

BOARD OF TRUSTEES**Regular Meeting****Thursday, June 13, 2024**

Meeting: 3:30pm – 6:30pm

In Person: Gateway Hall, Room 352, 6600 196th Street SW, Lynnwood, WA**Zoom:** <https://us02web.zoom.us/j/84033139555>**Join by telephone:** (253) 215-8782 | **Meeting ID:** 840 3313 9555**AGENDA**

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|---------------|--|---|
| 3:30pm | 1. Call to Order | Chair Dave Earling |
| 3:32pm | 2. Land Acknowledgement | Trustee Adrienne Wagner |
| 3:34pm | 3. Introduction of Guests | Chair Dave Earling |
| 3:36pm | 4. Approval of Meeting Minutes | Chair Dave Earling |
| page 3 | May 9, 2024 – Regular Meeting | |
| 3:38pm | 5. Next Meeting | Chair Dave Earling |
| | Summer Study Session: Thursday, August 8 and Friday, August 9, 2024 | |
| 3:40pm | 6. Transforming Lives – Student Testimonials | |
| 3:50pm | 7. Public Comment | Chair Dave Earling |
| | To make a public comment, you may submit it in writing to publiccomment@edmonds.edu no later than Wednesday, June 12, 2024, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting. Public comments may also be made in person at the meeting. All virtual participants who wish to make a public comment should submit one in writing as outlined above. | |
| 4:00pm | 8. President’s Report | Dr. Amit Singh |
| 4:10pm | 9. Informational & Monitoring Reports | |
| | a. Professional Development Opportunity Update (10) | Dr. Roxanne Green |
| | b. DEI Project Update | Dr. Yvonne Terrell-Powell,
Chris Szarek, Matt Lane |

4:30pm page 10 page 13	10. Old Business: Second Consideration and Final Action	
	a. Approval of Programs for Elimination RESOLUTION #24-6-1	Dr. Kim Chapman
page 14 page 17	b. Approval of ASEC Fee Budget RESOLUTION #24-6-2	Kayli Short
page 18 page 19	c. Approval of FY25 Operating Budget RESOLUTION #24-6-3	Dr. Amit Singh, James Mulik
4:50pm	11. Representative Reports	
	a. Student Government Representative (5)	Eshcol Mulugeta
	b. Classified Staff Representative (5)	Lia Andrews
	c. Faculty Representative (5)	Scott Haddock
5:05pm	12. Break (10)	
5:15pm	13. Foundation Report page 20	Tom Bull
5:20pm	14. Board DEI Committee Update	Trustee Wally Webster, Trustee Courtney Wooten
5:30pm	15. Board Business	Chair Dave Earling
	a. Consideration of Student Trustee Stipend Amount BOT 17.0pr page 22	
	b. Election of Officers for 2024-25	
5:45pm	16. Board Discussion	Chair Dave Earling
	a. Trustee Updates	
	b. Recognition of Student Trustee	
	c. Other	
5:55pm	17. Study Session – Marketing Update (20)	Karen Magarelli
6:15pm	18. Executive Session	Chair Dave Earling
6:30pm	19. Adjournment	Chair Dave Earling

Next Regular Meeting: September 19, 2024, 3:30pm

Times are estimates only and subject to change.

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

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



BOARD OF TRUSTEES

Regular Meeting: May 9, 2024

Location: Edmonds College, Gateway Hall 352: 6600 196th Street SW, Lynnwood, WA | 9:00am
Virtual Participation via Zoom

Draft Minutes

Trustees Present: Dave Earling, Chair; Carl Zapora, Vice Chair; Adrienne Wagner; Wally Webster; Courtney Wooten

Trustees Absent: Bryanna Artellano

Others Present:

Dr. Amit Singh, President
Sara King, Assistant Attorney General
Scott Haddock, Faculty Union Representative
Eshcol Mulugeta, Associated Students of Edmonds College Representative
Dr. Mari Acob-Nash, Vice President for Enrollment and Student Services
Tom Bull, Executive Director of the Edmonds College Foundation
Kim Chapman, Vice President for Instruction
Dr. Jorge de la Torre, Vice President for Student Engagement & Support, and Special Assistant to the President

Karen Magarelli, Executive Director for Marketing & PIO
Suzanne Moreau, Vice President for Human Resources
Jim Mulik, Vice President for Finance, Grants, and Institutional Effectiveness
Kristen NyQuist, Director of Planning and Operations
Eva Smith, Chief Information Officer
Dr. Yvonne Terrell-Powell, Vice President for Equity, Inclusion and Belonging

Various members of the campus community and public

CALL TO ORDER

Chair Earling called the meeting to order at 9:00am, and welcomed those present.

LAND ACKNOWLEDGEMENT

Vice Chair Zapora read the Land Acknowledgement.

INTRODUCTIONS

Chair Earling led introductions of the trustees; Dr. Singh led introductions of the President’s Leadership Team, AAG, and Representatives.

APPROVAL OF MEETING MINUTES

Chair Earling called for a motion to approve the minutes from the April 18, 2024 meeting, which was made by Trustee Wagner, seconded by Vice Chair Zapora, and unanimously approved as presented.

Approved

NEXT MEETING

The next regular meeting will be held on June 13, 2024 at 3:30pm in Gateway Hall.

SPECIAL PRESENTATION

Dr. Singh shared that on May 3, the college held its annual Building Community Day, and years of service were recognized. Faculty member Paulette Harrell Botley and Student Services employee Wayne Anthony celebrated 45-year and 40-year employment anniversaries respectively. Dr. Singh invited Ms. Harrell Botley to the meeting to say a few words, and he expressed thanks on behalf of the college for her significant service.

TRANSFORMING LIVES

Dr. Kim Chapman, Vice President for Instruction, introduced two students from the first graduating cohort of the Bachelor of Applied Science in Advanced Manufacturing and Materials Engineering Technology (AMMET) degree program. They shared their stories as follows:

James Pond has a Bachelor of Science degree in Physics and about 10 years of experience in manufacturing. He saw the BAS-AMMET degree as being able to further develop that experience. The program is very hands-on with composite materials. Mr. Pond brought in several prototypes from his capstone project and passed them around. He spoke about how he learned to experiment and iterate his ideas using software that allowed him to vet his ideas before committing to changing the manufacturing environment.

Su-Sundi Kyaw started at EC as a Running Start student. She described the AMMET program as a wonderful experience for her - a student without a lot of hands-on experience. It was hard at times, but was also an opportunity to hone her skills. She appreciates the culture of the program, as everyone is helpful and encouraging.

The Board thanked the students for sharing their perspectives and experiences.

PUBLIC COMMENTS

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

PRESIDENT'S REPORT

Dr. Singh reported further on and shared photos of Building Community Day, which took place on May 3. Grace Perez was the keynote speaker, delivering an address on the importance of Indigenous representation. He thanked Wayne Anthony for his 40 years of service to the college working with various student leadership programs. Dr. Singh also shared photos from the recent Washington Campus Coalition for the Public Good Student Civic Leadership Awards. Student Trustee Bryanna Artellano was selected as the Edmonds College winner of that award.

