

**SHORELINE COMMUNITY COLLEGE
BOARD OF TRUSTEES REGULAR MEETING OF DECEMBER 7, 2022**

4:30 PM Regular Session – Board Room (#1010M), Bldg. 1000

Remote Option via Zoom: <https://us02web.zoom.us/j/84020630764> -or-
(253) 215-8782 ■ Meeting ID: 840 2063 0764

AGENDA

4:30 PM – REGULAR SESSION			
NO.	AGENDA ITEM	RESPONSIBILITY	TAB
1.	Convene Regular Session & Land Acknowledgement	<i>Chair Kim Wells</i>	
2.	Report: Chair, Board of Trustees	<i>Chair Kim Wells</i>	
3.	Consent Agenda a. Approval of Previous Meeting Minutes ■ Regular Meeting of 2022 October 26 ■ Special Meeting of 2022 November 9	<i>Chair Kim Wells & Trustees</i>	
4.	Communication from the Public Public comment(s) will be presented to the Board verbally. <ul style="list-style-type: none"> • <u>For attendees attending in-person:</u> Please sign-up to provide a public comment on the speaker sign-in sheet in the Board Room between 4:15 PM–4:30 PM on December 7, 2022. • <u>For attendees connecting online:</u> Please sign up to provide a public comment via the Chat function in Zoom between 4:15 PM–4:30 PM on December 7, 2022. • The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the December 7, 2022 meeting will be no more than thirty (30) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than fifteen (15) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the December 7, 2022 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the December 7, 2022 meeting.) 	<i>Chair Kim Wells</i>	
5.	Report: College President & Executive Team Representatives (10 minutes)	<i>Jack Kahn, President; Phillip King, Vice President; Veronica Zura, Executive Director</i>	
6.	Constituent Report: Shoreline Associated Student Government	<i>Chloe Mok, ASG President</i>	
7.	Constituent Report: Shoreline Faculty (SCCFT)	<i>Eric Hamako, SCCFT President</i>	
8.	Constituent Report: Shoreline Classified Staff (WFSE)	<i>Ric Doike- Foreman, WFSE Chief Shop Steward</i>	

9.	Report: Finance & Budget (10 minutes)	<i>Bill Saraceno, Business & Administrative Services Administrator</i>	
10.	Waves of Gratitude	<i>Jack Kahn, President</i>	
11.	Second Reading: Board of Trustees 2022-2023 Strategic Goals (20 minutes)	<i>Chair Kim Wells</i>	1
12.	Action: President's 2022-2023 Goals (20 minutes)	<i>Jack Kahn, President</i>	2
13.	Report: Trustee Association Events <ul style="list-style-type: none"> • Association of Community College Trustees (ACCT) October 2022 Leadership Congress • Washington Association of College Trustees (ACT) November 2022 Legislative Advocacy & Fall Conference 	<i>Trustee Tom Lux Trustee Rebecca Ringer</i>	
14.	Report: Closing Remarks – Board of Trustees		
15.	Action: Adjournment	<i>Chair Kim Wells</i>	

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MINUTES – STUDY SESSION

The study session of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Kim Wells at 3:32 PM by audio/visual conference. A quorum of the Board was present either in-person or remotely.

RESERVES, CASH MANAGEMENT & INVESTMENT STRATEGY

The presentation (attached) on [Reserves, Cash Management & Investment Strategy](#) by Business & Administrative Acting Vice President Bob Williamson included the following:

- Source of reserves: Cash balance
- Board reserves
- Cash and fund balance report
- Board reserves policy
 - Recommendation 1 (“25% of annual operating budget”)
- Investment options
 - Recommendation 2 (“Come back to BOT for focused discussion on investment strategies”)

The Trustees, Acting Vice President Williamson, and President Kahn discussed recommendation 1 pertaining to the Board reserves policy and recommendation 2 pertaining to investment options.

Consensus of the Board: To have Acting Vice President Williamson and President Kahn present investment options to the Board for consideration at a future meeting.

ADJOURNMENT OF STUDY SESSION

Motion 22:55: Motion made by Trustee Ringer to adjourn the study session.

Motion seconded by Trustee Chan. All Trustees present for the action item, voted *aye* to approve the motion.

Chair Wells adjourned the study session at 4:26 PM.

MINUTES – REGULAR SESSION

The regular meeting (“session”) of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Kim Wells at 4:30 PM by audio/visual conference. A quorum of the Board was present either in-person or remotely.

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Chair Wells read the first paragraph of Shoreline Community College's [Land Acknowledgement](#) and referred to and recommended looking at, the [Land Acknowledgement Learning Guide](#) that is linked within the [Land Acknowledgement](#).

MEMBERS PRESENT

Trustees Rebecca Chan, Tom Lux, Eben Pobe, Rebecca Ringer, and Kim Wells were present either in-person or remotely.

Assistant Attorney General (AAG) Tricia Boerger represented the Office of the Attorney General in-person.

CONSENT AGENDA

Chair Wells asked the Board to consider approval of the consent agenda. On the agenda for approval:

- a. Minutes from the regular meeting of 2022 July 20.
- b. Minutes from the special meetings of 2022 August 11, August 16, September 20, October 13.

Motion 22:56: Motion made by Trustee Lux to approve the consent agenda.

Motion seconded by Trustee Chan. All Trustees present for the action item, voted *aye* to approve the motion.

COMMUNICATION FROM THE PUBLIC

Per the agenda for the October 26, 2022 regular meeting ("session") of the Board of Trustees:

Public comment(s) will be presented to the Board verbally.

- For attendees attending in-person: Please sign-up to provide a public comment on the speaker sign-in sheet in the Board Room between 4:15 PM–4:30 PM on October 26, 2022.
For attendees connecting online: Please sign up to provide a public comment via the Chat function in Zoom between 4:15 PM–4:30 PM on October 26, 2022.
- The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the October 26, 2022 meeting will be no more than thirty (30) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than fifteen (15) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the October 26, 2022 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the October 26, 2022 meeting.)

Julie Lutton read statement (attached).

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Crystal Hess read statement (attached).

Steve Bogart read statement (attached).

REPORT: COLLEGE PRESIDENT & EXECUTIVE TEAM REPRESENTATIVES

President Kahn, Phillip King, Vice President-Student Learning, Equity & Success, Veronica Zura, Executive Director-Human Resources, and Bob Williamson, Acting Vice President-Business & Administrative Services, shared updates from their respective areas—some of which are on the October 2022 Report to the Board (attached).

CONSTITUENT REPORT: SHORELINE ASSOCIATED STUDENT GOVERNMENT

Associated Student Government (ASG) President Chloe Mok read report (attached).

CONSTITUENT REPORT: SHORELINE FACULTY (SCCFT)

Professor and SCCFT President Eric Hamako read *Statement to the SCC Board of Trustees* (attached).

CONSTITUENT REPORT: SHORELINE FACULTY SENATE

Professor and Faculty Senate Chair LeAnn DeLuna read report (attached).

CONSTITUENT REPORT: SHORELINE CLASSIFIED STAFF (WFSE)

IT Administrator & Chief Shop Steward Ric Doike-Foreman read report (attached).

ACTION: EMERGENCY RULE UPDATE STUDENT CONDUCT (POLICY 5030/CHAPTER 132G-121)

Human Resources Executive Director Veronica Zura provided the background related to tab 1 [Action: Emergency Rule Update for Student Conduct (Policy 5030/Chapter 132G-121 WAC)].

Motion 22:57: Motion made by Trustee Ringer to “adopt the requested emergency rule update which was set forth in detail in tab 1.”

Motion seconded by Trustee Pobee.

In response to a question from Trustee Pobee, Executive Director Zura referred to the two reasons for the request for the emergency rule update.

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All Trustees present for the action item, voted *aye* to approve the motion.

Ten-minute break from 5:36 PM – 5:46 PM.

REPORT: POLICY 1007 (COVID-19 FULLY VACCINATED CAMPUS) & GOVERNOR'S RESCISSION OF COVID-19 EMERGENCY PROCLAMATIONS (EFFECTIVE OCTOBER 31, 2022)

The [Vaccination Requirement Discussion](#) presentation (attached) by President Kahn, included information on:

- End of State of Emergency
- State Discussions
- Local Discussions
- Recommendation to Consider

Discussion included:

- Other vaccination requirements for students—including vaccination requirements for students in Health Occupations programs.
- Vaccination requirements for students in the residence hall.
- Difference between vaccination requirements at community colleges versus four-year universities.
- Losing “50% of our students of color due to the COVID-19 vaccination requirement.”
- The impact of the COVID-19 vaccination requirement on undocumented students.

REPORT: ENROLLMENT UPDATE

The [Fall 2022 Enrollment Update](#) presented by Student Learning, Equity & Success Vice President Phillip King, and Business & Administrative Acting Vice President Bob Williamson included information on:

- Fall Quarterly Enrollment Update (Fall 2021/Fall 2022/Change)
- Fall Quarterly Enrollment Update – Budget (Fall 2022/Budget/% of Budget)
- Overall Summary

REPORT: ACCREDITATION

The [Accreditation Ad Hoc Visit on Oct. 14](#) presentation (attached) by Student Learning, Equity & Success Vice President Phillip King, and Learning Resources & Institutional Effectiveness Associated Vice President Ann Garnsey-Harter included information on:

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- Overall Visit – Recommendation #1
- Elements of Recommendation #1
- Overall Visit – Recommendation #2
- Elements of Recommendation #2A—System of Assessment
- Elements of Recommendation #2A
- Elements of Recommendation #2B—Program Assessment within Gen. Ed. OR ILO
- Elements of Recommendation #2C—Assessment Support Cycle of Improvement in Learning
- Next Steps

REPORT: FISCAL YEAR-END (2021-2022)

The presentation of the [2021-22 Revised Operating Budget, Revenues and Expenses – June 2022 Final](#) spreadsheet (attached) by Business & Administrative Acting Vice President Bob Williamson included information on:

- Revenues (2021-22 Budget/As of 6/30/22/Difference/% Received)
- Expenses (2021-22 Budget/As of 6/30/22/Difference/% Spent)
- Surplus

REPORT: BOARD CALENDAR OF AGENDA TOPICS

President Kahn spoke about the creation and use of a Board Calendar of Agenda Topics (draft attached).

FIRST READING: BOARD OF TRUSTEES 2022-2023 STRATEGIC GOALS

Chair Wells referred to the Board's goals as denoted on tab 2 [First Reading: Board of Trustees 2022-2023 Strategic Goals] which were created during the Board's summer retreat and proposed that the Board briefly review its goals and that another Trustee work with her to streamline the goals. Trustee Chan volunteered to work with Chair Wells on editing the Board's goals.

ACTION: PRESIDENT'S 2022-2023 GOALS

President Kahn went over the President's Goals Draft (October 2022 – October 2023) on tab 3 [Action: President's 2022-2023 Goals].

Item deferred to the December 2022 regular meeting of the Board of Trustees.

WAVES OF GRATITUDE

President Kahn's [Wave of Gratitude](#) included thanking everyone who was involved with the accreditation visit.

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EXECUTIVE SESSION PERTAINING TO RCW 42.30.110(1)(i); RCW 42.30.140(4)

At 6:57 PM, Chair Wells announced that the Board would convene in executive session for ten (10) minutes or as extended by the Board pertaining to agency litigation and collective bargaining pursuant to RCW 42.30.110 and 140.

Executive Session commenced at 7:05 PM.

REPORT: CLOSING REMARKS – BOARD OF TRUSTEES

Regarding the public comments, Trustee Lux stated, “some interesting things were brought up and we need some follow-up and the Board should get the follow-up when you can.”

Trustee Chan expressed her appreciation for the “public comments today and the vulnerability that people showed coming here and providing us with some very valuable information.”

In response to a question from Chair Wells, Trustee Lux noted that all the public comments struck him, specifically the comments related to the “Child Care Center and the problems with microaggressions.”

President Kahn responded that he will follow-up “on both items” and noted that he, Bob Williamson, and Veronica Zura are scheduled to meet with a group of parents. He added that he will check in with Professor Hess as well.”

Chair Wells stated that the “comments about microaggressions concern me.”

President Kahn shared that “we will be presenting the DEI climate survey to the Board in November.”

ADJOURNMENT

Motion 22:58: Motion made by Trustee Lux to adjourn the meeting.

Motion seconded by Trustee Chan. All Trustees present for the action item, voted *aye* to approve the motion.

