommends that the Board of Trustees review the real estate acquisition proposal at its March 21, 2024 meeting and subsequently vote to authorize the College President, Dr. Amit B. Singh, to enter into an agreement with ECCO properties to acquire Rainier Place, assuming ownership effective January 1, 2026, at its April 18, 2024 meeting.





## FOUNDATION REPORT

- **Fundraising Results Through February:**

The total funds raised amount to \$591,274, contributed by 1,582 donors including individuals, corporations, and foundations. This total includes \$175,635 allocated for scholarship donations. Unsolicited funds contribution equals \$151,915.

- **Verdant Health:**

We are thrilled to announce that the **Verdant Health Commission** has generously awarded Edmond College a grant of \$165,000 to support our Mental Health Program. This significant contribution is part of Verdant's broader commitment to enhancing community health and well-being, with over \$3 million allocated to 35 deserving nonprofit organizations focused on making meaningful improvements in these areas.

- **Foundation Scholarship Programs ("Complete the Dream" and General Scholarship):**

**More than 300 + students have applied.** As a reminder, our efforts reached approximately 11,000 students within the Edmonds Greater Community, with 40% being specific to Edmonds College.

- **INSPIRE 2024 Event Details:**

The Inspire Event has launched with remarkable success. We've significantly enhanced our communication strategies across all platforms to maximize outreach. To ensure the highest level of execution, we've brought on board an event specialist and we've already secured approximately \$78,000 in sponsorships, marking a promising start!

- **Washington Association of Foundation Leadership Conference:**

Edmonds College was honored to have been chosen as the host location for the prestigious Washington Association of Foundation Leaders conference. This three-day event, held on our campus, extended invitations to all 34 College Foundations, drawing in over 60 participants. The conference centered on addressing challenges, sharing best practices, and providing insights into fundraising and leadership training. Attendees also had the opportunity to explore our campus through guided tours and engage meaningfully with our vibrant community.



## Edmonds College Board of Trustees Trustee Diversity, Equity and Inclusion (DEI) Committee Description

### Trustee Diversity, Equity and Inclusion (DEI) Committee

#### Purpose of the Committee

As a committee of the Board of Trustees, helps the Board identify opportunities and goals for diversity, equity, and inclusion, and monitor progress toward those goals.

- **Reports to:** Board of Trustees.
- **Staff to the Committee:** College President who is an ex-officio non-voting member of the committee.
- **Committee membership and operations:** Membership is comprised of two Board of Trustees members appointed by the Trustee Board Chair. The committee does not usurp the authority of the Board, and neither directs nor oversees staff. Committee authority is limited to advising the Board.
- **Frequency of meetings:** As necessary, estimated at 6-12 times per year.
- **Committee terms:** Committee members serve a one-year term (fiscal year). Committee members can serve up to two terms. Each year one member should rotate off so that a new member can serve which also provides continuity with one member remaining.

#### Scope of Work for the Committee

- Work with the College President and Board to review and analyze data regarding student success and gaps related to DEI and identify additional data or measures needed.
- Recommend to the Board measures and goals for DEI progress and success.
- Lead Board discussion on DEI topics at regular Board meetings, and recommend Board study sessions on DEI topics during the year.
- Identify DEI experts and speakers to present on occasion at regular Board meetings.
- Help to identify resources and assistance needed to be successful in DEI work.
- Help to develop high-level measures for success such as a DEI progress dashboard.
- Help to identify grant opportunities for this work if available.
- Help nurture a culture of DEI throughout the organization, and assure that all people are respected and honored.
- Assure that the Board and individual Board members are adequately educated about the basic principles and best practices in DEI, including the design of a DEI-centered organization.
- Review DEI results. Identify trends and implications and engage the Board in strategic dialogue and decision-making regarding DEI.
- Provide personal follow-up to individual Board members to support their understanding, commitment and participation.

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## **BACKGROUND**

### **FACULTY COLLECTIVE BARGAINING AGREEMENT**

**Subject**

Consideration and Approval of the Edmonds College and Edmonds College Federation of Teachers Collective Bargaining Agreement.

**Background**

Edmonds College and the Edmonds College Federation of Teachers, Local 4254, AFT, AFT-Washington AFL/CIO reopened the master agreement for bargaining on January 6, 2023 and completed the final tentative agreement on February 26, 2024.

The bargaining teams received training on Interest-Based Bargaining from Public Employment Relations Commission trainers and employed a modified IBB process. The bargaining teams also benefited from the services of a mediator from the Public Employment Relations Commission.

Representing the Federation were: Scott Haddock, Haley Benjamins, Carly Davis, Lauriel Elsa-Gordon, Kevin Fogarty, John Jakoski, DawnMoon Jaques, Mikaila Leyva, Chuck Mueller, Rachel Phillips, John Sherman, Nick Sibicky.

Representing the College were: Suzanne Moreau, Joseph Roland, Kim Chapman, Vernon Hawkins.

The contract will be in effect through June 30, 2026.

**Recommendation**

The administration recommends that the Board of Trustees consider and approve the faculty collective bargaining agreement at the March 21, 2024 meeting.

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**RESOLUTION #24-3-3  
APPROVAL OF FACULTY COLLECTIVE BARGAINING AGREEMENT**

WHEREAS, the College is authorized by RCW 28B to meet, confer, bargain in good faith, and execute a written agreement with respect to those personnel matters over which the appointing authority may lawfully exercise discretion; and

WHEREAS, the College recognizes the Edmonds College Federation of Teachers, Local 4254, AFT, AFT-Washington, AFL/CIO as the sole and exclusive representative of all academic employees in the bargaining unit; and

WHEREAS, the College and the Federation agree that it has been and will continue to be in their mutual interest and purpose to promote systematic and effective employee-management cooperation, fair and reasonable working conditions, and effective methods for prompt adjustment of differences, misunderstandings, and disputes; and

WHEREAS, the College and the Federation have met, conferred, bargained in good faith, and reached agreement on all matters over which the appointing authority of management may lawfully bargain;

NOW THEREFORE BE IT RESOLVED, that the Edmonds College Board of Trustees approves the collective bargaining agreement on this 21st day of March, 2024, effective April 1, 2024 and extending to June 30, 2026.

\_\_\_\_\_  
Dave Earling, Chair

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

ATTEST:

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