INFORMATIONAL & MONITORING REPORTS

Q3 Budget Update

Jim Mulik, Vice President for Finance, went over the third quarter budget results. The FY24 operating budget was approved in June 2023, with a possible shortfall of \$1.99M. Looking at expenses at the end of the third quarter, we are up about \$4.68M overall compared to this time last year, with \$3.5M of that in salary and benefit expenses, and \$1.08M in Goods and Services.

In terms of revenue, the state allocation is up by \$500K; tuition is just over \$10M, which is up from \$9.3M last year, but not yet back to pre-pandemic numbers; Running Start is up \$1.3M; International net revenue is \$3.035M, which is \$400K less than last year at this time.

Looking at year-end projections, there will not be much revenue coming in in the fourth quarter, but about 50% of expenses come in during that time frame. There are plans in place to control fourth quarter spending, but no savings can be made with state dollars, which the college either uses or forfeits. At this time, projecting year-end numbers is difficult.

Faculty Senate Council Update

Dr. Singh introduced Dr. Rachel Wade, President of the Faculty Senate Council, stating that the relationship between the FSC and leadership team is collaborative and structured.

Dr. Wade shared some slides outlining the following:

FSC Purpose and Scope:

- To provide a forum for faculty to communicate and collaborate with one another, the administration, and college governance bodies.
- To represent the views of the faculty to the administration through Edmonds College governance bodies.
- To participate in the formation of college policies on academic and professional matters.
- To equitably represent the faculty on academic and professional matters.
- To value all voices and disciplines with equitable consideration and to place students and student learning at the center of all that it does.

FSC is working to address the issue based on the Climate Survey and a few other issues:

- Fall 2023 Full Senate Meeting
 - Faculty breakout groups to identify faculty concerns & priorities
 - Example: classroom locks in active shooter situation
- Fall 2023 Meeting with PLT
 - Discussed focus groups as follow-on to survey
 - Spring Listening Sessions are important first step
- FSC follow-up discussions regarding 2022-2023 Faculty Senate survey - looking into how burnout may play a role in not feeling heard
- 2024 review of faculty involvement on Campus.
 - 80% of our ~110 Full-Time Faculty are involved on campus through service as members of: Committees, Cross-campus workgroups, Club Advisors. 57 faculty members serve as department heads

The Trustees thanked Dr. Wade for her report and asked a few follow-up questions related to survey response rates, non-actionable survey results, and committee formation.

NEW BUSINESS: FIRST CONSIDERATION

Consideration of Program Elimination

Dr. Chapman presented three programs for elimination, and the rationale behind the request:

Business - Credit Management Specialization Associate of Technical Arts Degree - proposed for elimination because the community partner for this degree no longer has a need for it and there are no students in the program.

Family Support Studies Associate of Arts Degree Transfer to Washington State University - proposed for elimination because there are other more relevant options for students and there are no students in the program.

STEM - Basics Electronics Certificate - proposed for elimination because students are better served with the Mechatronics program.

BREAK

At 10:26am, Chair Earling adjourned the meeting to a 10-minute break, returning to open session at 10:36am.

At 10:36am, Chair Earling reconvened the meeting in open session.

NEW BUSINESS: FIRST CONSIDERATION

Consideration of ASEC Budget

ASEC Executive Officer for Budget and Finance, Kayli Short, presented the proposed S&A Fee Budget for the 2024-25 academic year, noting the budget committee's philosophy of promoting fairness and transparency in programs across the board and intention to reduce the budget deficit.

The proposed budget is \$1.823M, which is an 8% reduction from the current year's budget, with 19.4% going to athletics, 10.7% to childcare; 17.8% to CSEL staff salaries; 43.7% to others; and 8.3% to the fund balance.

Ms. Short went over changes made to the funding allocation, noting programs that did not reapply for funding, and the rationale behind the committee's decisions for other groups. Of the \$2,032,571 requested, the S&A Fee budget committee reduced the requested total by \$208,741. Many of these cuts into programs will not likely be permanent. With increases in enrollment, more funds may be available for reallocation. The committee allocated \$1,498,830, in addition to the \$325,000 of CSEL Professional Staff wages approved by the 2022-23 Executive Board.

The Trustees thanked Ms. Short for her clear presentation.

Consideration of FY25 Operating Budget

Dr. Singh reported that the draft budget is not yet final, because the State has not confirmed its allocation amounts yet. The college has moved into a new financial era, where enrollments have not yet returned to pre-pandemic levels, but all federal CARES Act funding has expired.

Looking at enrollment, Mr. Mulik reported that EC's State FTEs increased this year for the first time since 2009. International Contract FTEs saw their first increase last year since 2016, but declined again this year. Running Start FTEs jumped this year, the first increase since 2019.

FY25 revenue for tuition, Running Start, International and other sources, is budgeted at \$25.3M. The State allocation is projected to be \$43.14M, for a total operating revenue of \$68.44M. Expenses are projected to be \$69.38M, with a projected possible shortfall of \$939K.

The Trustees thanked Mr. Mulik for his presentation.

REPRESENTATIVE REPORTS

ASEC Representative - Eshcol Mulugeta reported that it was wonderful to participate in the Edmonds College Foundation Gala; applications for the student trustee position have closed and the ASEC committee is working to review the candidates. They are also working on a position statement regarding the replacement of the turf on Triton Field, to be used as a guide for the next student government group.

AFT Representative - Scott Haddock shared that faculty are experiencing burnout, primarily due to increased teaching demands and student mental health challenges. He shared his experience teaching in hybrid or dual-delivery format classes, which require a lot of technology and monitoring of students in and out of the classroom. He noted the need for access to immediate classroom technology support, a teacher's lounge, a technological system where faculty can share their advising notes with other advisors, and for faculty mental health counselors.

Dr. Singh shared that the State Board is beginning work to select a student success tool and Edmonds is hoping to be able to implement whatever platform the State Board chooses.

FOUNDATION REPORT

Tom Bull, Executive Director of the Edmonds College Foundation, reported that the INSPIRE event brought in \$230K+, bringing the year-to-date fundraising total to \$1M. Over 300 people attended the event, and he thanked Student Government for their support and participation. Trustee Webster noted that he would like to see student impact information added to the presentations at the next year's event.

BOARD DEI COMMITTEE UPDATE

Trustee Wooten shared that a highlight of the recent ACT conference was learning from Pierce College about their DEI work. She is hoping to visit Pierce with Trustee Webster to learn more. She and Trustee Webster have worked to coordinate a training on microaggressions and inclusive language for the upcoming Board retreat and will work with Chair Earling to get time for that on the agenda.

Trustee Webster shared that he'd met with Chair Earling and Dr. Singh regarding student completion data and he is hoping to have some information and data to share with the Board. He noted that he'd read in the minutes of the April Board meeting that a DEI monument might have additional costs associated with it. He pledged that he would help raise funds if the Board decided to go that direction.

BOARD DISCUSSION

Trustee Updates

Chair Earling opened the floor for updates from trustees:

Trustee Wagner shared a reminder that students from her organization Leadership Launch will be putting on an event on May 24, 2024 at the Rosehill Community Center from 4pm-7:30pm, to address the feeling of emerging from the COVID fog and not knowing where to find resources.

Trustee Webster shared that his group the ACCESS Project is working to help youth access mental health services before they act out and commit crimes. They are working with different community entities and are currently putting together a threat assessment team. The ACCESS Project is proving to be a vital program for the community.