Meeting adjourned: 7:24 PM

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Signed _____
Kim Wells, Chair

Attest: December 7, 2022

Lori Y. Yonemitsu, Secretary

Board Reserves

Bob Williamson, Acting VP of Business and
Administrative Services

October 26, 2022



1

What we'll cover

- Source of reserves
- Board reserves
- Cash and fund balance report
- Board reserves policy
 - Recommendation 1
- Investment options
 - Recommendation 2

2



Source of reserves

- **Cash balance -**
 - **Yearend cash left after all expenditures have been accounted for**
 - **Balances reflect accumulations over time, not just a single year**
 - **Two forms of cash: Restricted and Unrestricted**
 - **Restricted – cash from specific, dedicated sources, such as S&A fees or grants, that is restricted from general use**
 - **Unrestricted – cash from many revenue sources, such as excess student tuition, Running Start reimbursement, auxiliary services, etc. that is *not* restricted from general use**



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Board reserves

- **Board reserves**
 - **First and largest commitment made against one-time, unrestricted cash balance**
 - **Reserves are a contingency intended for debt service, capital projects, innovation funding, emergencies, and tuition revenue gaps**
 - **Only Board has authority to use its reserves**



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Cash and fund balance

- **FY 21 cash and fund balance report summary:**
 - **\$21,167,233.30** in unrestricted cash
 - **\$12,272,623.00** in Board reserves
 - **\$8,894,600.30** in unrestricted operating reserves for college use
- **Next slide: detailed cash and fund balance report**



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Fund	Fund Title	GL 1355 Balance	Restricted	Unrestricted	Notes
145	Grants and Contracts	15,136,936.73	(1,786,267.41)	16,923,204.20	Cash balance from Running Start, International, CEO/LCN
146	Local Contracts	1,227,311.09	1,391,238.06	(163,926.97)	Cash flow timing for RS reimbursement.
147	Plant	(182,809.34)	(182,809.34)	-	Local resources were not appropriated for this activity.
148	Dedicated Local	5,166,953.98	5,166,953.98	-	
149	Operation Fee Account	6,024,281.07	-	6,024,281.07	Tuition and HEERF funds recognized in 149.
448	Printing Fund	222,331.52	-	222,331.52	
460	Motor Pool	(3,315.25)	-	(3,315.25)	
522	Associated Students	3,548,902.32	3,548,902.32	-	
524	Bookstore	(748,599.67)	-	(748,599.67)	
528	Sustainable Commuter	3,416,940.71	3,416,940.71	-	
528	Parking Operations	(2,795,858.43)	-	(2,795,858.43)	
570	Other Auxiliary Enterprise	1,310,494.30	-	1,310,494.30	
573	Housing & Food	398,612.53	-	398,612.53	
790	College Payroll Clearing	1,076,102.15	1,076,102.15	-	
840	Agency	(765,674.81)	(765,674.81)	-	Amounts owed the college for state operating and capital appropriations.
846	Grants in Aid	(6,214,346.89)	(6,214,346.89)	-	Funding to be captured to cover financial aid and HEERF-student awards.
849	Student Loan	28,109.15	28,109.15	-	
850	Work Study	246,497.37	246,497.37	-	
859	Endowment Local	3,008.54	3,008.54	-	
860	Long Term Loan	203,603.37	203,603.37	-	Accumulation of allowed financial aid administrative take (3.5%).
991	NDSL	245.45	245.45	-	
992	Nurses Loan	70,273.68	70,273.68	-	
	Total of All Funds	27,369,999.63	6,202,776.33	21,167,223.30	
	Board Reserves:				
	Reserve Board of Trustees (5% of operating tuition)		535,064.00		
	Reserve Capital Fund		2,000,000.00		
	Reserve Debt Service		1,500,000.00		
	Reserve General Fund (12% of operating revenue)		5,705,208.00		
	Reserve Innovation/Opportunity (2% of operating budget)		924,576.00		
	Reserve Tuition (15% of last year's tuition collection)		1,607,775.00		
	UW Dental Hygiene Agreement		(1,300,000.00)		
	Total Board Reserves			10,972,623.00	
	Net unrestricted operating reserves			8,894,600.30	

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Board reserves policy

- **Current Board reserves policy**
 - **General fund reserve: 10-12% of last FY actual operating expenses**
 - **Local capital reserve: no formula, just a set amount**
 - **Tuition reserve: 15% of last FY tuition collection**
 - **Innovation reserve: 2% of operating budget**
 - **Trustees reserve: 5-8% of last FY operating budget surplus**
 - **Debt reserve: cover one year of COP payment**

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Recommendation 1

- **Board reserves policy:**
 - **25% of annual operating budget**
 - **Advantages: clean, straight forward, and creates greater flexibility by removing categories for use of reserves**
 - **Example if used for 2022-23 operating budget:**

Operating Budget:	\$48,891,639.00
Board reserves at 25%:	\$12,222,909.75
Current reserves:	\$12,272,623.00

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Investment options

- **RCW 43.250.010:** allows eligible government entities, including community colleges, to invest surplus funds through state treasurer
- **RCW 28B.10.928:** allows colleges to invest in:
 - Bonds of the state of Washington
 - General obligation bonds of a local government
 - Certificates, notes, or bonds of the United States
 - Federal home loan bank notes
 - Bankers' acceptance purchased in secondary market
 - Commercial paper purchased in secondary market
 - Corporate notes purchased in secondary market

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Recommendation 2

- **Investment options:**
 - Come back to BOT for focused discussion on investment strategies

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Discussion and questions

Thank You!



Shoreline
COMMUNITY COLLEGE
Engage. Achieve.



Good afternoon, my name is Julie Lutton, I use she/her pronouns, and I am a resident of Shoreline. I am joining you today as a parent of two young children - Will, who is 3, and Maggie, who is 4 months old.

For those of you who are responsible for children in your life, you know that one of the hardest things is knowing who you can trust to care for your child. Finding a school, a nanny, a babysitter, or a daycare center is often about asking yourself, "can I trust these people to care for the most precious person or people in my life?" When I was pregnant with my son, I had to ask myself these questions as my husband and I toured daycare after daycare. We have a modest income, and many childcare options like nannies and nanny shares were out of our reach financially. We also knew that we valued the idea of a community for our baby, and so we knew we were seeking a daycare.

I felt like we hit the lottery when we found the Parent Child Center at SCC. From the moment I walked in the doors, I could sense that my child would be loved, safe, and educated at the PCC. I could see how much the center valued diversity, equity, inclusion, and belonging, and that my son would be a part of a justice-oriented community. I met teachers and administrators who had been with the organization for years, sometimes even decades, and it was clear to me that this was an organization that cared for its employees. As someone who works in education myself, it was essential for me that the employees of the daycare we chose were seen as valued, and that their professional development and wellbeing were cared for. It was also important to me that the director of PCC be a person of color, preferably a person of color who also was a woman or nonbinary. Many, if not most, childcare workers are women and nonbinary folks, people of color, and immigrants, and I felt it was essential that the people working at the daycare be supervised by someone who shared identities with the teachers and aides that the center employed. Finally, as someone who has spent my career in education, I loved to see that the center was multi-generational with volunteer grandparents and college students joining. I found everything I was looking for at the PCC, and my son started in the infant room at 7 months old.

Now that my daughter is nearing 7 months, when we hope she too will start at the PCC, I am disappointed to see that it seems that the PCC has not been receiving the support that the PCC, its employees, and its children deserve. I have absolutely nothing negative to say about the teachers and aides of the PCC, and I recommend everyone I know check it out as a childcare option. But I am disheartened to see that the PCC has had to run on such a small number of staff that they have had to close the infant room. It is clear from my interactions with teachers that they are doing everything they possibly can to make the daily experience positive for students. But when the center is so short-staffed that a sick day from a teacher may mean that a classroom has to be closed, then it is clear that the center is not receiving the funding and support it needs. I understand that funding can be tight and that there are state-level challenges to funding an organization within a community college. However, I also know that there are levels that can be pulled and ways to support the incredibly important work of the PCC. I was able to research the salaries of the employees of the PCC, and learned that my son's teacher makes about 32,000 dollars per year. She is loving, energetic, dynamic, and creative and she deserves to be paid more than minimum wage. The infant room, which is currently closed due to lack of staffing, has a posted salary range in the job description for the position of 32-42,000. The mission of SCC is "We serve the educational, workforce, and cultural needs of our diverse students and communities." Putting aside my own family, if the goal of the college is to support the educational needs of diverse students, including non-traditional students who have children of their own, then the PCC is an essential program and should receive the funding it needs to at least fully staff its center. The parent community at PCC is engaged and active, and we are ready to work with the college to advocate for what is needed at PCC for our children and generations of future children.

The ideas I have shared today are my own, but I know that many other parents at the PCC are frustrated to see how much support is needed for the PCC. I plan to attend the board meeting on December 2 and hope to bring other parents with me so that we can offer ideas and solutions. Thank you for listening.

Hi, I'm Dr. Crystal Hess, tenured Professor of Computer Science, and the most recent recipient of the Exceptional Faculty of the Year Award. I've been at Shoreline for 5 years and have built many true friendships here.

Recently a new colleague mentioned to me that they are already experiencing microaggressions on our campus, while another colleague told me—just days later—that they didn't understand why people of color say they don't feel belonging.

I remember when I accepted the position as a tenure-track instructor. My excitement for this new role was squelched when someone said, "How does it feel to be the diversity hire?" I felt worried; I felt sad.

I remember one day I walked into a building across campus and was immediately greeted with the statement "You can't be in here." I remember straightening up tall and announcing myself as faculty, followed by the fact that I had a meeting with someone in the building. I felt horrified and unnerved. I remember vowing not to return to that building.

I remember later walking into a familiar building and sitting in a staff lounge. Someone entered and said, "This is for staff only." I replied "I know. I teach in the classroom nearby." She looked at me hesitantly and said, "What do you teach?" Not in a polite, friendly way. She said it in the prove-yourself way. I felt interrogated and frustrated.

I remember being in my *own* office when someone I didn't know entered. She stopped just a couple feet away from me and made a comment to the effect of "I'm so sorry to hear about what's going on in the news." My mouth dropped. She thought I was a different person of color on campus. I felt embarrassed in front of a colleague who was in my office; I felt offended; I felt heartbroken that in my own office I was still not safe from confrontations like these.

I remember when I took on an administrator position. A colleague said to me "I'm sad that our students of color won't have you as an instructor in the classroom anymore." I felt the implication that I shouldn't go after what I want because there aren't enough instructors of color; I felt burdened.

These memories are few of many. And I know my experience isn't unique. Still, I rise. I wonder: what will our campus—each and every one of us—do to write a different story moving forward?

Hi, I'm Steve Bogart, professor of mathematics.

Dina Kovarik, professor in our biotechnology program, died two weeks ago. She was in her late 40s. Other folks can tell you about her importance to the program or to the biotech summer camps, but I want to tell you that she was one of the warmest people I know. That warmth, that deep and genuine caring and compassion showed in her voice and in her actions. I saw it in the way she talked about her students and in the way she interacted with me and other colleagues. Dina was a delight to spend time with. I just wanted to say her name to you, to put something in the public record about her, to thank her for her friendship, to send my best wishes to her family, and to send my best wishes to all of you. Take care and stay safe.

Happy Day,
Steve

President's Report

From the desk of Dr. Jack Kahn



Activities and Visits for the President

This was a very busy and productive month. I was able to make connections with several community colleagues including Dr. Susana Reyes from Shoreline Public Schools, Debbie Tarry, outgoing City manager, and with several local representatives including folks at the Multicultural Center and in several one on ones with faculty. I also had my photo taken with Trustee Chan and the new "Dolphie" mascot. Go phins!

Opening week was a real success with so many fun events including light saber yoga, games, food trucks, golf, coffee with the president, and of course all kinds of great trainings. I was able to visit several divisions and really get to know the campus better. During my opening remarks we worked on a "trust exercise" asking campus representatives to provide feedback on how best to gain trust and utilize best practices into the future. The results of that activity will be shared by the end of the month with recommended action steps.

I also attended some great campus events including the Foundation Scholarship ceremony, the showing of the film, Promised Land, the 6x6 Northwest art event, the Seattle Latino Film Festival Film Festival, and the Black Coffee Northwest two-year anniversary celebration. These events have really helped me connect with community members and begin to brainstorm other ways we can continue to create spaces for creativity and support.

Finally, the college had our follow-up accreditation visit on Friday, October 14th. Faculty, staff, and administrators put in so much work into the Northwest Commission on Colleges and Universities accreditation visit. The commission representatives' observations will be shared with the campus this month and a final decision will be made by the Commission Board in January of 2023.



What's Happening on Campus

President's Report

From the desk of Dr. Jack Kahn



Opening Week and Employee Welcome Back Events- Fall 2022

Shoreline Community College hosted Opening Week 9/22, 9/23, 9/26, and 9/27

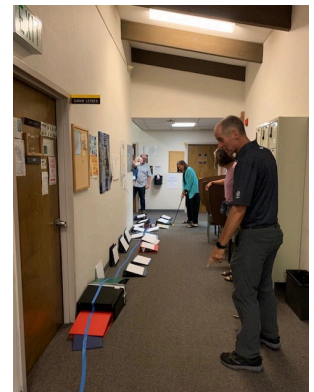
Opening week started on September 22nd at 9am in the PUB large dining room with a welcome from College President, Dr. Jack Kahn.

The themes of Opening Week are Centering Students and Creating Community. There were concurrent sessions to bring people around these themes and the pillars of DEI, Students and Enrollment, and Connection.

The event offered daily coffee with the president held in the library, lunch and connect sessions with various campus activities, a food truck on 9/22, professional development and annual training, division and department meetings, and more. You view the full schedule of opening Week on the college SharePoint site: [Opening Week 2022 – Centering Students & Creating Community \(sharepoint.com\)](#)

On September 24, Shoreline hosted “Campus Cleanup Day” to help spruce up the grounds prior to the start of fall quarter. About 12 administrators, classified staff, and faculty pulled weeds, trimmed ivy, and removed debris.

Campus Clean-up Day and Opening Week Photos



What's Happening on Campus

New Student Orientation

On Sept. 21 and 26, Student Life hosted 123 students at our first in-person New Student Orientations (NSO) in 3 years. 18 campus programs and departments participated/presented at NSO. Additionally, students who were unable to attend an in-person session were invited to participate in an online NSO Canvas course.

Welcome Week

Students were welcomed back to campus this fall with a variety of Welcome Week events held from Sept. 28 to Oct. 6, both in-person and online. Over 1,500 students (not unique count) participated in Welcome Week by stopping by morning welcome tables, swag giveaway tables, or attending events such as a food truck free lunch, College resource fair, PUB pizza party, and virtual trivia.



7000 Campus Living

The Residential Life team is off to a great start this quarter, having hosted Grocery Bingo, Speed Friending, and Hot Cocoa events for about 130 new and returning residents. Other activities held to start the quarter included game nights, the Newly Roommate Game, a trip to Lynnwood Bowl & Skate, and pumpkin picking. Additionally, grocery shuttles are running on Mondays and Thursdays from 4-8pm for residents to pick up food and other essentials from local stores.



Study Abroad

We are bringing back study abroad to campus! International Education (IE) is currently supporting two Shoreline students who are studying in Japan for Fall Quarter! The students are on a Washington Community College Consortium program and are studying Japanese Language and Culture, Poetry, and Creative Writing, plus Photography. Their earned credits will be applied to their associates degrees. IE is now advertising and talking with students about a Spring Quarter program to Rome. In addition, IE is encouraging faculty to apply for a mini-grant to develop a short-term, faculty-led program that will travel with students in Summer 2024.

STUDY IN ROME
SPRING QUARTER 2023
Earn credits toward your Shoreline degree!
SHORELINE.EDU/INTERNATIONAL/STUDY-ABROAD

International Education

International Student Orientation (ISO)

On Monday, September 19th, Shoreline's International Education department welcomed almost 200 new international students from 43 countries for the Fall 2022 orientation. It was their first in-person orientation since Covid began in Winter 2020! The number of countries represented in the new cohort is the most we have ever had in the College's history. That this comes at the heels of a global pandemic is a testament to the College's continued excellence and leadership in this area. The IE team responded to constantly changing external conditions by pivoting and innovating. As things continue to return to "normal", we are excited to rebuild and grow in this area.