Vice Chair Zapora shared that every community college in Washington is now a 4-year college. At the recent ACT conference, two trustees and Dr. Singh met with the statewide director of 211. We are the only college in the state to have a 211 representative on campus. Folks are working to compile data on how this is helping students reach their goals and as the numbers are starting to come in, the state director has been very impressed. Vice Chair Zapora also shared that it was wonderful to see Student Trustee Artellano be recognized for her civic leadership, and that he's looking forward to the commencement ceremonies on campus and at the Department of Corrections.

Chari Earling shared that the recent Edmonds School District decision to eliminate arts programs will have an impact on the college, our programs and our employees.

ACT Updates

Trustee Wooten shared that in one of the ACT sessions she attended, the focus was on the difference between a “know-it” culture and a “learn-it” culture. She sees many things happening here to be a learning, growing culture.

Trustee Webster shared his disappointment that ACT has eliminated the Transforming Lives award from their budget.

Other

Chair Earling let the trustees know that a new representative to the EC Foundation Board needed to be appointed and he asked anyone with interest to let him know.

STUDY SESSION

Nell Colyn, Director of Running Start, shared information about the program with the Board, as follows:

- Running Start is a statewide program, in which 11th and 12th grade students can take college courses for both high school and college credit, without paying tuition.
- EC’s Running Start team will soon get a new position: Curriculum Advisor
- The highest enrollment was in 2019-20 with 1,455 students. There has been a 15% increase in students from last year to the current year
- Running Start students regularly exceed the overall college pass rate of 81%. In 2022-23 it was 86%.
- In Spring 2022, 70 students earned degrees from 22 high schools; in Spring 2024 81 students applied to graduate
- 2024-25 is projected to be a growth year, as there has been a 30% increase in applications as of May 2.
- Outreach activities include Information Sessions at high schools (13 sessions and 6 schools)
- College Fairs have been held at six local high schools
- Online Information sessions have increased to 7; live dual-audio Spanish interpretation has been offered; and 250 prospective students have been reached.
- Target marketing campaigns are run
- Counselor Circle-Up is an Annual event to build relationships between high school and college staff and includes 15 counselors from 10 high schools; school-specific disaggregated data is shared
- Some recent changes to Running Start include:
 - Increased FTE: Max units 15 increased to 21; Minimum units increased 3 to 6
 - “Unused” credits from fall, winter, and spring count towards summer.
 - Rising juniors and seniors can enroll in summer quarter for a maximum of 10 credits.
- Starting Summer 2024, Running Start is offered in Summer
 - New students, up to 10 credits
 - Returning students, determined by enrollment at college and high school for fall, winter, and spring.
 - Graduating seniors within 15 credits of a degree
- New initiatives are directed self-placement; conditional math placement; and success workshops
- Advising:
 - Guided Pathways initiatives: assigned advisors, early alerts
 - New Curriculum Advisor starts May 16th
 - Meetings with suspended students, success workshops and orientation
 - Improve relationships, success outcomes

The Trustees thanked Ms. Colyn for her excellent presentation, and engaged in a brief Q&A period.

EXECUTIVE SESSION

Chair Zapora made a motion to extend the meeting until 12:30pm, which was seconded by Chair Earling, and unanimously approved.

At 12:10pm, Chair Earling adjourned the meeting to executive session, to discuss personnel matters for 20 minutes, returning at 12:30pm. He noted that there might be a decision made after returning to open session.

At 12:30pm, Chair Earling announced a 5-minute extension to the executive session, returning to open session at 12:35pm.

At 12:35pm, Chair Earling announced a 10-minute extension to the executive session, returning to open session at 12:45pm.

At 12:47pm, Chair Earling reconvened the meeting in open session and announced that no action would be taken.

ADJOURNMENT

The meeting was adjourned by Chair Earling at 12:47pm.

Next Meeting: The next regular Board meeting will be held June 13, 2024 at 3:30pm.

Dave Earling, Chair

Date Approved

ATTEST:

Dr. Amit B. Singh, Secretary

BACKGROUND

INSTRUCTIONAL PROGRAMS PROPOSED FOR ELIMINATION FOR 2024-2025

Subject

Board of Trustees approval to eliminate three instructional programs.

Background

Listed below are three instructional program eliminations being submitted to the Board for their consideration. Background information for this proposal is attached.

BUSINESS

1. Business - Credit Management Specialization Associate of Technical Arts

HEALTH AND HUMAN SERVICES - Family Support Studies

2. Family Support Studies Associate of Arts Degree Transfer to Washington State University

STEM - Engineering Technology

3. Basic Electronics Certificate

Recommendation

The administration of Edmonds College recommends that the Board of Trustees consider the proposed program eliminations at the May 9, 2024 meeting and approve the eliminations as presented, at the June 13, 2024 meeting.

2024-2025 ELIMINATION REQUESTS

Programs requesting inactivation status are not brought forward to the Board of Trustees. Inactivation is a three year hiatus, at which time the instructional division decides to either eliminate altogether or reinstate; both processes require Board of Trustees consideration and approval.

PROGRAMS REQUESTING ELIMINATION

20 Credits or More Require Board of Trustees Consideration and Action

The following programs are requesting approval for immediate elimination.

Division	Business Division
Department	Business
Program Name (Type)	Business - Credit Management Specialization Associate of Technical Arts
PlanStack/CIP Code (Classification of Instructional Programs)	BAMCMAPT/52.0201
Credits	90
Effective YRQ	Summer 2024
Rationale	The community partner for this program no longer needs it and the courses have been stored.
Number of Graduates/ Year/Quarter (YRQ)	0/ Winter 2017
FTES	None
Number Still in Program	None
Teach Out Required	There were 10 students coded to this program in the last 8 quarters.

Division	Health and Human Services
Department	Family Support Studies
Program Name (Type)	Family Support Studies Associate of Arts Degree Transfer to Washington State University
PlanStack/CIP Code (Classification of Instructional Programs)	LASFUAA/44.0702
Credits	91
Effective YRQ	Summer 2024
Rationale	The degree is no longer relevant to the FSS program. The faculty have done a major review and curriculum update for the FSS curriculum, working with the Title III team to prepare a fully online AAS-T and certificate program. The small number of FSS courses able to be included on this DTA do not cover sufficient skills or concepts related to Family Support Studies, and would not

	lead to employment in the field. Students who wish to complete a DTA can choose the general DTA and include electives for some of the curriculum, as was covered by this FSS DTA. Students who would like to enter the career area of Family Support Studies will be advised into the AAS-T program, which also allows easy transition into our BAS in Child, Youth, and Family Studies. The Advisory Board for the SHS program discussed this elimination, and voted to approve it.
Number of Graduates/Year/Quarter (YRQ)	14/Summer 2017
FTES	None
Number Still in Program	None
Teach Out Required	14 have been coded in this program in the last 8 quarters

Division	STEM
Department	Engineering Technology
Program Name (Type)	Basic Electronics Certificate
PlanStack/CIP Code (Classification of Instructional Programs)	ECTBEC20/15.0303
Credits	32
Effective YRQ	Summer 2024
Rationale	This program is no longer used since the Electronics program was transitioned to the Mechatronics program.

Number of Graduates/Year/Quarter (YRQ)	203 over the life of the program, before this was moved to Mechatronics program
FTES	None
Number Still in Program	None
Teach Out Required	No students have been coded into the program in the last 8 quarters

**RESOLUTION #24-6-1
INSTRUCTIONAL PROGRAMS PROPOSED FOR ELIMINATION**

WHEREAS, the Board of Trustees reserves unto itself the final approval to eliminate instructional programs; and

WHEREAS, the college is meeting educational needs of students in a timely manner by eliminating programs students are no longer participating in; and

WHEREAS, the college is keeping current with its degree and certificate program offerings,

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves elimination of the following three instructional programs:

BUSINESS

1. Business - Credit Management Specialization Associate of Technical Arts

HEALTH AND HUMAN SERVICES - Family Support Studies

2. Family Support Studies Associate of Arts Degree Transfer to Washington State University

STEM - Engineering Technology

3. Basic Electronics Certificate

David Earling, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

**BACKGROUND
FISCAL YEAR 2024 - 2025
SERVICES & ACTIVITIES FEE BUDGET**

Subject

Proposed Associated Students of Edmonds College (ASEC) Services and Activities Fee Budget for (FY) 2024-25.

Background

The ASEC budget development process is outlined in the ASEC Financial Code and RCW 28B.15.045. The ASEC Services and Activities (S&A) Fee Budget Committee has balanced the proposed budget following the process, timeline, and guidelines contained in the ASEC Financial Code.

The following budget is submitted for consideration:

Total S&A Fee Budget= \$1,823,830

2024-25 S&A Fee Projected Revenue = \$1,346,602

Fund Balance Allocation = \$477,228

The 2024-25 S&A Fee Budget Committee developed the budget based on account directors' proposals, preliminary balance hearings, and administrative review. The committee reviewed all accounts and analyzed each budget request thoroughly using a variety of approaches in allocating the budgets. This includes written applications, the account directors' input at the budget hearings, presentations, and the rationale used by the account directors for the items requested. The S&A Fee Committee analyzed the budget with the philosophy to cut as many non-essential requests as possible, given the lower fee revenue and the current financial position of the Student Government and the college as a whole.

The committee was committed to promoting fairness and transparency in programs across the board. Maximum amounts were established for various account lines to ensure a fair distribution of resources. Despite increases to minimum wage and other costs, the committee was determined to reduce the budget deficit.

The 2022-23 ASEC Executive Board approved the allocation of \$200,000 for both FY 2023-24 and 2024-25, at the request of the college, from the 522 Fund Balance to help fund CSEL Staffing. This is reflected in the S&A Fee budget, as it comes from the 522 Fund Balance. The funding supports the salaries of multiple CSEL positions, including the Director of CSEL, Center for Student Cultural Diversity and Inclusion Program Specialist 3, and the CSEL Program Manager.

The Associated Students of Edmonds College approved the transfer of \$477,228 from the ASEC fund balance for the 2024-25 S&A Fee Budget.

The most notable changes in the 2024-25 budget:

- A reduction in Services for Students with Disabilities by \$18,000 due to reduced spending for the programmer, tutors, and events:
 - SSD has consistently had a surplus in its budget, so the committee felt it was appropriate to reduce the funding to a more accurate expectation of expenditures for 2024-25.
- With the introduction of an Americorp coordinator, there was no need to fund as many Food Pantry assistants through the S&A Fee budget.
- Elimination of the Assistant to the Executive Board Position
- The reduction in the Student Technology Advice and Resource Team's funding from the S&A Fee:
 - The committee felt that START's current purpose does not fall under the category of student activities, which is described as any college co-curricular or extracurricular activity.
 - While college employees may be funded via the S&A Fee in student programs, the funds cannot be used to support normal maintenance and operation functions of the college.
- Reduction in tutors for Learning Support Center, SSD, and STEM Study Room.
 - The S&A Fee budget committee felt that with the number of tutoring centers: MESA, STEM study room, SSD, and TRIO, these programs may have resources that overlap.
 - The committee hoped for increased collaboration between tutoring programs and wanted clarification as to whether tutoring programs were included as critical operations of the college.
- Reduction in MESA as they switched from scholarships to conferences:
 - MESA did not require adequate consideration for scholarships, and the Executive Board required that MESA changed how their funds were spent.
- After considering previous spending from the building fund, the committee felt that the reduction in Building fund from \$100,000 to \$75,000 amount was adequate for next year's required maintenance of the Triton Student Center.
- The committee approved the reduction in the 2024-25 unallocated reserve fund to the minimum of 5% of the estimated revenue.
- The S&A Fee Committee made an effort to cut anywhere it could. The total amount requested by account directors at the beginning of the S&A Fee process was \$35,781 above last year's budget, and the committee cut \$208,855 from the original requests.

Recommendation

The S&A Fee Budget Committee recommends that the Board of Trustees approve the proposed FY 2024-25 ASEC Services and Activities Fee Budget as submitted, at the June 13th, 2024 Board of Trustees meeting.



2024-25 Services and Activities Fee Budget

Account	Program	2024-25	Percent Change	Difference
80200	Game Room	\$28,609	18%	\$4,306
80500	CSEL Welcome Desk	\$28,444	-8%	-\$2,363
81100	ASEC Executive Board	\$84,856	-5%	-\$4,075
81170	Legislative Action	\$675	-28%	-\$260
81400	Student Leadership Training	\$10,739	0%	\$0
82100	Student Activities Supervision	\$88,207	-2%	-\$1,801
82110	ASEC Funding of CSEL Professional Staff	\$200,000	0%	\$0
82150	Intramural Programmer	\$8,008	0%	\$31
82200	Triton Talks	\$19,500	0%	\$0
82350	Student Technology Advice and Resource Team	\$26,804	-29%	-\$11,056
82400	Student Activities & Programming	\$23,050	-21%	-\$6,105
82520	Food Pantry	\$22,068	-48%	-\$20,287
82800	Commencement	\$20,245	0%	\$0
82850	Awards Dessert	\$5,600	0%	\$0
82920	Services for Students with Disabilities	\$24,006	-43%	-\$18,329
83050	International Mentors	\$9,442	6%	\$554
83130	Center for Service Learning	\$18,539	-12%	-\$2,544
83150	Residential Life Program	\$33,400	0%	\$0
83250	Visual Arts Event Programmer	\$4,177	-15%	-\$741
83300	Childcare	\$194,725	-2%	-\$4,864
83350	Wellness and Health Promotion	\$3,000	-3%	-\$108
83400	Learning Support Center	\$75,487	-30%	-\$32,682
83600	Center for Student Cultural Diversity and Inclusion	\$56,486	-4%	-\$2,342
83770	MESA Activities	\$17,000	-15%	-\$3,000
84050	Career Action Center Events	\$4,500	-36%	-\$2,500
84080	Leadership is You! Conference	\$6,500	0%	\$0
84100	Student Organizations	\$32,955	1%	\$219
86100	Student Newspaper: The Triton Review	\$11,282	-4%	-\$523
86200	Triton Life Newsletter	\$1,216	0%	\$0
86400	Publicity/Marketing	\$9,355	-5%	-\$472
86600	Printing	\$1,000	5%	\$45
86700	Digital Signage	\$8,221	7%	\$503
86800	Black Box Theatre	\$15,005	3%	\$405
87050	Athletic Scholarships	\$48,000	0%	\$0
87100	Athletic Administration	\$111,809	4%	\$3,855
87110	Athletic Official Fees	\$43,000	0%	\$0
87120	Post-Season Travel	\$5,000	0%	\$0
87130	Athletic Travel	\$106,809	0%	\$0
87140	Athletic Uniform Schedule	\$6,640	0%	\$0
87200	Men's Soccer	\$1,000	0%	\$0
87250	Women's Soccer	\$1,000	0%	\$0
87300	Men's Basketball	\$1,000	0%	\$0
87400	Baseball	\$2,000	0%	\$0
87500	Volleyball	\$2,500	-2%	-\$44
87600	Women's Basketball	\$1,000	0%	\$0
87700	Softball	\$1,000	0%	\$0
87950	Athletic Facilities	\$12,450	0%	\$0
88050	Concert Band	\$5,400	9%	\$450
88100	Jazz & Salsa Band	\$6,180	-44%	-\$4,870
88200	Soundsation	\$10,930	6%	\$665
88500	Symphonic Choir	\$7,496	1%	\$50
88550	Music Licensing	\$6,100	-3%	-\$208
88600	Music Programmer	\$8,462	-18%	-\$1,900
88650	Music Scholarships	\$12,500	0%	\$0
88700	OIP Programmer	\$12,991	23%	\$2,414
88710	STEM Study Room	\$43,551	-10%	-\$4,719
88730	Women's Cross Country	\$1,581	0%	\$0
88740	Men's Cross Country	\$1,581	0%	\$0
88760	BEE Program	\$3,419	3%	\$114
80100	ASEC Position Statement Funding CSEL Staff	\$125,000	0%	\$0
89400	Building Fund	\$75,000	-25%	-\$25,000
89200	Unallocated Reserve	\$67,330	-21%	-\$18,237
	Totals	\$1,823,830	-8%	-\$155,420