Speaking of excitement, the energy and buzz in the room during the ISO welcome was amazing! President Kahn gave a warm welcome to new students. He also had a chance to engage with many parents who had accompanied their student to the U.S.

Sessions took place for students as well as family and friends in PUB Main Dining Room. Those students who are still choosing to study online this quarter were invited to a Zoom welcome session on Monday evening. International student orientation concluded with two groups on a Seattle Tour - September 23-24.



Outreach and Recruitment

After many transitions and a global pandemic, the Outreach and Recruitment team is excited to be back working with the public! With a new interim Associate Director (Amy Stapleton) and interim Director (Lianne Almughirah), the division is excited about the opportunities that are ahead! The team also recently welcomed Katie Rousso to the team who will be working in partnership with Shorecrest and Shorewood high schools. We are also excited to announce the successful hire of the adult learner outreach position.

This fall we are looking forward to upcoming collaborations with Communications & Marketing (C&M) to increase our Shoreline social media presence as well as working in conjunction with Strategic Enrollment Management (SEM) on a recently completed zip code analysis to better understand our outreach efforts and demographics. We will be working closely with Enrollment Services as well to ensure that the application process is easy to navigate. We are looking forward to reconnecting with our partners internally and externally as we return to campus and the public! We are also excited to have Shoreline represented four days a week at our high schools!



Grow and Go- Fall 2022 Campaign

December 7, 2022 Board Packet: page 23

C&M Launched the first paid "Grow and GO" campaign. This campaign served over 1 million ads in the Shoreline CC service area across 4 platforms, bringing over 20,000 clicks to the landing pages on the college website. C&M supported and promoted the launch of the new SCC Athletics DOLPHIE! The Meet and Greet went very well.

Working hard to integrate multi language promotion, you can now see outreach items in Spanish. The college plans to integrate Amharic and Simplified Chinese over the next six months. In the interim, C&M created and purchased brand new banners for campus and supported the work for (3) new videos to recruit international and domestic students. C&M just started the creative work for the Guided Pathways website project and wrote Emergency Testing Alert procedures and planning for ET review. The Communications and Marketing Department regularly meets with Athletics, CECO, Transitional Studies, Humanities, Workforce, O&R, SEM, and ET to ensure communications are standardized and consistent throughout the college.

- You Are Welcome Here
- 30 second International Promo
- Generic 30 second promo



Grow & Go



Your Pathway to a Career in Nursing Starts at Shoreline.



Connections and Outreach

Completion of the new Health Science and Advanced Manufacturing Classroom Complex is now less than one year away. Several trades are now on site working on exterior sheathing, filling the first floor with ductwork, plumbing, and fire sprinkler piping, excavating the east side of the building to house the future building transformer, and finish metal stud framing under the skylights and pop-ups at the roof level. The first layer of roofing assembly has been added, as the contractor races to “dry-in” the building before the rainy season returns.



Foundation Updates, Diana Dotter, Acting Associate Vice President for Advancement, Communications & Marketing/Executive Director of Foundation

Seattle Latino Film Festival

The Foundation, in partnership with the College, hosted the Seattle Latino Film Festival on October 12, 13, 14 as part of the College’s National Hispanic Heritage Month celebrations. A special community celebration was held on October 14th from 6:00 – 10:00 pm in the theater. Guests included Hector Ivan Godoy Priske, Consul Titular Consulate of Mexico in Seattle and a representative from the Seattle Sounders. There were dance performances and complimentary food/beverages. This event was open to the community.

Student Success Fundraiser

On November 4th, the foundation will be hosting its annual Student Success Fundraiser Luncheon. The event will be held in the SCC Main Dining Room from 11:30 am – 1:00 pm. The Foundation will honor Jeanne Monger with the Distinguished Community Service Award. All funds raised will provide scholarships and emergency aid to students in need. Solicitations to sponsors are underway. Please join us! [Annual Student Success Fundraiser | Shoreline Community College](#).

College/Foundation Agreement

The College and the Foundation are currently in the process of working out details of the agreement. It is the Executive Director’s hope that the contract will be executed at the next Board of Directors meeting in November.

Annual Audit

The Foundation is currently in the process of its annual audit for the 2021-2022 academic year. We expect to complete the audit by the end of November early December.

Shoreline Community College Foundation Scholarship Ceremony was held October 2nd, 2022. Scholarship donors, faculty, staff, students, and their parents all enjoyed the event.



Fall 2022 Enrollment

Total college enrollment is down approximately 13% from the same time last fall. This includes a 12% drop in State-Supported (-361 FTE) and 9% drop in International Contract (-56 FTE). New to Shoreline is slightly up over this time last year (3%; +41 FTE). As of Monday, Oct. 10, total enrollment (3,572 FTE) is slightly over budgeted enrollment (3,469 FTE), which puts us within budget for Fall 2022 (~103% of Budget). During the early part of fall we experienced a significant problem with fraudulent student applications and enrollment; this inflated early FTE. Accounts identified as fraudulent have been flagged and dropped, and Enrollment Services has slowed down applications to confirm student identity prior to admission and enrollment.

Human Resources

The HR Office supported the recruitment of 113 full-time positions across admin, classified, and full-time faculty constituency groups in the 2021-22 academic year. This means an average of 9 positions each month were hired/onboarded! As the current academic year kicks off, this trend looks to be continued in 2022-23 noting 31 recruitments have been authorized since July 2022 thus far. The HR Office is included within those areas who have hired in the last year, noting a total of 4 new staff joining our team across Summer 2022.

Safety & Security

A comprehensive [Public Service Job Fair](#) will be hosted by the College's Safety & Security Office on November 15 from 10am – 2pm in the PUB Main Dining Room. This fair will provide opportunities for our campus community to learn about opportunities with local law enforcement, fire service, medical centers, public works, and various local government agencies, as well as programs offered at Shoreline Community College that can assist with pursuing careers with public service agencies.

DEI Updates

VP DEI Update

The College is in the midst of hiring for our new VP of DEI. There will be an emphasis in the position to focus on connections to each of the key units on campus including instruction, student services, Human Resources, business services, and institutional effectiveness. Two finalist candidates were interviewed on October 20 and 21 across activities with various College constituent groups. We expect to make an offer and have a person working with us in this role by mid-November. Stay tuned for the announcement.

DEI Training Continues

DEI Training Coordinator Aisha Hauser continues to serve in a key role for support of a broad-based understanding of the history of racism in the U.S., education and training in unconscious bias and cultural competence, and understanding whiteness at work. Aisha continues to support both the executive team and the student learning, equity, and success team around DEI leadership learning. Lastly, Aisha is partnering with our student services and student life operations related to DEI training and education for students.

Affinity Groups

In Fall 2020, the College began working towards the creation of a policy and procedure related to affinity groups. That work was completed in Spring 2022, and will be rolled out to campus for participation this Fall 2022 forward. Employee affinity groups will be used to foster learning, development, and community building through the creation of groups connected by shared identities, characteristics, and/or life experiences to connect in a manner that supports inclusion, belonging, and engagement at the College. More to come on this in mid to late Fall 2022.

DEI Advisory Group

The DEI advisory group was formed in the 2021-22 year to ensure the continuation of ongoing DEI work, while serving as an advisory group to the Executive Team for DEI needs across campus. Major initiatives for the 2022-23 year will include coordination with the new VP-DEI to ensure DEI focused trainings are developed for specific College constituencies, to support the continued rollout of the DEI climate survey, and to provide feedback and support related to a comprehensive DEI framework.

Waves of Gratitude for Norah Peters of Advising for Inclusive Excellence and Respect. Norah demonstrates an unwavering amount of support and care to those she works with, especially when interacting with our college students and their families. She goes above and beyond her main responsibilities for continued learning, growth, and building community in various settings. There are not enough "thank yous" to say that express how much the Advising Office appreciates you!

Waves of Gratitude for Bayta Maring of Administrative Services for Inclusive Excellence and Institutional Support. Bayta worked and led the team that coordinated the Adhoc accreditation report. This was a project that touched many departments and required many moving parts. Thank you Bayta for your hard work! From Crystal Berry Communications & Marketing.

Waves of Gratitude for Lauren Hadley Director of Workforce for program support and being a champion. Lauren had been my supervisor and Director of Manufacturing for 5+ years and has moved to other duties. Lauren is a champion for manufacturing and its instructors and staff. She is greatly appreciated and missed! Thank you, Lauren, for always working your magic to keep staff, navigator, and instructors!

Waves of Gratitude for Tigist Stanghor of Financial Aid for Inclusive Excellence and Respect. Every day I am grateful that Tigist exists in the world. Without her, our Workforce grants would not be processed. Even with tons of staffing changes and transitioning to ctcLink, Tigist manages to make time to help resolve student issues that come up. She is always gracious with people as issues arise. I know that everyone in the Workforce Office has such deep respect and gratitude for Tigist. Submitted by Jenna Schlein of STEM Workforce Education.

Waves of Gratitude for Douglas Haub of Administrative Services for Inclusive Excellence and Community Engagement for demystifying ctcLink and being a much-needed source of positivity during challenging times! Douglas consistently goes above and beyond to help anyone who is struggling to understand how to do their work in ctcLink. He has created so many resources that employees across campus now rely on to ensure that key processes run smoothly. And when explaining difficult material, Douglas is always encouraging and supportive. I really could not understand this stuff without that kind of positivity keeping me going. THANK YOU! Submitted by anonymous.

Waves of Gratitude for Melissa Sanders of Human Relations and Employee Relations for Inclusive Excellence and Community Engagement. This is a wave of gratitude for both Melissa Sanders of HR and Bonnie Madison of TSS, for getting our newest employee network access in record time! Melissa and Bonnie made it possible for our new hire to jump right in on day 1. Huge thanks for their exceptional communication, dedication, and great work. You are so appreciated, Bonnie and Melissa! Submitted by anonymous.

Waves of Gratitude for Bonnie Madison of Technical Support Services for Inclusive Excellence and Community Engagement. This is a wave of gratitude for both Melissa Sanders of HR and Bonnie Madison of TSS, for getting our newest employee network access in record time! Melissa and Bonnie made it possible for our new hire to jump right in on day 1. Huge thanks for their exceptional communication, dedication, and great work. You are so appreciated, Bonnie and Melissa! Submitted by anonymous.

Waves of Gratitude for Wanda Waldrop of Manufacturing for Respect, Student Engagement, Community Engagement, and Staff support. Wanda puts so much work into supporting her students and her team, as well as others who are part of the students' network. Even in difficult situations, Wanda manages to laugh and is always so wonderful to work with. submitted by Miranda Levy of Student Accessibility Services.

Waves of Gratitude for Brandon Fryman of eLearning for Inclusive Excellence. Brandon did such a great job in the faculty institute. Showing us what to look out for in our classrooms to build equity and inclusion, it's just little shifts that I would not see. TILTing (Transparency in Learning and Teaching (TiLT), is such a great idea and I can see why he is so passionate about it. And building accessibility in the classroom even before we have a student that needs accommodations is a great way to already build that with that in mind. It is important to realize that not everyone speaks out about getting help or telling folks that they need an accommodation. Build it first. He has such great ideas and has a good eye for catching things I do not. I appreciate all the work you do on our campus. Thank you for being so JEDI-A centered. And everywhere I turn, he is there helping on campus. Anonymous.

Calendar

Important Dates:

- Campus Closed November 24th - November 25th, 2022
- Fall Quarter Finals December 13th - December 15th, 2022
- Campus Closed December 26th, 2022 - January 2nd, 2023
- First Day of Winter Quarter- January 9th, 2023

Events:

- [10/27/22: Experience Shoreline \(Recruitment Event\)](#)
- [11/3/22 Fall 2022 Club Fair](#)
- [11/4/22 Shoreline CC Faculty OER Institute 2023](#)
- [11/7/22-12/24/22 re\)UNITED A Shoreline Employee Visual, Performing, and Literary Arts Exhibition](#)
- [11/09/22 Priority Student Registration for Winter Quarter Begins](#)
- [11/10/22 Community Check-in: Thursday, November 10, 2022](#)
- [12/08/22 Community Check-in: Thursday, December 8, 2022](#)

[Employee Calendar](#)

[College Calendar](#)

[Academic Calendar](#)

Good evening everyone in this room, my name is Chloe Mok, and I am absolutely honored to be part of the Board of Trustees as the Student Government President for the first time. I am aware of the gravity of the role that I would carry out as a Student Representative, yet exactly because of that do I feel the adrenaline rush of excitement to be allowed a platform to speak for my fellow peers and be their voice. And as I slowly but steadfastly navigate through my duties and responsibilities in the Board of Trustees, I look forward to learning from and working alongside with you all.

I would like to begin by reflecting on the past years where COVID became a barrier between students and the school. Thankful enough for my perceptive predecessors, as workshops and events were managed to be carried out without fail consistently amidst such tough times, though most were held predominantly virtually due to safety precautions. While virtual events have their appealing selling points, these virtual events does not necessarily do justice to the authentic learning experience of Shoreline. And with confidence, I'd say that I believe you all in this room would agree— there is no substitute for real-life human connection; Keeping our students engaged is one of our many missions in hope to provide students with the best Shoreline experience, and with virtual events, it is evident that it became increasingly difficult for us to capture our students' attention through a thick glass screen. Therefore, it comes as no surprise that student participation became one of the largest challenges in terms of engagement. And as we move towards, as an institute, in finding better technological improvisations in hope to enhance students' experience for those who choose to remain remote, we would also like to move forward to slowly transitioning into more in-person activities and events, where students present on-campus this school year would have a strengthened bond with one another, as well to hopefully, develop a sense of belonging to our school community.

Our series of Welcome Week events that were held in light of welcoming all students back on campus in the first two weeks of school is a good example of showcasing that our goal to engage is not just empty words. My teammates and I were greeted with extraordinary turnouts as we handed out breakfast pastries to morning class-goers, as well as lunches for students to grab when working to and from classes. In the process, we were busy replacing empty boxes of doughnuts with boxes of fresh ones; 3 full barrels of Bahn Mis running out within the first 40 minutes of tabling— the pizzas that became replacements of the ran out Bahn Mis had their own dramatic refills. There were seconds of panic, but we were determined to keep our promise that food will be provided to the queue of students lining up in the rain undeterred. Up to 50 boxes of pizzas were all wiped out, as I say with confidence that the PUB Pizza Party was a successful event that brought light to the PUB resources the school offers. It was definitely a positive reinforcement for Student Life to continue to move forward on the right track we are on right now when I heard positive feedbacks from classmates, whether through word of mouth, or eavesdropping on bus conversations between our schoolmates that was talking about our outstanding Welcome Week Events with nothing but positive words the other day.