**RESOLUTION #24-6-2
APPROVAL OF ASEC SERVICES AND ACTIVITIES FEE BUDGET
FY 2024-25**

WHEREAS, the Associated Students of Edmonds College (ASEC) Services and Activities Fee Budget Committee has developed the proposed ASEC Services and Activities Fee Fiscal Year (FY) 2024-25 Budget; and

WHEREAS, the ASEC Executive Board has approved the budget based on the projected Services and Activities Fee revenue for FY 2024-25 as provided by the Business Office and supplemented with fund balance, and as stipulated in the ASEC Financial Code; and

WHEREAS, in accordance with the ASEC Financial Code, the College administration has reviewed and approved the FY 2024-25 ASEC Services and Activities Fee Budget;

NOW, THEREFORE BE IT RESOLVED that the Edmonds College Board of Trustees approves the FY 2024-25 ASEC Services and Activities Fee Budget, as presented on May 9th, 2024, and again at the June 13th, 2024 meeting.

David Earling, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

BACKGROUND

2024-25 COLLEGE OPERATING BUDGET

Subject

First consideration of the 2024-25 College Operating Budget.

Background

While the State Board for Community and Technical Colleges has provided the College with a projected allocation for 2024-25, that allocation is still in draft status and subject to further adjustments before being finalized.

Working with the draft allocation from the State Board, along with our estimates for year-end and our projections for enrollment-driven revenue for this coming fiscal year, the Business Office has put together a projected budget plan for 2024-2025, with a shortfall of about \$900K.

The past few years have been extremely challenging for the College budget, and 2024-25 will require continued, careful management of resources. While prior to COVID-19, our revenue forecasts were quite accurate, it has been much more difficult to forecast certain revenue lines at this time.

Although it is possible that there may be changes in the initial state allocation between now and when it is released, no major adjustments are expected at this time. Upon receipt of the final 2024-25 allocation from the State Board, the College will adjust its final 2024-25 budget proposal (as necessary) for presentation, review, and approval at the June 2024 Board of Trustees meeting.

The initial budget presented reflects all of the aforementioned elements.

Recommendation

The President and the President's Leadership Team recommend that the Board of Trustees approve the 2024-25 College Operating Budget, first presented at the May 9, 2024 Board of Trustees meeting, with the understanding that changes may be made prior to the second consideration at the June 13, 2024 meeting based upon new information received regarding the state allocation.

**RESOLUTION #24-6-3
2024-25 COLLEGE OPERATING BUDGET**

WHEREAS, the State Board for Community and Technical Colleges has provided the College with an updated allocation projection for 2024-25;

WHEREAS, working with the adjusted allocation, along with our estimates for year-end and projections for enrollment-driven revenue for this coming fiscal year, the Business Office has put together a budget plan for 2024-25; and

WHEREAS, the initial budget presented to the Board of Trustees reflects these elements;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approves the 2024-25 operating budget for Edmonds College as presented at the May 9, 2024 and June 13, 2024 meetings, and directs the College staff to make adjustments and take efforts as necessary to minimize any anticipated deficit.

Dave Earling, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

FOUNDATION REPORT

Fundraising Results Through May

- The total funds raised amounts to **\$1,096,241**, contributed by 1,948 donors including individuals, corporations, and foundations. Grants and foundation gifts totals \$349,165. Other totals include \$201,501 allocated for scholarship donations. Unsolicited funds contribution equals \$157,260. Other contributions include Food Pantry, Gala Sponsorships, Auctions, etc. We are projecting to end the year with a total of \$1,233,532.

Board Operations

- **Board Elections and Updates:** In early May, the Board elected its new officers. We are pleased to announce the following appointments:
 - Brian Donaldson as Board Chair
 - Linda Krese as Vice Chair and Chair Elect
 - Jenn Myers as Secretary
 - Jeff King as Treasurer
- **The RFP process for our Investment Manager** is now completed, and we have decided to stay with USBank, who will continue serving as the Investment Manager for the Foundation.
- **Award Nominations.** In partnership with the College, the Foundation is now accepting nominations for the following three awards:
 - **Associate Faculty Professional Development Award:** Recognizes outstanding part-time faculty and their contributions to Edmonds College.
 - **Sherman Classified Excellence Award:** Established with a donation from Vaughn and Jan Sherman to recognize outstanding service from classified employees who make a significant difference in our college community.
 - **Barbara Patterson Exempt Employee Award:** Honors the legacy of Barbara Patterson, an exemplary administrator and employee of Edmonds College. This award recognizes and rewards dedication and commitment to the college community.

Each award recipient will receive \$500 and special acknowledgment at Convocation. Nominations are welcome from all EC employees. **Nominations close on July 12th.**

- Finally, as a follow up to our previous message on nominees to the Board, we are pleased to announce that the following individuals have been unanimously elected to the Board.
 - **Sashank Kalokhe:** With robust management and business experience at Premera Blue Cross and Kaiser Permanente, Sashank is endorsed by board member Abraham Matthews. His volunteer work with post-hospital care patients and dedication to educational accessibility make him an invaluable asset.
 - **John Pribble:** Recommended by Steve Carter, John brings extensive expertise from the pharmaceutical sector and a strong commitment to community service, enhancing our board's depth in strategic management and community outreach.
 - **Oliver Whitehead:** Introduced by Brian Donaldson, Oliver's role as COO of Prime Electric and his active participation on several significant boards position him as a key contributor to our strategic initiatives.
 - **Megan Wood:** A stalwart community figure in Edmonds, Megan's involvement with Harbor Square Athletic Club, Holy Rosary Church, and St. Luke's School, coupled with her extensive volunteer work, fortifies our community relations.

Their 3-year terms begin in July. We are planning a full one-day orientation for them to take place in the fall.

BACKGROUND

BOT 17.0, 17.01pr - Review of Student Stipend and Per Diem Rates

SUBJECT

Edmonds College Board Policy 17.0 - *Board of Trustees Stipend*, and its accompanying procedure 17.01pr, call for the annual review of:

- a) the per diem rate for the coming academic year
- b) the stipend amount for the Student Trustee.

While the policy and procedure themselves are up for review every three years, they stipulate that the amounts to be reimbursed or paid in stipend are to be reviewed by the Board each year at the June Board meeting.

[BOT 17.0 - Board of Trustees Stipend Policy](#)

[BOT 17.01pr - Board of Trustees Stipend Procedure](#)

The policy and procedure were last reviewed by the Board in October 2022, and are scheduled for review again in October 2025.

BACKGROUND

Student Trustee Stipend

Per Board Policy 17.0, the only Trustee to receive a stipend for meetings is the Student Trustee. The rate for that stipend, which is set in BOT Procedure 18.01pr, was changed in October 2022 from \$125 per meeting, with a limit of one reimbursable regular or special meeting per month, to a flat rate of \$150 per meeting with a limit of one reimbursable regular or special meeting per month, with the exception of the summer study session, which is to be reimbursed at \$150 per day, up to two days. The stipends are processed by the Office of the President through the payroll system and are subject to payroll taxes.

Travel Reimbursements

Procedure 17.01pr states that the remaining Trustees, who are not receiving compensation for meetings, may be reimbursed for mileage and meals for travel while conducting official business on behalf of the college. It goes on to say that all members of the Board of Trustees will receive reimbursement for travel on college business, the same as college employees.

The Washington State Office of Financial Management (OFM) articulates travel reimbursement policies, processes, and rates in its State Administrative and Accounting Manual. These rates are set in October and run through the following September.

The current per diem rates (through September 30, 2024) can be found [here](#). Per diem rates beyond that are not yet available.

Faculty Professional Leave Summary Reports Fall 2022, Winter 2023, Spring 2023, Fall 2023

Subject

The following faculty members were granted professional leave in 2022 and 2023, and agreed to share a summary of their leave activities with the Board.

- Christina Coiro, Fall 2023
- Deann Leoni, Spring 2023
- Kathy Murphy, Spring 2023
- Audineh Asaf, Fall 2022
- Mary Whitfield, Winter 2023

Christina Coiro, Social and Human Services - Fall 2023

In the summer of 2023, I unofficially began an externship at [Northwest Regional Council](#) (NWRC), an [AAA organization](#). During that time, and continuing on into my actual professional leave, I actively took part in many NWRC activities.

Following is a brief synopsis of my roles at NWRC.

First, I provided counseling to older adults. This was in pursuit of earning the designation of [“Geriatric Mental Health Specialist”](#) or GMHS. In working with elders, I applied concepts and approaches to healing as I dealt with issues of physical challenges, poverty, isolation, cognitive losses, substance use and death. There were commonalities among my clients and most expressed relief that I, as an old woman myself, was working with them. Prior counselors had been good counselors, but also new to the field and young. As with any client/counselor relationship, my having similar life experiences provided shared experiences from which other counselors did not benefit.

As the only [SUPD](#) on the clinical staff, I participated in the development of the substance use disorder program for older adults. Researching programs, helping to develop curriculum and navigating legislated state requirements brought into focus addressing needs that are pronounced in this population. Substance use treatment primarily relies on a group model. As elders are not digital natives, many do not use the internet. With physical challenges and limited funds, transportation to a group was not possible. The behavioral health program, of which the substance use disorder program will be a part, was designed to see clients in their homes. Isolation, depression and stigma are great reasons to drink or drug in peace, so intervening with and supporting clients was important, and finding a method of service that could help clients address their substance use continues to be a challenge as the agency moves toward formally opening this program.

In the college’s mental health technician program, I teach students about dementia using curriculum based on the work of [Teepa Snow](#). I took these skills to NWRC and provided training to clinicians at NWRC and in the community. This helped me to continue to refine my facilitation skills in this content area while providing support to the agency, community and family-based caregivers of people living with dementia.

As behavioral health counselors at NWRC work in the homes of clients, finding resources would often mean coming into the office and copying exercises or assessments from books or the internet. The instructor in me was alarmed when I saw that clinicians were constantly copying pages in violation of copyright laws. I provided education around the law and then went on to develop a resource guide for NWRC behavioral health clinicians that was divided by type of concern and included freely available resources that could be printed and used for psychoeducation as well as for clinical interventions.

The genesis of my interest in pursuing the GMHS stemmed from knowing the ever-increasing need for trained service providers who could work with elders. My hope was that our Social and Human Services program at Edmonds could consider this need as part of our program development. As I work to finish up the GMHC credential, my concern about developing classes or programs focused on older adult needs remains. The jobs that don't require a four-year degree and also provide a living wage are few and far between. At the same time, older adults are a population with special needs. They require tailored social services responses that consider the developmental needs of each person's life. To accomplish this, instead of developing a new program, we can enhance our current SHS curriculum to include classes that focus specifically on the needs of older adults as well as offer specific curriculum that helps students understand how to interact with old people.

I appreciate having had the opportunity to explore how the SHS program can respond to these needs.

Deann Leoni, Mathematics/STEM, Spring 2023

During my quarter of professional leave, my work was focused in the following two main areas: STEM Journal Club and Equity & Inclusion. For the STEM Journal club, I organized the past 10 years of journal papers into Google folders, and I updated the attendance records in order to have data regarding the impact on faculty members. For the equity, inclusion and anti-racist teaching practices, I took two online courses and completed other independent reading and research. I completed the online EdX class, *Teaching and Learning in Diverse Classrooms* offered online asynchronously through Cornell University. In the summer, I also took an online synchronous class, *Inclusion and Inquiry: Fostering Student Belonging and Ownership*, through the Mathematical Association of America (MAA). I also used the time to read books on the topic, including *What Inclusive Instructors Do*, *Why are all the Black Kids Sitting Together in the Cafeteria?*, and *Rethinking Mathematics*.

I greatly appreciated having a quarter away from teaching for learning, reading, reflection, and personal fulfillment.

Kathy Murphy, English - Spring 2023

My project built on areas that I am passionate about and committed to via teaching, professional-development, and departmental, college-wide, and state-level initiatives. As suggested in the examples below, I focused on re-immersing myself in my profession's "big ideas" in relation to Diversity, Equity, Inclusion, and Anti-Racism, as well as Decolonizing the curriculum.

I began by revisiting Ngũgĩ wa Thiong'o's collection of essays *Decolonizing the Mind: The Politics of Language in African Literature* (1986), which I had last read over 20 years ago. Ngũgĩ argues that the languages and imperial practices of colonial powers underpin the persistent problems faced by many African nations. In particular, he emphasizes how the history of colonial-language imposition has disrupted indigenous practices, cultural expressions, and linguistic identities. After having produced his own fiction in English for many years, he committed to using his native language and urged his compatriots to do the same in order to preserve African languages and promote cultural, intellectual, and political independence.