And if my anecdotes above does not awe you, the Student Government is currently in the process of working alongside President Kahn, along with a few faculties under a Request For Proposal for a Coffee Store that would in the near future sit in the beautiful Shoreline campus. Besides, we are also in the process of brainstorming ideas on implementing a cafeteria, or some type of an alternative to our current rather limited food options.

Now, I would like to shift to the conclusion with a couple more exciting announcements. We just went through our very first board meeting, and it went really well– all credits go to my wonderful teammates. Among the many clubs and mini-grant approvals, we are pleased to be part of our Athletics leg-up as funding has been approved and allocated Fall throughout Spring. We are also excited about the long-anticipated reopening of the Art Gallery, as well as the opening of the New Health Science Building in 2023!

Walking into campus this quarter feels different in a good way. Words cannot begin to describe how happy the Student Government is that the campus is so much more livened up with a generous diversity of class-goers. On behalf of ASG, we look forward to seeing more changes, good changes, that will shape Shoreline into the best learning environment possible.

Thank You.



A Union of Professionals

Shoreline Community College Federation of Teachers
Local 1950

SCCFT President Eric Hamako
Statement to the SCC Board of Trustees
2022.10.26
Permalink: <https://bit.ly/SCCFTtoBOT2022-10>

Good evening. I ask that my comments be read into the record.

Trustees of the Board:

My name is Eric Hamako. I am the President of the faculty's union, the Shoreline Community College Federation of Teachers (SCCFT), Local 1950 of the American Federation of Teachers (AFT).

Decades ago, the faculty of our College organized ourselves into a labor union local, affiliating with the American Federation of Teachers. Under Federal labor law, our union, Local 1950, is the "exclusive representative" of the faculty bargaining unit. As the exclusive representative for the faculty bargaining unit, we represent the interests of all faculty members to you, the employer. When it comes to taking action on behalf of the faculty bargaining unit, the Federation is the exclusive representative. Sometimes, management might *wish* that it could deal with some other body when dealing with faculty's wages, hours, or working conditions. But, the Federation is the faculty bargaining unit's exclusive representative. When it comes to negotiating collective bargaining agreements (CBAs) on behalf of the faculty bargaining unit, the Federation is our faculty's exclusive representative. Sometimes, management might *wish* that it could negotiate with some other body for contractual agreements with faculty – or even to deal directly with each individual faculty member, the better to divide and conquer workers. But, the Federation is

the faculty bargaining unit's exclusive representative for such matters – and we do so with the collective power of the faculty.

This year, the Federation will again be negotiating with the College for our next Collective Bargaining Agreement (CBA). So, as the elected President of our faculty's labor union, the faculty bargaining unit's exclusive representative, I'd like to briefly overview some of the faculty's current collective concerns regarding wages, hours, and working conditions.

The faculty have many concerns regarding our wages. Here are some glaring examples.

1. First, our salaries have been depressed by years of missed raises, which have gone unfunded by the state legislature. The longer a faculty member has been employed at the College, the more raises they've gone without over the years.
2. Second, in recent years, the state legislature has created salary inequities between disciplines, funding raises for faculty in some disciplines, while leaving out faculty in other disciplines. Such short-sighted market-driven logic for legislative funding goes against the solidarity-driven logic of our union.
3. Third, as part of the recent ctclink implementation, the College has begun further delaying the paychecks of adjunct faculty, causing adjunct faculty, some of our lowest income and least secure faculty, to have to wait even longer to receive their first paychecks of a given quarter of employment.
4. And, fourth, the College has exploited faculty through escalating faculty workload, which itself amounts to a cut in faculty wages – more work without more pay. For example, the College has made insufficient investments in -- and sometimes even cuts to -- student support services during a period of acutely increasing student need. Faculty then feel bound to try to make up those shortfalls, to serve students' needs. And, as a second example, the College has engaged in a decades-long campaign toward the

“temp-ification” of our workforce – increasing the proportion of unstable, contingent jobs and decreasing the proportion of stable, tenured jobs. These dwindling full-time faculty jobs generate most of the faculty’s “service work” to the College – such as serving on tenure committees and doing the outcomes assessment work required for our college’s continued accreditation. The College benefits from full-time faculty exceeding our required service work, working beyond the 100 hours of service work per quarter that the College and Federation agreed to in our most recent Collective Bargaining Agreement. Yet, according to the regional accrediting body, NWCCU, the College has not been managing its use of faculty service work adequately enough to ensure that enough faculty service work is directed toward the College’s outcomes assessment work – work which is necessary for the College to maintain its accreditation.

These wage-related problems have a variety of negative consequences. They reduce the College’s ability to recruit and retain faculty. For example, the College has lost several long-time faculty members, some who are only mid-career, due to low wages – even in disciplines that *are* benefitting from the state legislature’s inequitable “high-demand faculty” salary increases. Depressed wages and inequitable raises are poison for workplace morale. And, escalating workload exhausts faculty, which is a harm unto itself and also reduces our ability to serve our students.

So, the Federation continues to advocate and negotiate for salary increases, both at the state level and at the bargaining table with the College. We continue advocating for timely pay for adjunct faculty. We continue advocating ways to close the salary disparities between disciplines. We continue advocating, at the state and College-level, for expanded funding for student support services. And, we continue educating faculty about the boundaries of our workload. As workers who are legally categorized as “professionals,” we are not hourly workers – that is, we aren’t paid per hour and we don’t clock in and out. But, that doesn’t mean that the College is entitled to an unlimited amount of our work hours.

Our faculty union also represents faculty in our concerns regarding work hours. One such concern is the fundamental job insecurity that comes with the College's overreliance on contingent faculty labor – that is, faculty jobs in which workers don't know how much work they'll have from quarter to quarter – or whether they'll even have a job from quarter to quarter. Not only does this create tremendous financial anxiety and insecurity for our faculty, it also endangers faculty members' access to medical care, because faculty must have enough work to qualify for medical insurance. With these stressors and with faculty sometimes working jobs at multiple colleges to make ends meet, the College's overreliance on contingent faculty labor both directly harms faculty and indirectly harms the students we serve.

Another faculty concern about hours regards the College's attempts to unilaterally change the requirements for the scheduling of faculty's work. For example, the College recently announced that it would begin requiring most faculty to teach at least one course in-person during Winter and Spring quarters, a change from the College's previous scheduling practices – and one that disregards both faculty's role in shaping our schedules *and* the presence of the ongoing COVID-19 pandemic. This change bears not only on the scheduling of our work hours, it also bears on the conditions in which we do our work.

Our faculty union also represents the faculty bargaining unit regarding our working conditions. A fundamental working condition is workplace safety. Three current examples of workplace safety concerns include the health impacts of campus construction & repairs, the health impacts of air pollution, and the health impacts of minimizing COVID-19 pandemic precautionary measures. Recently, the College's repairs to the 5000 Building roof and its construction of the Health Sciences complex have emitted noxious fumes that have affected workers and students. And, the now-annual "fire season" has created hazardous air quality conditions at work. Some College measures, such as remote work, have been effective and desirable. Other measures, less so, such as suggesting that faculty close windows and reducing ventilation, given the ongoing COVID-19 pandemic. And, last, but definitely not least, the COVID-19 pandemic continues to be a concern for faculty workplace safety. The Federal and

State governments continue to further abdicate responsibility for public health, rolling back what pandemic precautions they had implemented. Now, Washington State is days away from declaring an end to the “state of emergency” – and, with it, an end to some of the last remaining requirements for pandemic workplace safety. But, faculty continue to be concerned about the deadly and maiming impacts of the ongoing COVID-19 pandemic. Vaccination, along with non-pharmaceutical interventions, such as mask-wearing, increased ventilation, access to remote work accommodations, and additional sick leave, continues to be an important combination for increasing workplace safety during the pandemic. So, while the College is poised to follow the state in rolling back pandemic precautions, our faculty union continues to advocate for and demand to bargain with the College to protect workers and students.

This evening, you’ll also hear from the Chair of the faculty’s Faculty Senate Council. The Faculty Senate Council and our faculty union are both elected bodies that represent the faculty collective. But, our two organizations represent the faculty in different realms. This year, as every year, when the faculty advocates for improvements to our wages, hours, and working conditions, it is our faculty labor union, Local 1950, that serves as the faculty bargaining unit’s exclusive representative on such matters.

Good night.

###

BOT Constituency Talking Points

First, many thanks to the board for allowing the faculty senate council to present. From what I understand it has been quite some time, and we are very grateful to be in the room.

Brief Distinctions between FSC and the Union

As a council of the college, the scope of FSC involves academic standards and pedagogical issues affecting instruction. Faculty rank and grading policies are within our scope. Degree structures, physical classroom and learning environments, ethics, and non-contractual faculty issues are topics we address. Tasks involve granting emeritus status, guided pathways, faculty training, transparent communication, budget concerns, and website review.

The union, on the other hand, is distinct in that it is organizationally separate from the college. The leadership consists of an executive, or E-board, president and officers, and representatives elected by faculty. Membership is voluntary and dues are 1.3% of income. Addressing contractual issues related to the Collective Bargaining Agreement, the union addresses compensation, workload, evaluations, and disciplinary processes.

About Faculty Senate Council

Faculty make up the senate. Twice per year, the council hosts all-faculty senate meetings. The Faculty Senate Council, which meets every second and fourth Wednesday throughout the quarter, consists of a chair and co-chair, myself and Kristine Petesch, respectively. There is 1 representative per 22 Full-Time Equivalent Faculty per division, including a [Faculty Association of Community and Technical Colleges](#) liaison. This is a statewide faculty association, and we currently seek to fill this position.

Last year was highly productive with revisions to the Transfer of Credit, Grading, and Academic Standards policies to reflect new ctCLink processes. ctCLink dominated a significant amount of time to understand the changes and challenges, and we were fortunate to have had Amy Kinsel on FSC council at the time, which made the transition a little less daunting. We worked closely with Romina Plozza and Bayta Maring, who gave frequent presentations, and updates and sought input for Gen Ed outcomes. We hosted many guests across the campus to help clarify processes that impact faculty, such as Miranda Levy from Student Accessibility Services. We granted emeriti to at least five faculty.

We intend to maintain this same level of engagement this year. So far, we have welcomed new and returning members and voted on the final revisions to the grades procedure policy. Today, we welcomed guests Ted Johnson to discuss workforce tuition assistance and VP King and Amy Rovner to discuss administrative drops. Later in November, we look forward to meeting with Bob Williamson to discuss the Request for Proposal process for a strategic planning consultant, a stellar example of interdisciplinary collaboration.

As the FSC continues to hone our focus for the year, we will be looking forward to reporting on the inspiring, innovative projects taking place across the campus. For any faculty present,

please reach out to me, Kristine Petesch, or your FSC representatives so we can be aware of the great things you are doing that deserves all of our awareness and acknowledgment. Additionally, I would like to recognize and acknowledge all faculty for pivoting to online learning during the pandemic. You are seen, and you are supported. Thank you for your enduring perseverance.

Since I am a nursing professor, I would like to take a moment to acknowledge our nursing faculty, who have also consistently pivoted throughout the COVID-19 pandemic by taking on an entirely new curriculum, constant changes to clinical experiences for students, and new Personal Protective Equipment needs every quarter including last minute fit-testing for N95 masks and vaccination requirements. Even before vaccination was available, amidst a pandemic that took millions of lives, our nurse faculty went into the heart of the storm- the hospitals and long-term care centers. Not only did they take on this risk, but they also persevered in their commitment to expanding the nursing program. In 2021, the number of registered nurses in the workplace decreased by more than 100,000, the most significant drop in four decades, with the highest of those figures reflecting nurses under the age of 35. The nursing shortage is more dire than ever, which means the need for nursing faculty at our institution is critical for serving the needs of our community.

Thank you again for having Faculty Senate Council present at this meeting, and we look forward to the next one, where all faculty may continue to be represented and acknowledged.

Good Evening. My name is Ric Doike-Foreman. I presently serve as the Washington Federation of State Employees Chief Shop Steward, Local 304, Council 28 in representation of the Shoreline Community College Classified Staff. I ask that these comments be read into the record.

As I have stated in the past, as every month rolls and I prepare my remarks, I am filled with a mixture of dread, reticence, and sadness as I determine what I want to say to you, the Board of Trustees. As I predicted this process has not changed and I do not see this process changing; probably ever. Why? Those who should know better, those who should be wise enough to listen, are those who continue to perpetuate the problems.

Being able to identify, delineate and effectively communicate employee expectations is not something that one should have to call out. There have been several occurrences during meetings regarding workplace expectations that it was made perfectly clear there is the requirement to adhere to a specific list of expectations and standards, yet there is nothing written down and provided to employee prior to these noted infractions. With nothing written down, things are subject to change depending on mood, situation, personnel.

Micromanagement does not work and can easily be viewed as harassment or reprisal. This tactic is used too often to root out individuals that are less liked, deemed problematic. Leadership needs take an active role and start training the management on how to properly lead, mentor, and supervise. If you have any doubt as to effects of poor management and leadership, just look to the amount of turnover and empty positions. Give any reason you wish, but please quit kidding yourselves. The reasons are their choice but their choices are determined by your actions and decisions.

Two departments at the college that have direct impact internally as well as to the community, are continually ignored. Safety and Security, Grounds and Nursey. Both departments are managed in a way that appears to give little to no consideration to the needs of their employees doing the work. There is no adequate coverage, no backup, no support.

Within Safety and Security, the ability to provide turnover and status updates has been eradicated by converting schedules to 8-hour basic shifts with no overlap and reducing the effectiveness of the officers to perform their duties to the campus. This shift in scheduling now increases the level of danger they must face each day. All in the name of saving money. If any proof is needed look to this past week where incidents, classified by communications and marketing to be non-threatening to the campus, have caused employees to sustain injury and campus property to be damaged.

After communications with management in the UMCC, it was the understanding of the classified staff union representatives that the second Grounds and Nursey Specialist 2 position was going to be advertised. It was requested that this be open until filled. That position has yet to be advertised. The grounds continue to remain in a state of disarray despite the efforts of the sole grounds and nursey specialist. This position is now trying to cover the work of (minimally) two full time positions and two hourly positions. You used to care about the state of our campus.

Too often decisions are being made expediently with varying reasons such as criticality, need, and other reasons directly related to singularized perspectives. Too often these decisions are related to hiring positions. This enables the college to remain reactive vice being mindful, aware, and proactive. The stagnant outdated leadership mindset is polarizing and harmful to the future growth and development of the college. There are several indications from sister campus where students are casting ShorelineCC in a bad light regarding financial aid, cancellation of classes, and a general lack of support and response by the college. How can leadership continually say their focus is on increasing, or minimally maintaining, enrollment when there is no care or concern given to supporting the front-line student-facing positions who should be setup for success instead of let floundering in work backlog due to employee changeover and gaps? The college has been in a downward spiral ever since the mantra of do less with less was uttered by the previous president. The college leadership continues to revere and hold fast to the mindset that we are a brick and mortar institution and this is only how we must exist.

If the events over the past years have taught us anything is that change needs to happen. You cannot create change without being willing to change and taking that first step.

I think it time leadership remembers how to walk.

**#11 - Report: Policy 1007 (COVID-19 Fully Vaccinated Campus) &
Governor's Rescission of COVID-19 Emergency Proclamations (effective October 31, 2022)**

Vaccination Requirement Discussion

Jack S. Kahn Ph.D.
President
Shoreline Community College

1

End of State of Emergency

- On October 31st, Governor rescinds State of Emergency
- No longer have vaccination requirements for faculty, staff, and students
- Higher Education is not mandated to require and each institution may approach differently
- Most of the Country has been not requiring vaccines for some time
- State of COVID-19 in the region low-risk

2

2

State Discussions

- University of Washington – will *keep their requirement of vaccinations*
- WACTC- per previous meeting, *only two colleges will try to re-instate requirement- most will let lapse*
- Health agencies such as Washington Occupational Safety and Health Association (W-OSHA) “consider adopting practices to require vaccinations”
- Educational agencies such as American College Health Association (ACHA) “strongly recommend vaccinations but consider requiring”

3

3

Local Discussions

- Covid Disease Team met last week to get feedback
 - Federation polled membership. 79 faculty (22%) responded as of 10/13. About 50% said they would be concerned about the health of others if the vaccine mandate was lifted; about 50% said they would be concerned about their own health.
 - Classified Union did not report
 - ASG did not report
 - Students
 - President met with ASG President
 - Athletics: Vast majority of colleges aren’t requiring, recommend we do not require for students
 - Local poll (145 people) – is vaccination requirement an impediment to enrollment
 - Overall
 - Who isn’t here (athletics population)

4

4

Recommendation to Consider

- Mix of recommendations at national, state and local level
- Not in a state of emergency
- **Strongly recommend vaccinations (but do not require at this time)**
- Continue to focus on health practices
 - Promote vaccination resources
 - Encourage use of masks and make readily available
 - Update Telework policy (in progress)
 - **Continue** ventilation & air filtration practices
 - **Continue** isolation accommodations (like in Residence Halls)
 - Provide ADA accommodations
 - Continue to monitor rates and the emergency order from the governor

5

Accreditation Ad Hoc Visit on Oct. 14



1

Overall Visit - Recommendation #1

- Two evaluators, one focused on recommendation 1 (planning); the other focused on recommendation 2 (learning/program outcomes).
 - Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability – Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (Standards 1.B.1;1.B.2)

2

Elements of Recommendation #1

- Systematic Method for Data Handling: Review of documents provided evidence that Shoreline has taken a number of steps toward developing this system. However, it is not yet functional, and only a select number of administrators and staff have a full vision of what this system must be able to do for the college.
- Systematic Evaluation, Planning, and Resource Allocation: Shoreline has recently developed a revised planning framework. The revised planning framework appears to be comprehensive and implementable if the college remains focused on using data to make critical decisions leading to mission fulfillment.
- Improving Institutional Effectiveness: Focus on ongoing continuous improvement across the whole college is improving, but still needs work.
- Achieving Mission Fulfillment: “In conversation with administrators and staff, it is evident that they are passionate about their mission and clear about their responsibilities to their students”, and further stated, “Mission, Vision, and Values are woven together as Shoreline builds a system to provide evidence of mission fulfillment. “

3

Elements of Recommendation #1

- Moving Forward: “The evaluators found evidence that Shoreline believes in their mission, is passionate about fulfilling it as they serve students, and they are still in the planning phase of robust measurement of mission fulfillment. “
- Four gaps were identified:
 1. The college is missing a calendar of planning and assessment events with regularly scheduled activities for which all areas are held accountable.
 2. Plans for institutionalizing and sustaining an assessment system are not yet in place.
 3. More extensive campus-wide communication and buy-in is needed.
 4. Current assessment efforts must be integrated into one system leading to a regularly completed cycle that fosters continuous improvement toward mission fulfillment.

4

Overall Visit - Recommendation #2

- Recommendation 2: Fall 2020 Mission Fulfillment and Sustainability – Engage in assessment practices that focus on systematic and on-going assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (Standards 1.C.5; 1.C.6; 1.C.7)

5

Elements of Recommendation #2A System of Assessment

Shoreline has developed both Course Learning Outcome (CLO) and Program Learning Outcome (PLO) assessment processes in the past two years that are authentically tied to the outcome being assessed...

Professional-technical programs: Faculty report engaging with the external program review process. The programs that fall into this group have a systematic assessment process of student learning and improvement cycle, which informs program planning. It is unclear how the college plans to combine the many methods of professional-technical program assessment into a unifying process that can be used to improve instruction.

6

Elements of Recommendation #2A

- **Transfer degree programs:** Transfer degree programs **do not have discrete sets of program outcomes**. An implementation team addressing the new SSLOs has been tasked with developing PLOs for transfer programs. The COARs that have been completed provide some actionable information on student learning at the course-level for a very limited number of transfer courses, **but do not rise to the level of systematic assessment of the quality of learning within programs**
- **All programs:** The evaluation team was impressed by the level of commitment and passion the learning committees and faculty bring to the table. The college is supportive of the efforts through stipends, release time, and service responsibilities. Faculty understand that it is their responsibility to assess the quality of learning within programs.
- **Culture of Assessment:** The evaluation team was impressed with the level of commitment and enthusiasm the faculty and learning outcomes groups exhibited. Shoreline's participatory and collaborative planning is moving the college into a culture of assessment for the benefit of the students.

7

Elements of Recommendation #2A

- **Moving Forward:** "The evaluators found evidence that the college has made some progress with learning assessment, **but assessment is not yet systemized into an integrated process to evaluate the quality of learning in its programs.** "
- **Four gaps were identified:**
 1. The college has made some progress with learning assessment, but assessment is not yet systemized into an integrated process to evaluate the quality of learning in its programs.
 2. The college is encouraged to evaluate the efficacy of the proposed assessment process with an eye toward systemization, information sharing, and collaboration at all levels of the college.
 3. The evaluation team acknowledges the efforts toward creating a program review process for transfer degrees, and encourages the college to seek best practices in college transfer program assessment. .
 4. It will be important for the college to increase the scope of assessment activities in order to provide a clear picture of all student learning in a systematic, timely way to better inform planning activities.

8

Elements of Recommendation #2B Program Assessment within Gen. Ed. Or ILO

Shoreline has undergone a two-year, collaborative process to update Institutional Learning Outcomes (ILOs), known as Shoreline Student Learning Outcomes (SSLOs).

Moving forward

Shoreline must initiate a system that allows the college to assess SSLOs as part of the regular assessment workflow. The work-product of SSLO assessment should result in actionable information that can be brought forward at all levels of the organization, and used to improve instructional programs and student support services as discussed in 1.C.7.

9

Elements of Recommendation #2C Assessment Support Cycle of Improvement in Learning

Absent from Shoreline's assessment cycle is a systematic way for recommendations based on student learning assessment to connect to the overall college assessment and resource allocation processes to inform academic and program planning and improve instructional programs.

Moving forward

As the college continues to develop a comprehensive assessment system, it will be important to include an information-sharing process to appropriately inform planning groups at all levels of the results of assessment activities in order to identify gaps in learning and student support activities, and a mechanism to develop resources necessary to close gaps and improve learning outcomes.

10

Next Steps

- Visit on October 14
- Respond with fact changes by October 28
- Evaluators Submit confidential report to NWCCU by November 4
- NWCCU meets in January/February
 - Will provide College with:
 - Lifting of recommendations.
 - Hold recommendations due to extenuating circumstances.
 - Sanction

11

Next Steps

- Work on Planning
 - Finalize academic planning, linking resources and outcomes to budget.
 - Finalize all other areas of campus reviews (students, business, HR, technology, etc).
 - Link all to larger college cycle of budget and review for the 2023-24 cycle.
 - Codify and practice into the 2023-24 year.

12

Next Steps

- Work on Learning Outcomes
 - Develop and finalize a tighter schedule of program (unit) review for course, program, transfer, and institutional outcomes.
 - Training on equity in outcomes for all faculty.
 - Linking to curriculum and update process that ensures all course outlines are reviewed on a cycle.
 - Education and training on writing course outcomes and linking learning outcomes to a cycle of improvement.
 - Codifying the above in a cycle of review that will feed into overall planning as well.

SHORELINE COMMUNITY COLLEGE

2021-22 Revised Operating Budget, Revenues and Expenses - June 2022 Final

Revenues	2021-22 Budget	As of 6/30/22	Difference	% Received
State Allocation	\$ 31,057,551	\$ 32,049,858	\$ 992,307	103.20%
Operating Tuition	10,354,133	9,255,354	(1,098,779)	89.39%
International	3,287,030	3,287,030	-	100.00%
Running Start	2,116,982	2,116,982	-	100.00%
CECO	727,701	727,701	-	100.00%
	47,543,397	47,436,925	(106,472)	

Expenditures	2021-22 Budget	As of 6/30/22	Difference	% Spent
Exempt	5,175,112	4,946,334	228,778	95.58%
Full-Time Faculty	10,197,564	9,595,695	601,869	94.10%
Part-Time Faculty	9,124,446	9,239,121	(114,675)	101.26%
Classified	6,365,784	6,040,420	325,364	94.89%
Hourly, Students and Others	578,233	747,066	(168,833)	129.20%
Benefits	10,146,056	9,258,020	888,036	91.25%
Personal Services Contracts	320,500	934,244	(613,744)	291.50%
Goods and Services	3,926,457	4,186,494	(260,037)	106.62%
Travel	102,270	70,984	31,286	69.41%
Capital Outlays - Fixed Assets	533,999	617,277	(83,278)	115.60%
Computers and Related Hardware	205,923	140,037	65,886	68.00%
Client Services and Financial Aid	828,543	892,395	(63,852)	107.71%
Debt Service	392,419	473,091	(80,672)	120.56%
Subtotal	47,897,306	47,141,178	756,128	
Intra Agency Reimbursements	(368,200)	(368,200)	-	
Total Expenditures	47,529,106	46,772,978	756,128	
Surplus	\$ 14,291	\$ 663,947	\$ 649,656	

Notes

State allocation includes additional year-end funding to cover central services expenses
 Operating tuition reflects enrollment decline in spring quarter following ctclink go-live
 Part-time faculty includes stipends for nurse educators, high-deman faculty, and Guided Pathways
 Hourly, Students, and Others includes employee leave cash-out
 Personal Services Contracts includes year-end central services expenses
 Debt Service includes payments for Allied Health building COP payment taken out after FY started

BOARD OF TRUSTEES

Board Calendar of Agenda Topics [Study Session(s) & Regular Session(s)]

October 2022 – July 2023

FALL – October 26, 2022 Meeting	
Study Session Topic(s) 3:00 PM	Reserves, Cash Management & Investment Strategy
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Enrollment Update • Report: Accreditation • Report: Fiscal Year-End (2021-2022) • Report: Cash Management, Policy & Investments • Report: Financial & Budget Update • Report: Board Calendar of Agenda Topics • Action: Board of Trustees 2022-2023 Goals • Action: President’s 2022-2023 Goals • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session: RCW 42.30.110(1)(g); RCW 42.30.110(1)(g) • Report: Closing Remarks–Board of Trustees
Note for October 2023 Board of Trustees Regular Session	Add—Report: Clery Act to the agenda.