Although I don't specialize in or teach African literature, Ngugi's principles provide a broad vision for diversifying and "decolonizing" aspects of my courses, especially Engl/Hum 110 (Origins of English) and Engl/Hum 170 (Popular Genres).

Below are selected examples that I've researched and that I am now incorporating into my course materials to provide a framework for my students to understand the context for and value of taking a DEI, Anti-Racist, and Decolonial approach to studying languages and literature.

Examples of New Curricular Frameworks and Materials English/Hum 170 CD (Popular Genres)

Asian Sci Fi and Futurism:

- [Asian Futurisms](#) (Panel Discussion, Smithsonian National Museum of Asian Art)
- [Asian Futures](#) (Austria Suparak)
- [In Search of Inclusive South Asian Futurisms](#) (Sadaf Padder)
- [Popular Sci-Fi Books from the Asian Diaspora](#) (*Signals from the Edge*)
- [Asia-Futurism](#) (Dawn Chan)

Black Sci-Fi and Afro-Futurism:

- [Sci Fi Dictionary: Afrofuturism to Zero G](#) (*Smithsonian*)
- [Black Science Fiction Writers Look to the Future](#) (*NPR/Code Switch*)
- [From Black Panther to Tade Thompson: Why Afrofuturism is Taking Over Sci-Fi](#) (*The Guardian*, Adam Roberts)
- [Basi Affia Launches Iowa's First Black Comic Book Company with a Mission to Tell More Futuristic Black Stories](#) (*Afrotech*)
- [Afrofuturism Explores Science Fiction but is Rooted in the Past](#) (Arizona State Univ, Interview with scholar Michael Bennet)
- [Marvel's Moon Girl and Devil Dinosaur Stars New Black Girl Superhero](#) (*The Root*)
- [Marvel's Forgotten Origins: First Spider Woman was a Black Librarian](#) (Nicholas Hunter, *Screen Rant*)

Indigenous Sci Fi and Futurism:

- [We've Already Survived the Apocalypse](#) (Alexandra Alter, *NYT*)
- [Taking the Fiction out of Sci-Fi: A Conversation about Indigenous Futurisms](#) (Grace Dillon and Pedro Neves Marques)
- [Writing Toward a Definition of Indigenous Futurism](#) (Chelsea Vowel, *Lithub*)
- [Sovereign Futures in Neshnabe Speculative Fiction](#) (Blair Topash-Caldwell)
- [Indigenous Futurisms: Changing the Narrative in Science Fiction and Fact](#) (Adam Killick, *CBC*)
- [How Indigenous Writers Are Reinventing Speculative Fiction](#) (*NPR*)

Jewish Sci Fi and Futurism:

- [Strangers in a Strange Land: Jewish Sci-Fi, Afrofuturism, and Visions from Palestine: Jewish, Black, and Palestinian Writers Imagine Persecution and Liberation Across the Universe](#) (Daniel Labin)
- [Jewish Futures: Science Fiction from the World's Oldest Diaspora](#) (edited by Michael Burstein)
- [People of the \(Futuristic\) Book](#) (Panel Discussion, Jewish Museum of Maryland)
- [Out-of-Body-Experiences: Recent Israeli Sci Fi and Fantasy](#) (Michael Weingrad)

Latinx/Hispanic/Chicano Sci Fi and Futurism:

- [Imagining the Futures of Latinx Speculative Fictions](#) (Renee Hudson)
- [Latinx Futurism: What's Next for Latinx Cinema?](#) (Library of Congress Resource Guide)
- [Speculative Fiction Through a Latin American Lens](#) (Zoraida Cordova)
- [Latinx Artists Use Sci-Fi to Imagine Postcolonial Futures](#) (Tia Glista)
- [Science Fiction From Latin America, With Zombie Dissidents and Aliens in the Amazon: A New Wave of Writers is Making the Genre its Own, Rooting it in Local homelands and Histories](#) (Emily Hart, *NYT*)
- [Native American Superhero Comics Leap Stereotypes in a Single Bound](#) (*CS Monitor*)
- [Love and Rockets Celebrates 40 Years of Edgy, Latinx, Alternative Comics](#) (*NPR*)

Muslim Sci Fi and Futurism:

- [Muslim Futurism: The Aliens are Coming and They're Reclaiming the Narrative](#) (Rukhsar Ali)
- [Why Sci Fi Gives Me Hope for the Future as a Muslim](#) (Farah Rishi)
- [Islam and Science Fiction: Islam and Sci Fi Have More History Together Than You Might Think](#) (Shireen Hamza, podcast episode)
- [This is the Muslim Tradition of Sci Fi and Speculative Fiction](#) (Muhammad Aurangzeb Ahmad)
- [Ms. Marvel Treats Being Muslim as Ordinary — And that Makes it Extraordinary](#) (NPR)
- [In Superhero Show 'Ms. Marvel,' Muslim Fans See a Reflection of Their Lives](#) (PBS Newshour)

Disabilities Studies in Sci Fi and Futurism:

- [Disability in Science Fiction: Representations of Technology as Cure](#) (Hannah Tweed)
- [The Future is Fixable: Convention and Ableism in Science Fiction](#) (Susan Flynn)
- [Project\(ing\) Human: Representations of Disability in Science Fiction](#) (edited by Courtney Stanton)
- [Comment from the Field: Disability Studies in Science Fiction and Fantasy](#) (Amy S. Li)
- [Disabilities in the Imagined Future](#) (Marcus Kamarainen)

Feminist Studies in Sci Fi and Futurism:

- [If You're Not Watching These 12 Amazing Black Women in Sci Fi and Fantasy, You're Missing Out](#) (*Shadow and Act*)
- [Evolution of Sci-Fi Women](#) (*Futurism*)
- [Aliens Among Us: The Gender Gap in Sci-Fi/Self-Esteem](#) (*Library Journal*)

LGBTQ+ in Sci Fi and Futurism:

- [Science Fiction as a Queer Genre](#) (Taj M. Smith)
- [Queer Sci-Fi](#) (*The Future Fire*)
- [Queering SFF: Queer Universes: Sexualities in Science Fiction](#) (Lee Mandelo)
- [Tom Swift is the Black, Queer Hero We've Been Waiting For](#) (*The Root*)
- ['Why Would I Close the Door to a Queer Person?' LGBTQ Fantasy Comes of Age](#) (*The Guardian*)

Examples from English/Hum 110 CD (Origins of English)