FALL – December 7, 2022 Meeting	
Study Session Topic(s) 3:00 PM	Institutional Effectiveness
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • First Reading: 2022-2023 Services & Activities (S&A) Budget & Winter 2023 Allocations • * Action: Renewal of First Year &/or Second Year Tenure Track Faculty Candidates (Per VPSLES Office: No “spring hires” up for this action at 12/7/2022 BoT meeting.) • * Action: Tenure Considerations (Per VPSLES Office: No “spring hires” up for this action at 12/7/2022 BoT meeting.) (Note: Following Board action on tenure considerations, the Board takes a 20-minute recess for a reception (w/hors d’oeuvres) & photo ops, honoring the newly tenured faculty.) • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees
<p>*Tenure related actions (renewal of first year & second year tenure track faculty candidates &/or tenure considerations) at the December Board of Trustees regular meeting pertain to full-time tenure track faculty hired during the spring quarter & are sometimes referred to as “spring hires” &/or “off cycle tenure track faculty hires.”</p> <p>*If there are tenure related actions at the December Board of Trustees regular meeting, a special meeting (or meetings) is/are scheduled a week or more in advance of the December regular meeting for the Board to meet with the Appointment Review Committee (ARC) Chairs, the President, the Vice President for Student Learning, Equity & Success (VPSLES), & division Executive Dean or Dean (for third-year candidates).</p> <p>*Appointment Review Committee activities (e.g., meetings; due dates for the completion & submission of the ARC reports (aka “tenure reports”) to the Office of the VPSLES) are a negotiated item & contained in the Agreement (“Collective Bargaining Agreement” or “CBA”) with the Shoreline CC Federation of Teachers (“SCCFT”).</p>	

WINTER – January 25, 2023 Meeting	
Study Session Topic(s) 3:00 PM	Innovative Pedagogies & Guided Pathways
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • 2023-24 budget development timeline and process • Report: 2023 Washington ACT Transforming Lives Award(s) Campus Nominees & Board’s Nominee • Action: 2022-2023 Services & Activities (S&A) Budget & Winter 2023 Allocations • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees

WINTER – February 22, 2023 Meeting	
Study Session Topic(s) 3:00 PM	TBD
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • Fiscal Health Measures • Report: Enrollment Update • Action: Faculty Sabbatical Leave Proposals (2023-24) • First Reading: Two-Year College Calendar • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees

WINTER – March 15, 2023 Meeting	
Study Session Topic(s) 3:00 PM	Sabbatical Leaves
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda <ul style="list-style-type: none"> ○ Two-Year College Calendar • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • Report: 2023-2024 Budget Development Update • * Action: Renewal of First Year &/or Second Year Tenure Track Faculty Candidates • * Action: Tenure Considerations (Note: Following Board action on tenure considerations, the Board takes a 20-minute recess for a reception (w/hors d’oeuvres) & photo ops, honoring the newly tenured faculty.) • First Reading: 2022-2023 Services & Activities (S&A) Budget & Spring 2023 Allocations • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees
<p>*Tenure related actions (renewal of first year & second year tenure track faculty candidates &/or tenure considerations) at the March Board of Trustees regular meeting pertain to full-time tenure track faculty hired during the fall quarter & are sometimes referred to as “spring hires” &/or “off cycle tenure track faculty hires.”</p> <p>*A special meeting (or meetings) is/are scheduled a week or more in advance of the March regular meeting for the Board to meet with the Appointment Review Committee (ARC) Chairs, the President, the Vice President for Student Learning, Equity & Success (VPSLES), & division Executive Dean or Dean (for third-year candidates).</p> <p>*Appointment Review Committee activities (e.g., meetings; due dates for the completion & submission of the ARC reports (aka “tenure reports”) to the Office of the VPSLES) are a negotiated item & contained in the Agreement (“Collective Bargaining Agreement” or “CBA”) with the Shoreline CC Federation of Teachers (“SCCFT”).</p>	

SPRING – April 26, 2023 Meeting	
Study Session Topic(s) 3:00 PM	TBD
Regular Session Topic(s) 4:30 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • First Reading: Board of Trustees 2024 Regular Meeting Schedule • Action: 2022-2023 Services & Activities (S&A) Budget & Spring 2023 Allocations • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees

SPRING 2022 – May 24, 2023 Meeting	
Study Session Topic(s) 3:00 PM	2023-2024 Services & Activities (S&A) Budget
Regular Session Topic(s) 4:00 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): <ul style="list-style-type: none"> ○ All-Washington Academic Team Members • Report: Financial & Budget Update • First Reading: Summer & Fall 2023 Services & Activities (S&A) Budget • * Action: Renewal of First Year &/or Second Year Tenure Track Faculty Candidates • * Action: Tenure Considerations (Note: Following Board action on tenure considerations, the Board takes a 20-minute recess for a reception (w/hors d’oeuvres) & photo ops, honoring the newly tenured faculty.) • Action: Board of Trustees 2024 Regular Meeting Schedule • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees
<p>*Tenure related actions (renewal of first year & second year tenure track faculty candidates &/or tenure considerations) at the May Board of Trustees regular meeting pertain to full-time tenure track faculty hired during the winter quarter & are sometimes referred to as “winter hires” &/or “off cycle tenure track faculty hires.”</p> <p>*If there are tenure related actions at the May Board of Trustees regular meeting, a special meeting (or meetings) is/are scheduled a week or more in advance of the May regular meeting for the Board to meet with the Appointment Review Committee (ARC) Chairs, the President, the Vice President for Student Learning, Equity & Success (VPSLES), & division Executive Dean or Dean (for third-year candidates).</p> <p>*Appointment Review Committee activities (e.g., meetings; due dates for the completion & submission of the ARC reports (aka “tenure reports”) to the Office of the VPSLES) are a negotiated item & contained in the Agreement (“Collective Bargaining Agreement” or “CBA”) with the Shoreline CC Federation of Teachers (“SCCFT”).</p>	

SPRING 2022 – June 28, 2023 Meeting	
Study Session Topic(s) 3:00 PM	2023-2024 College Operating Budget (including Fee Proposals for FY 2023-2024)
Regular Session Topic(s) 4:00 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Enrollment • Report: Financial & Budget Update • Report: FY 2023-2024 College Operating Budget • Action: FY 2023-2024 College Operating Budget • Action: Summer & Fall 2023 Services & Activities (S&A) Budget • Action: Elect 2023 – 2024 Board of Trustees Officers (Chair • Vice Chair) • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session, if necessary, to discuss a matter or matters contained in RCW 42.30.110 • Report: Closing Remarks–Board of Trustees

SUMMER 2023 – July 19, 2023 Meeting	
Study Sessions have generally not happened during the July Board meeting.	
Regular Session Topic(s) 4:00 PM	<ul style="list-style-type: none"> • Report: Chair, Board of Trustees • Consent Agenda • <i>Communication from the Public</i> (“Public Comment Period”) • College Update(s): TBD • Report: Financial & Budget Update • Discussion: Board of Trustees Summer 2023 Retreat • Report: College President • Constituent Reports: Associated Student Government (ASG)/ Classified Staff (WFSE)/Faculty Federation (SCCFT)/Faculty Senate • Waves of Gratitude • Executive Session for the following reason: <ul style="list-style-type: none"> ○ To discuss the performance of a public employee. • Action: 2023 Exceptional Faculty Award • Report: Closing Remarks–Board of Trustees

2022 – 2023 SPECIAL MEETINGS OF THE BOARD

- August [11](#) & [16](#), 2022 – Board of Trustees Summer Retreat
- [September 20, 2022](#) – Report: FY 2021 Financial Statement Audit; Action: Washington Association of College Trustees (ACT) Transforming Lives Awards; Recognition of Trustee Catherine Post D’Ambrosio
- November 9, 2022: 9:00 AM-11:00 AM –Report: DEI Climate Survey; Report: Clery Act

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF NOVEMBER 9, 2022

MINUTES

The special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Kim Wells at 9:01 AM. A quorum of the Board was present either in-person or remotely. The Board Room (#1010M), located in the Administration building (#1000) at Shoreline Community College, was open for those attending the meeting in-person.

Chair Wells read a section of Shoreline Community College's [Land Acknowledgement](#).

MEMBERS PRESENT

Trustees Rebecca Chan, Tom Lux, Eben Pobee, Rebecca Ringer, and Kim Wells were present either in-person or remotely.

Assistant Attorney General (AAG) Tricia Boerger represented the Office of the Attorney General remotely.

COMMUNICATION FROM THE PUBLIC

Per the notice for the November 9, 2022 special meeting of the Board of Trustees:

Public comment(s) will be presented to the Board verbally.

- For attendees attending in-person: Please sign-up to provide a public comment on the speaker sign-in sheet in the Board Room between 8:45 AM–9:00 AM on November 9, 2022.
- For attendees connecting online: Please sign up to provide a public comment via the Chat function in Zoom between 8:45 AM–9:00 AM on November 9, 2022.

The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the November 9, 2022 meeting will be no more than ten (10) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than five (5) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the November 9, 2022 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the November 9, 2022 meeting.)

DEI Trainer Aisha Hauser has been at Shoreline Community College in some capacity since 2020, leading DEI trainings primarily for faculty and staff. Regarding the DEI climate survey, Aisha stated, “As you set your goals for the coming year, that they are attainable, and being mindful that the VP for DEI hasn’t started yet. One thing I’d like to name is getting a shared reality about what DEI work is. It’s a phenomenal goal and may take about a year.”

REPORT: DEI CLIMATE SURVEY FINDINGS PRESENTED BY AMY KURFIST, SENIOR RESEARCH ADVISOR-HANOVER RESEARCH

The [Diversity, Equity, And Inclusion Survey](#) presentation (attached) by Amy Kurfist, Senior Research Advisor from Hanover Research, included:

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF NOVEMBER 9, 2022

- An Introduction
- Key Findings
- Next Steps
- Respondent Characteristics

REPORT: •ANNUAL SECURITY REPORT 2022 (CLERY) •SECURITY EVENTS, RESPONSES, ACTIONS

Safety & Security Director Greg Cranson presented the [Annual Security Report 2022-23](#) (attached) as well as spoke about security events, responses, and actions.

CONVENE IN EXECUTIVE SESSION PERTAINING TO AGENCY LITIGATION AND COLLECTIVE BARGAINING PURSUANT TO [RCW 42.30.110\(1\)\(i\)](#); [.140\(4\)](#)

At 10:10 AM, Chair Wells announced that the Board would convene in executive session for twenty (20) minutes or as extended by the Board pertaining to agency litigation and collective bargaining pursuant to RCW 42.30.110(1)(i) and 140(4).

Executive Session commenced at 10:15 AM.

ACTION: \$275,000 EXPENDITURE FROM OPERATING RESERVES

The Board reconvened in open session.

Business & Administrative Acting Vice President Bob Williamson read tab 1 [Action: \$275,000 Expenditure from Operating Reserves].

Motion 22:59: Motion made by Trustee Lux, “That the Board of Trustees authorize the expenditure of \$275,000.00 of the operating reserves in support of the compromise settlement agreement with the faculty union related to faculty compensation under the 2017-2019 CBA.”

Motion seconded by Trustee Pobee.

Trustee Pobee expressed that “this is in the right direction and we hope that this good relationship, continues.”
All Trustees present for the action item, voted *aye* to approve the motion.

ADJOURNMENT

Motion 22:60: Motion made by Trustee Ringer to adjourn the special meeting of November 9, 2022.

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF NOVEMBER 9, 2022

Motion seconded by Trustee Lux. All Trustees present for this action item, voted *aye* to approve the motion.

Chair Wells adjourned the meeting at 10:44 AM.

Signed _____
Kim Wells, Chair

Attest: December 7, 2022

Lori Y. Yonemitsu, Secretary

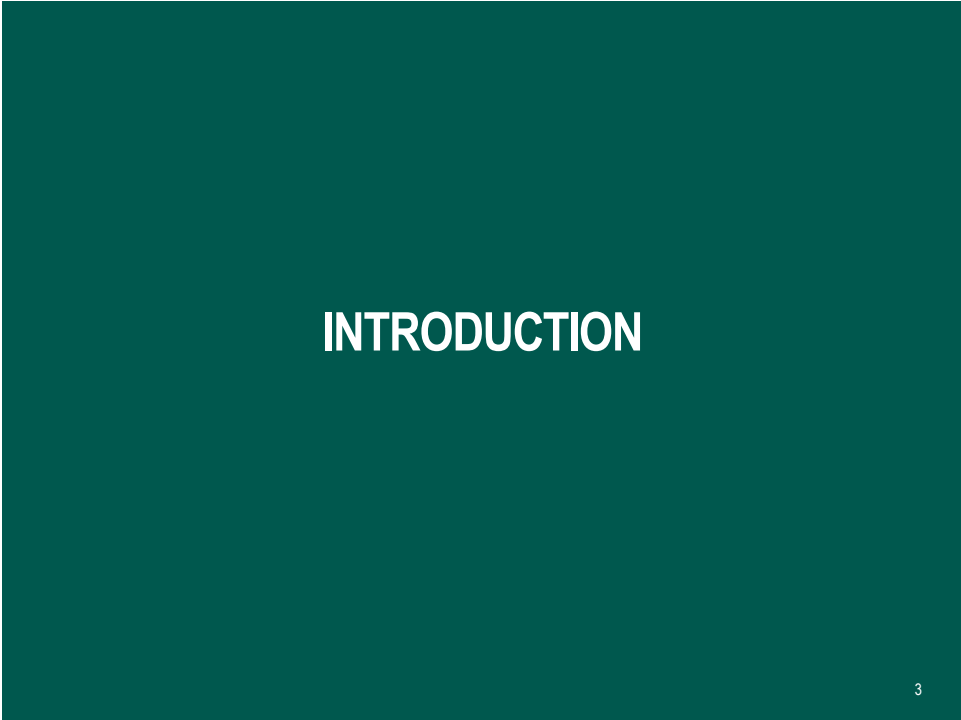


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INTRODUCTION OVERVIEW

KEY OBJECTIVES

- Understand perceptions of institution-level diversity, equity, and inclusion initiatives.
- Identify the strengths and weaknesses of DEI experiences both inside and outside of the classroom from the perspective of faculty, staff, and students.
- Assess the effectiveness of existing DEI resources and identify opportunities for improvement.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in June-July 2022 and October 2022 using the Qualtrics platform.
- The analysis includes a total of 303 respondents for summer respondents (students, faculty and staff) and 278 for fall respondents (students only) following data cleaning.
- Respondents are segmented by respondent group (student, faculty, staff), staff group (classified staff member, administrative exempt employee), student group (summer students, fall students), gender identity, and race/ethnicity (Person of Color/Multiracial, White), Hispanic or Latin(o/a/x), and Aanapisi Domestic students.

RESPONDENT QUALIFICATIONS

- Respondents are currently a student or employee at Shoreline Community College.

INTRODUCTION METHODOLOGY

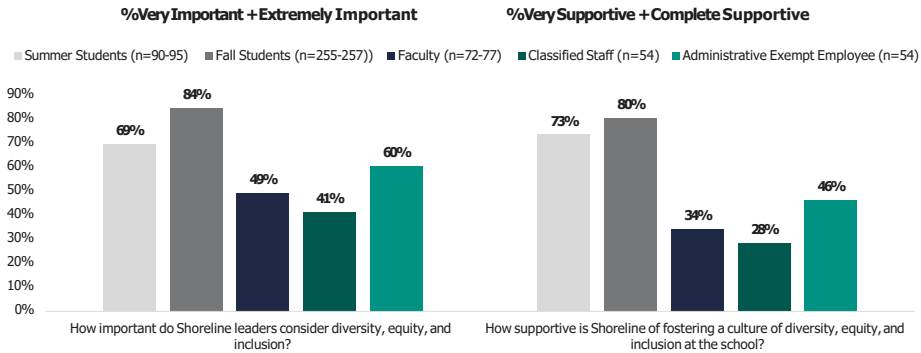
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Hanover provided an incentive to the first 50 contact list respondent for a \$10 gift card and a \$100 gift card raffle after the first 50 contact list respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- Percentages may sum up to exceed 100% for questions where respondents could select more than one answer option.
- Question text and answer options marked with † are truncated for clarity and brevity.
- For clarity and brevity, the analysis narrative refers to top two responses (e.g., "Agree" and "Strongly Agree" or "Very Prepared" and "Extremely Prepared") as respondents expressing "Agreement" or "Preparedness."
- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.



KEY FINDINGS

PERCEPTIONS OF INSTITUTION-LEVEL DIVERSITY, EQUITY, AND INCLUSION

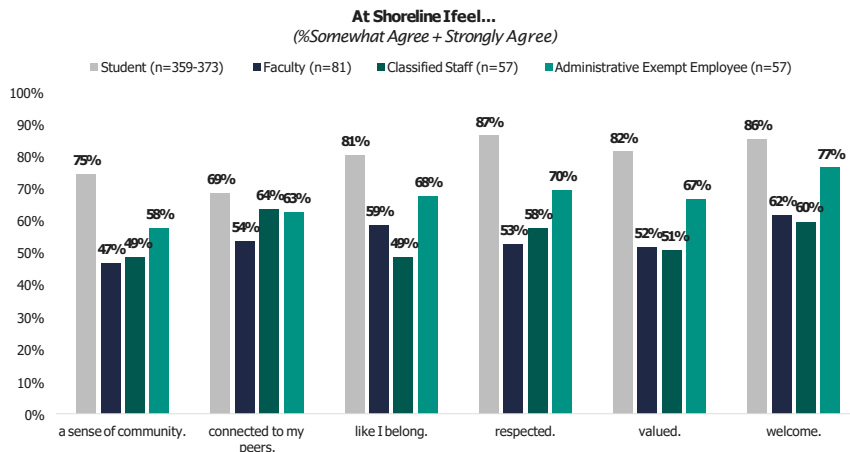
- A significantly higher proportion of students than faculty and staff members indicate a positive perception of diversity, equity, and inclusion (DEI) at Shoreline.** While over three-quarters (80%) of students report Shoreline leaders consider DEI as important, only about half of faculty (49%) and staff (50%) members report thinking so. Similarly, over three-quarters (78%) of students report Shoreline is supportive of fostering a culture of DEI at the school, yet a little over a third of faculty (34%) and staff (37%) members report thinking so. Additionally, administrative exempt employees are more likely than classified staff members to rank Shoreline positively in these areas.
- A significantly higher proportion of students (85%) than faculty and staff members (62 %respectively) agree that Shoreline leadership is supportive of creating a sense of belonging for the entire campus community.** However, these responses differ significantly among classified staff (48%) and administrative exempt employees (76%).



HIGHER EDUCATION

PERCEPTIONS OF INSTITUTION-LEVEL DIVERSITY, EQUITY, AND INCLUSION

- More than three-quarters (79%) of respondents indicate that they feel welcome at Shoreline.** However, a significantly higher proportion of female (84%) than male (76%) respondents indicate they feel welcome at Shoreline.
- Moreover, students are significantly more likely than faculty and staff members to report feeling a sense of community, like they belong, respected, valued, and welcome.**

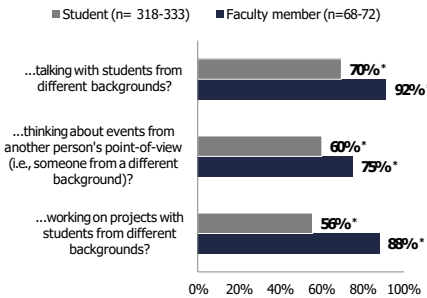


HIGHER EDUCATION

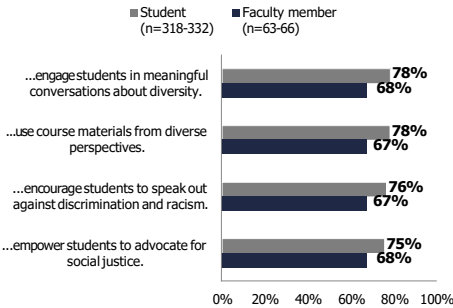
INSTRUCTIONAL PERSPECTIVES

- A significantly higher proportion of faculty members than students report that their courses frequently include talking with students from different backgrounds (92% vs. 70%), thinking about events from another person's point-of-view (79% vs. 60%), or working on projects with students from different backgrounds (88% vs. 56%). While differences are not statistically significant, more white respondents than persons of color report courses including talking to students from different backgrounds (78% vs. 69%) and working on projects with students from different backgrounds (65% vs. 56%).
 - However, around three-quarters of students and faculty members agree that instructors at Shoreline use course materials from diverse perspectives (76%), empower students to advocate for social justice (74%), engage students in meaningful conversations about diversity (75%), and encourage students to speak out against discrimination and racism (75%).

In the past term, how many of your courses included...
(% Most + All)



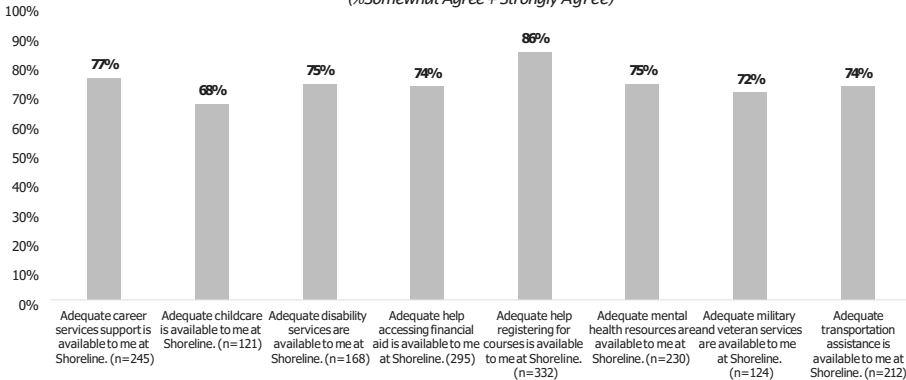
My instructors/Shoreline faculty...
(% Somewhat + Strongly agree)



STUDENT SUPPORT AND RESOURCES

- Over three-quarters of students hold a positive perception of the academic support Shoreline offers. However, a significantly higher proportion of male than female respondents agree that academic support is readily available to them (91% vs. 82%). Additionally, nearly 7 out of 10 student respondents or more agree that adequate services are available for students.

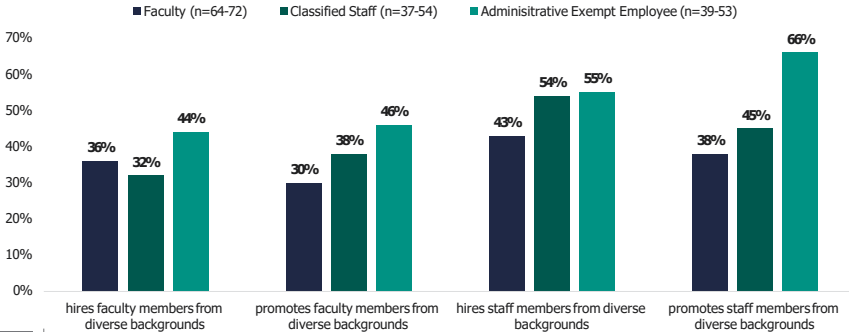
Please indicate the extent to which you disagree or agree with the following statements about student support services.
(%Somewhat Agree + Strongly Agree)



FACULTY AND STAFF PERCEPTIONS

- **Around one-third or less of faculty respondents believe that Shoreline hires faculty members from diverse backgrounds (39%) and promotes faculty members from diverse backgrounds (30%).** Meanwhile just over half of staff respondents believe that Shoreline hires staff members from diverse backgrounds (54%) and promotes staff members from diverse backgrounds (55%). However, staff opinions differ among classified and exempt employees in relation to promotions (classified staff 45% vs. administrative exempt employee 66%).
 - White faculty and staff members are more likely than their counterparts of color to agree the Shoreline hires faculty members from diverse backgrounds (42% vs. 29%), promotes faculty members from diverse backgrounds (44% vs. 27%), hires staff members from diverse backgrounds (53% vs. 45%), and promotes staff members from diverse backgrounds (

Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity. Shoreline... (%Somewhat Agree + Strongly Agree)

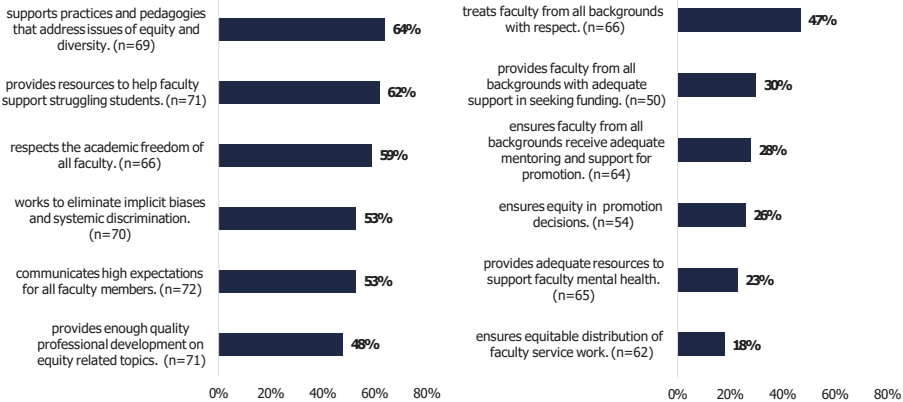


HIGHER EDUCATION

FACULTY PERCEPTIONS

- **Relatively few (18%) faculty members indicate that Shoreline ensures equitable distribution of faculty service work.** Meanwhile, nearly a quarter (23%) agree that Shoreline provides adequate resources to support faculty mental health. While differences were observed between white faculty and faculty of color, the small sample size of faculty of color (n=10) necessitates additional research to confirm these perspectives.

Please indicate the extent to which you disagree or agree with the following statements. Shoreline... (%Somewhat Agree + Strongly Agree)

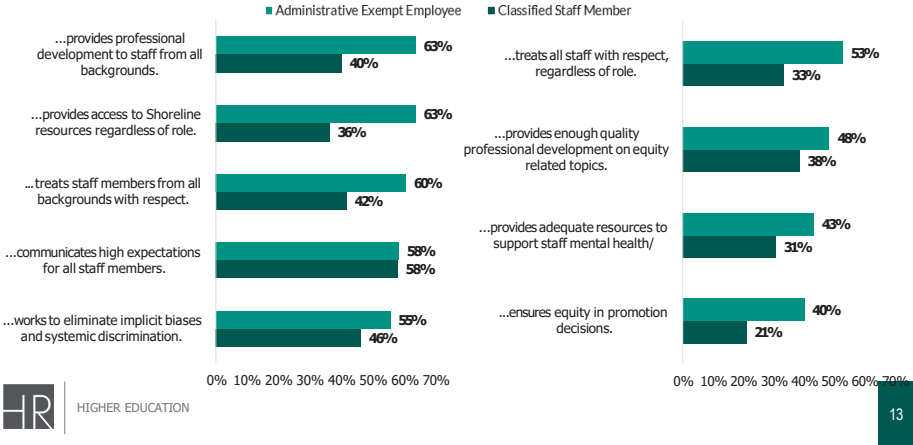


HIGHER EDUCATION

STAFF PERCEPTIONS

- **About half (51%) of staff members agree that Shoreline works to eliminate implicit biases and systemic discrimination.** However, staff members who are persons of color or multi-racial are significantly less likely than those who are white to indicate that Shoreline works to eliminate implicit biases and systemic discrimination (58% vs. 32%).
 - Administrative exempt employees are significantly more likely than classified staff members to believe that Shoreline provides access to resources regardless of role (63% vs. 36%), provides professional development to staff from all backgrounds (63% vs. 40%), and treats staff with respect regardless of role (53% vs. 33%).

Please indicate the extent to which you disagree or agree with the following statements. Shoreline...
 (%Somewhat Agree + Strongly Agree)



NEXT STEPS

RECOMMENDED FOLLOW-UP RESEARCH

- Hanover recommends conducting the following research in the winter/spring semester:

Follow-Up Focus Groups and/or In-Depth Interviews: Staff

- Explore differences among perceptions of classified staff and administrative exempt employees in relation to access to resources and treatment of diverse staff
- Explore concerns related to respect and sense of belongings
- Explore resource and professional development shortcomings
- Explore staff concern about retention of diverse and qualified employees

Follow-Up Focus Groups and/or In-Depth Interviews: Faculty

- Explore faculty concerns about equitable support and resources as well as differences in perspective among faculty and students related to classroom experience
- Explore perceptions regarding the need for differing viewpoints in the classroom
- Explore perceptions among a broader representation of faculty demographics
- Explore faculty concerns about HR and hiring practices



RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS (1/2)

Age (n=581)

Under 18	7%
18 to 24	29%
25 to 34	21%
35 to 44	18%
45 to 54	12%
55+	13%

Gender (n=534)

Female	63%
Male	25%
Non-binary/Gender non-conforming	4%
Not listed/Prefer to self-describe	1%
Prefer not to respond	7%

Ethnicity/Race (n=532)

White	55%
Asian	25%
Hispanic or Latin(o/a/x)	12%
Black or African American	5%
American Indian or Alaskan Native	4%
Native Hawaiian or Pacific Islander	2%
Middle Eastern or North African	1%
Not listed/Prefer to self-describe	3%
Prefer not to respond	8%

Parents Education Level (n=350)

Yes, both	34%
No	32%
Yes, one parent/guardian	23%
Don't know	6%
Prefer not to respond	5%

Religion (n=530)

Atheist/Agnostic	22%
Christian - Protestant	15%
Christian - Catholic	13%
Buddhist	7%
Muslim	3%
Jewish	3%
Christian - Latter-day Saint/Mormon	1%
Hindu	1%
Sikh	0%
Not listed	7%
None of the above	19%

Sexual Orientation (n=529)

Straight or heterosexual	58%
Bisexual or pansexual	12%
Gay or lesbian	5%
Queer	3%
Asexual	3%
Unsure	4%
Not listed/Prefer to self-describe	2%

Disability (n=105) ±

A mental health disorder	48%
A learning disability (e.g., ADHD, dyslexia)	46%
A mobility impairment	14%
Autism/autism spectrum	10%
A sensory impairment (vision or hearing)	9%
Another disability or impairment not listed	26%
Prefer not to respond	11%

Group (n=581)

Student	66%
Faculty member	14%
Classified staff member	10%
Administrative exempt employee	10%

Military Status (n=529)

Military family member	7%
Veteran	2%
Active duty	1%
Reserves	1%
National Guard	0%
None	83%
Prefer not to respond	7%



Not ± Only those who disclosed a disability saw this question.