- [DNA Research Shows \[early\] Britain was More Diverse than We Imagined](#) (*Phys.org*)
- [What is English](#) and [Language and Culture](#) (Dr Karen Palmer, *More than Words*)
- Resources from Oxford English Dictionary:
 - [World Englishes](#)
 - [The Oxford Dictionary of African American English](#)
 - [Language Prejudice and the Documentation of Minoritized Varieties of English](#)
 - [Fighting Language Prejudice Towards Minoritized Varieties of English](#)
 - [What is Code Switching? How is it Perceived and Documented?](#)
- [Definitions and Examples of Dialect Prejudice](#) (*Thought Co*)
- [Dismantling Anti-Black Racism in Language Arts Classrooms: Toward an Anti-Racist Black-Language Pedagogy](#) (April Baker Bell).
- [Study Inspired By Trial Of George Zimmerman Shows Black Dialect Is Often Misinterpreted In Courts Nationwide](#) (*Blavity News*)
- [After a Century of Suppression, Native Languages are being Revived in Washington Schools](#) (*Crosscut*)
- [How to Save a Language from Extinction](#) (Daniel Bogue Udell, TED Talk)
- [The Power of the Tongue: Ways to Support the Proliferation of Indigenous Languages](#) (Harvard Library)
- [These Students Speak Perfect Spanglish--And They're Learning to Own It](#) (Camille Phillips, NPR)
- [A Region Talks Back: Linguists Record Diverse Dialects of Appalachia](#) (*Blue Ridge Public Radio*)
- [The Singular 'They' Named Word of the Decade](#) (*Made for Minds*)
- [Language Around Gender and Identity Evolves \(and always has\)](#) (Archie Crowley, TED Talk)
- [Gender Pronouns are Changing. It's Exhilarating](#) (John McWhorter, NYT)
- [How a Visual Language \[ASL\] Evolves as our World Does](#) (Jeremy Engle, NYT)
- [Science's English Dominance Hinders Diversity, but the Community Can Work Toward Change](#) (Rodrigo Pérez Ortega, *Science Magazine.org*).

Examples of DEI Approaches to Teaching and Assessment Practices

Toward the end of my Professional Leave, I focused on DEI teaching and assessment resources, which I've been reviewing again since last Fall Quarter. As described in "Effective Teaching is Anti-Racist Teaching," such processes represent "lifelong work." I deeply appreciate the time granted to me in spring 2023 to more deeply engage in that work.

- [West Ed's Anti-Racist Evaluation Strategies](#): "This guide's overarching themes include engaging in anti-racist self-reflection and learning; forming collaborative and equitable partnerships; and considering cultural, historical, and political contexts."
- [Tools for Anti-Racist Teaching](#) (PBS series): "This four-part series [explores] tools for anti-racist teaching [and] the ways in which we can use media and media literacy to deepen our understanding of systemic racism [...]. This series [provides] curated anti-racism resources, support[s] [participants'] learnings of anti-Black racism, help [them] discover innovative ways to integrate media into inclusive teaching practices, and [demonstrates] how to amplify [...] Black students' voices and experiences."
- [Effective Teaching is Anti-Racist Teaching](#) (Sheridan Center, Brown University): "For educators, addressing components of anti-racist teaching is not a straightforward task, but a longer-term work in progress, with many iterations – and failures – along the pedagogical journey. As part of this lifelong work, we need to continually interrogate the racist systems and communities in which we live and work. Educators and students do not enter the classroom environment as blank slates devoid of identity or culture. Our beliefs and values impact the decisions we make as we teach." [Includes additional [Resources](#).]
- [Reframing Assessment to Center Equity](#) (Edited by Gavin W. Henning, Gianina R. Baker, Natasha A. Jankowski, Anne E. Lundquist, Erick Montenegro). This collection of essays discusses how conventional assessment processes (which typically emphasize high-stakes testing, competition/ranking, non-inclusive materials, etc.) further marginalize or disadvantage historically underrepresented populations. The authors also provide examples of more equitable processes (e.g., collaborative learning, growth-oriented methods, culturally responsive materials, indigenous ways of knowing, etc.) that can yield better results, not only for marginalized groups but for all learners.

Audineh Asaf, Art - Fall 2022

Dear Members of the Board,

I am writing to update you on the significant accomplishments achieved during my professional leave in the fall of 2022. As outlined in my proposal, my primary objectives were to create a new body of artwork, establish an artist website, and actively pursue exhibition opportunities. I am pleased to report that not only were these goals met, but the outcomes far exceeded my initial expectations.

Firstly, I dedicated my professional leave to the creation of a [body of work](#) inspired by the political uprising in Iran concerning women's rights, which resulted in a series of impactful artworks that resonated with audiences across the world. The collection was showcased in numerous prestigious galleries and featured in esteemed publications, amplifying its reach and impact. In fact, within the year following my leave, I participated in a total of 18 art exhibitions across North America, which has solidified my presence within the contemporary art community.

I am excited to share that this body of work garnered recognition from both Mozaik Philanthropy and the McMillen Foundation, earning me awards and a [\\$10,000 fellowship](#). I am using my award money to curate exhibitions, workshops, and community engagement events celebrating Iranian artists, and I am in the process of establishing the Iranian-American Artist Alliance to foster a supportive and empowering community for Iranian Americans in the arts.

Additionally, during the leave period, I successfully designed and launched my artist website, a platform for promoting my work and connecting with potential collaborators and opportunities. This digital portfolio serves

as an invaluable resource not only for showcasing my artistic endeavors but also so my students can keep up to date with my new artwork and exhibitions.

Furthermore, the visibility and quality of the work produced during my professional leave led to invitations for two solo exhibitions. One of these exhibitions is slated to open at ArtsWest in Seattle this coming April, with another to follow at Gallery 4Culture, also in Seattle this coming September. These opportunities not only validate the significance of the work but also provide a platform for further engagement and dialogue surrounding the themes explored.

In conclusion, the period of professional leave proved to be instrumental in my artistic growth and professional development. Not only did it afford me the time and space to create a meaningful body of work, but it also facilitated numerous opportunities for recognition, exhibition, and collaboration. Importantly, the outcomes of this leave period serve to inspire and inform my students, reinforcing the value of pursuing their passions with dedication and perseverance.

Sincerely,

Audineh Asaf

Faculty & Department Head, Art

Mary Whitfield, Chemistry - Winter 2023

During winter quarter 2023 I was on professional leave to work on revising our existing Chem& 139 class. As stated in my original proposal, the course suffered from a number of problems, including the fact that no one could clearly identify why students should take Chem& 139 instead of our Chem& 121 class. We needed to better distinguish these classes so that each had its own identity and target audience. Chem&139 also suffered from not having a lab component, something unusual for a chemistry class.

In the original vision for these two classes, Chem&121 would be taken by pre health science majors, and Chem&139 would be taken by pre STEM majors. The reality was that many STEM majors were taking Chem&121, which did not prepare them well for the mathematical rigor of the subsequent STEM classes.

The original plan for my leave was to develop a co-requisite class for our STEM majors Chem 161 class, which could be used by students in lieu of Chem&139. I spent some time researching this model and visiting with colleagues at other colleges with similar programs. As part of that process I came to realize that what was really needed was to add a lab to the Chem& 139 class, and to work with advising to strongly encourage this class for STEM majors. A co-requisite class is still an option, but that would be a phase 2 project.

I developed the new class with a lab component, moved it through the Curriculog process, and put it on the schedule for Summer 2024. Serendipitously, this change coincided with a change to the Biology curriculum that will more clearly separate their health and STEM pathways.

I have no data on the new class yet, but the advisors seem excited about this new model and the clarity it will bring to their advising guides. For myself, I am pleased that this class will finally have a lab component that will offer experiential learning opportunities to students, and better prepare them for the rigor of our STEM majors lab program.