Thank you.

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Clery Act Report

- Clery Act reporting ensures students, prospective students, parents and employees have access to accurate information about crimes committed on campus and campus security procedures.
- This requires higher education institutions who receive federal funding to disclose information about certain crimes that occur on or near campus.



Clery Act Reporting Continued



2022 Reportable Incidents:

- Domestic Violence, Alleged Kidnapping, Arrest
- Assault, Property Damage, Arrest, UOF
- College Vehicle Theft Motor Vehicle Recovered, Mustang, Property Damage
- Robbery w/ Alleged Firearm, Student Fights
- Vehicle Prowls, Catalytic Converter, and Wheel Thefts, Gas Tank Punctures, Fences Cut

Regional Crime Trends

- Catalytic Converter Thefts
- UW and UDP forced to increase security
- Mental Health Crisis
- Law Enforcement Woes
 - Increase in evading police
 - Difficulty in keeping suspects jailed
 - Staffing issues with major agencies

Addnl Reporting Sites

- Dental Hygienist Pgm @ UW Campus
- Manufacturing Pgm @ Georgetown Sea CC

Campus Security Updates

- ✓ Increased Staffing providing 2 officers on a 24/7 schedule
- ✓ Purchase/Use of SOS device for Campus Officers
- ✓ Increased Unit Communication
- ✓ Ongoing Training
 - 8 HR CIT and 40 HR CIT
 - CRASE
 - Bystander Intervention
- ✓ Other Updates
 - Opportunity for Lighting Improvement on Campus
 - Improvement to Campus Gates
 - Connecting President Kahn to local law enforcement



QUESTIONS?



**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF DECEMBER 7, 2022**

TAB 1

SECOND READING

Subject: Board of Trustees 2022–2023 Strategic Goals

Board of Trustees 2022–2023 Strategic Goals

The Board conducted a first reading of its 2022-2023 Strategic Goals at the October 26, 2022 regular meeting of the Board of Trustees. Chair Kim Wells and Trustee Rebecca Chan edited the Board's 2022-2023 Strategic Goals from the first reading to the following for a second reading.

1) Demonstrate, through specific actions and approach to policy setting, the Board's commitment to Diversity Equity Inclusion (DEI) and anti-racism.

Specific Outcomes:

- Board policy/By Law regarding our commitment to DEI and the institution's commitment to being an anti-racist organization.
- Established set of questions for use when reviewing data, policies, By Laws or any other actions affecting the college to allow for an intentional DEI focus.
- Foundational microaggression and unconscious bias training in solidarity with DEI Vice President.
- Solid understanding of what higher learning institutional structures support DEI.
- Specific policy/By Law regarding pronoun usage with community engagement.

2) Continue to onboard both the President and new trustees; focus on support for building community relationships and providing background information regarding practices and policies.

Specific Outcomes:

- Introductions to elected officials, building relationships to foster Shoreline Community College as a valued resource.
- Strong relationship with the Foundation Board--bring in new Foundation Board members and align on strategies to support the college.

3) Create and implement new processes for President and Board evaluations, paying attention to best practices of utilizing both qualitative and quantitative data and stakeholder input.

Specific Outcomes:

- Visible process and status reports posted to the college website.
- Clear feedback for both the Board and President on progress made and opportunities for growth.

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF DECEMBER 7, 2022**

TAB 2

ACTION

Subject: President's 2022-2023 Goals

Background

The Board reviewed the President's Goals Draft (October 2022 – October 2023) at the October 26, 2022 regular meeting of the Board of Trustees. Due to the number of reports and subsequent length of the October 26, 2022 meeting, action on the President's 2022-2023 Goals, was deferred to the December 7, 2022 regular meeting of the Board of Trustees.

To Follow

President's Goals Draft (October 2022 – October 2023)—to include revisions made since the October 26, 2022 regular meeting of the Board of Trustees.

Recommendation

That the Board of Trustees, by motion and subsequent action, approve the President's Goals Draft (October 2022 – October 2023).

Prepared by: Lori Yonemitsu
Executive Assistant to the President
Shoreline Community College
December 5, 2022



President's Goals Draft

October 2022 - October 2023

GOAL - Improve communication & relationship building on campus

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
Values: Respect, Inclusion, Student Engagement	<ol style="list-style-type: none"> Continue support for the DEI advisory committee to explore and further define DEI principles and practices with all of the college. Ensure completion and communication of DEI climate survey; and subsequent college (DEI) conversations. Ensure disaggregated data for students and staff is regularly made available. 	<ol style="list-style-type: none"> Participate in student learning, program review, and academic planning. Build program outcomes for AA-DTA. Participate college-wide in governance and ensure planning is increased, documented, measured, and on a cycle of improvement for instruction and non-instructional areas. Develop, sustain, and assess each area for regular cycles of review. Update and improve CTE Programs - with differentiated rotations and increased frequency of assessment cycles. Complete CECO Program review. 		<ol style="list-style-type: none"> Adopt new budget development policy and procedure. Provide at least monthly budget updates to college community once process begins. Engage SPBC in meaningful conversations about budget allocation. Communicate how SPBC feedback was used in creating new budget. Maintain Fiscal Stewardship and Accountability SharePoint site. 	<ol style="list-style-type: none"> Leverage the current buildout of Starfish and 3Cs to ensure thoughtful, integrated communication across campus and with students. Continue to define and expand the network of academic advisors with training and differentiated responsibilities. Ensure the development of middle funnel that will provide immediate communication support prior to, during, and after enrollment. 	Develop and practice monthly quarterly, and annual review of academic programs for better planning and awareness of process.	<ol style="list-style-type: none"> All new positions reporting to the president have been and will continue to go through the standard recruitment and hiring processes. Appointments will only be considered under rare/unique circumstances and will still involve input from the campus. All ET members offer monthly open office hours; they are listed on the Employee Calendar. The President has open office hours and will continue to host monthly community check-ins. We will further discuss the Trust Project at that time. All reports to the BOT will be recorded and presented to the College Council and other representative constituent groups. All big-picture plans/projects will be presented to the appropriate council/shared governance entity for discussion and recorded for those unable to attend. An analysis of all existing committees will be done to determine how to connect them all together and to the big picture of the College. a. The President will be working with all administrators to ensure 1:1 and departmental meetings take place regularly and focus on support and problem-solving. We will be modifying the College Council or creating a President's Advisory Council (PAC) as a pilot this year. The PAC will have representatives from all constituent groups including students and will have a collaborative role in decision-making and making recommendations to ET. Our telework policy/procedure is being reviewed by ET and will be discussed with the classified union, with the intent to allow more flexibility for classified and administrative positions, as appropriate to the role and duties. The deans will continue working on a proposal to create more flexibility for faculty while still meeting mission needs. We are meeting in a week with a representative group of faculty, classified staff, and students, to create a Request for Proposal (RFP) to bring back coffee and food to campus.

GOAL - Increase Shoreline's presence in the broader community

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
Vision: We are recognized for inclusive excellence in teaching and learning, student success, and community engagement Mission: We serve the educational, workforce, and cultural needs of our diverse students and communities.	Ensure full development of DEI training -- base knowledge, history, inclusion practices, and communication strategies - full college constituencies including BOT.	<ol style="list-style-type: none"> Maintains/increase community awareness of accreditation standards to increase confidence in the educational quality of college programs. Continue to review and plan processes to provide greater credibility. 	Attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments.		Build awareness and assurance of Guided Pathway Goals - ensure the public has greater awareness of college programs, areas of study and entry to pathways.	<ol style="list-style-type: none"> Ensure review and participation in academic review by program advisories, local high school, and other CBOs. Develop and connect workforce liaisons from college to the community - and integrate them into regular academic planning. 	The College has begun a transition plan to recruit and hire a full-time Executive Director of C&M / Public Information Officer (PIO) and create a local C & M team. We will be creating a new classified staff position for this team that will have as part of their responsibilities all internal communications.

GOAL - Work with campus groups to create a systemic and integrated plan (pre-strategic plan) to realize improved targeted enrollments in 2022-2024

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
Vision: We are recognized for inclusive excellence in teaching and learning, student success, and community engagement	<ol style="list-style-type: none"> Increase targets for Low SES and URM students. Continue support and development of early college opportunities for students of color/URM through HS partnerships, year-long camps for 8-12 graders, and through continuing education. 			Use data-driven FTES estimates as basis for revenue projections.	<ol style="list-style-type: none"> Build awareness and assurance of Guided Pathway Goals - target populations have greater awareness of college programs, areas of study and entry to pathways. Partner with Shoreline School district to develop defined pathways to our prof tech programs (K through 14 model). Biotech and automotive are the models. Potential for business, nursing, VCT, film. Build an onramp for pre-health degrees, support success: library research, medical math, jumpstart to (nursing, DH), conceptualized Eng&101 and Math&146. Curriculum updates/ changes to MLT and DH. 	<ol style="list-style-type: none"> Account for academic plan increases and differentiate in-person, hybrid, and online growth; RS or dual enrollment growth; adult cohort growth; integrate and develop IBEST; CPL options; and key program success. Participate in regular review of enrollment, forecasting, and projecting new programs. 	We will be creating a Strategic Enrollment Committee (SEC). This group will take great work that has been done previously and integrate that to include representation from International Education (IE), the Diversity Committee, eLearning Services, Workforce Development, Outreach, C&M, the Budget Office, and other relevant areas to begin shaping preliminary action-steps that we can take while we develop our DEI-focused Strategic Plan this year.



President's Goals Draft

October 2022 - October 2023

GOAL - Create professional development opportunities for me and for the campus

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
	<ol style="list-style-type: none"> 1. Create and implement a year-long progressive plan for DEI for staff, for leadership, for BOT, and for students. 2. integrate a community of practice options for all the above. 	Provide accreditation trainings.	Continually strive for disciplined excellence and focused improvement in all that we do.		<ol style="list-style-type: none"> 1. Continue to educate the campus of simplified systems with Guided Pathways; four pillars; and importance of limited steps for students to success. 2. Train and educate all staff regarding use of Starfish and emphasis of advising. 3. Develop and support for Lean/Six Sigma/Business analysis to reinforce GP principles of reduce redundancies and eliminate silos. 	<ol style="list-style-type: none"> 1 Within the academic plan, integrate learning and the development of a DEI framework to strengthen college's work. 2. Plan comments on the use of community of practice as a mainstay for the continued development of the college as a learning organization. 	<ol style="list-style-type: none"> 1. We will create a joint constituency Pro-D committee, led by HR. 2. We will create a joint constituency Pro-D committee, led by HR to bring together all Pro-D reps to organize General training (ex. How to Use Outlook), Specific training in units and for faculty, Leadership training for managers with specific requirements and emphasizing the principles above. This committee create an annual training calendar to proactively train staff and faculty. 3. This committee will meet regularly. 4. This committee will address Pro-D needs as requested by you. <ol style="list-style-type: none"> a. General training (ex. How to Use Outlook) b. Specific training in units and for faculty c. Leadership training for managers with specific requirements and emphasizing the principles above 5. This committee create an annual training calendar to proactively train staff and faculty 6. This committee will work with the Foundation and C&M to create/support activities to increase campus engagement.

GOAL - Demonstrate Shoreline's continuing dedication to diversity, equity and inclusion

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
Mission: We serve the educational, workforce, and cultural needs of our diverse students and communities. Values: Respect, Inclusion, Student Engagement	<ol style="list-style-type: none"> 1. Review of each units (nursing first) mission and vision for DEI Alignment. 2. Continue anti-racist writing training, and labor-based grading learning, and grading for equity. 3. Continued Emphasis of SIP/GP grant that will ensure the URM/AANAPISI students receive wrap-around service and increase success in graduation or transfer. 4. Finalize Gardner Institute research review to institutionalize equity-based student support systems. 5. Ensure continuous support for embedded outreach navigators with multi-language capabilities. 6. Continued support for OER. 7. Study/teach abroad programs for students and faculty. 8. Continued review and assessment of the addition of sports that can increase enrollment (esp. that for URM groups). 		Ensure that a climate of intentional inclusion permeates our decisions and practices, which demonstrate principles of ecological integrity, social equity, and economic viability.	Dedicate operating revenue to support DEI initiatives.	<ol style="list-style-type: none"> 1. Continue Gateway course analysis and curriculum review to ensure timely and successful transition for key courses for URM students. 2. Continue inclusive Pedagogy Institute with culturally responsive curriculum. 	Plan incorporates awareness of needs of students related to program modality, cohort success, use and efficacy of online tools, and training needed to support students with a focus on URM (as a universal design principle).	<ol style="list-style-type: none"> 1. We have just hired the VP-DEI. 2. We will use data from the DEI Climate Survey to set goals and create action steps for this year. 3. We are in the process of approving a Request for Proposals for a DEI Strategic Plan as proposed by a shared governance workgroup. 4. Aisha Hauser, the College's current part-time DEI trainer, continues to be available to do DEI training.

GOAL - To assess basic infrastructure throughout the college and bring a compliance plan and demonstrate progress throughout the year.

Mapped to Vision, Mission, Values	Mapped to DEI policy & Goals	Mapped to Accreditation	Mapped to current Strategic Plan	Mapped to Budget & Fiscal	Mapped to Guided Pathways	Mapped to Academic Plan	Mapped to Trust Exercise
Mission: We serve the educational, workforce, and cultural needs of our diverse students and communities. Values: Respect, Inclusion, Student Engagement	Ensure DEI goal planning moves forward and is implemented and connected to college DEI goals.	Ensure compliance. Improve structure for future accreditation work.	Ensure the strategic plan process moves forward and is implemented and connected to the future strategic plan.	Ensure Fiscal Stewardship. Ensure planning for the college is mission-driven and tied to budget development.	Ensure Guided Pathways work is integrated into the institutional plans of the college	Ensure academic plans are tied to accreditation requirements, emphasizing cyclical assessment and meaningful changes for student success.	<ol style="list-style-type: none"> 1. With Human Resources (HR) now fully staffed, a greater number of recruitments can be run simultaneously. 2. We are focused on filling several key leadership and staff positions this fall/winter. 3. Human Resources and the classified union leadership have set up weekly check-ins to partner on individual unit needs. HR will also provide a focus on supervisory support and training across Admin Team/classified staff supervisor meetings this year.