

**SHORELINE COMMUNITY COLLEGE
BOARD OF TRUSTEES REGULAR MEETING OF MARCH 20, 2024**

3:45 PM Study Session – Quiet Dining Room (#9208), Bldg. 9000 (“PUB”)

4:30 PM Regular Session – Quiet Dining Room (#9208), Bldg. 9000 (“PUB”)

Remote Option via Zoom: <https://us02web.zoom.us/j/88349708605> -or-
(253) 215-8782 ▪ Meeting ID: 883 4970 8605

AGENDA

3:45 PM – STUDY SESSION			
NO.	AGENDA ITEM	RESPONSIBILITY	TAB
1.	Convene Study Session	<i>Vice Chair Rebecca Ringer</i>	
2.	<ul style="list-style-type: none"> • Accreditation (20 minutes) • Strategic Plan (10 minutes) 	<ul style="list-style-type: none"> • Ann Garnsey-Harter, Associate Vice President • Jack Kahn, President 	
3.	Action: Adjournment of Study Session	<i>Vice Chair Rebecca Ringer</i>	
4:30 PM – REGULAR SESSION			
1.	Convene Regular Session & Land Acknowledgement	<i>Chair Rebecca Chan</i>	
2.	Report: Chair, Board of Trustees	<i>Chair Rebecca Chan</i>	
3.	Consent Agenda <ul style="list-style-type: none"> a. Approval of Previous Meeting Minutes <ul style="list-style-type: none"> ▪ Regular Meeting of 2024 February 28 ▪ Special Meeting of 2024 March 13 	<i>Chair Rebecca Chan</i>	
4.	Communication from the Public 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 Quiet Dining Room (#9208) between 4:15 PM–4:30 PM on March 20, 2024. -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 March 20, 2024. The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the March 20, 2024 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 March 20, 2024 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the March 20, 2024 meeting.)	<i>Chair Rebecca Chan</i>	
5.	Action: Renewal of First Year & Second Year Tenure-Track Faculty Candidates	<i>Lucas Rucks, Acting Vice President</i>	1
6.	Action: Tenure Considerations	<i>Lucas Rucks, Acting Vice President</i>	2
7.	Constituent Report: Shoreline Associated Student Government	<i>Lina Chung, ASG President</i>	

8.	Constituent Report: Shoreline Classified Staff (WFSE)	<i>Norah Peters, WFSE Chief Shop Steward</i>	
9.	Constituent Report: Shoreline Faculty (SCCFT)	<i>Kristine Petesch, SCCFT President</i>	
10.	Constituent Report: Shoreline Faculty Senate	<i>Jessica Strickland, Faculty Senate Chair</i>	
11.	Report: College President & Executive Team Representatives (5 minutes) <ul style="list-style-type: none"> • Lucas Rucks, Acting Vice President (Instruction) • Derek Levy, Acting Vice President (Student Services) • Ernest Johnson, Acting Vice President (DEIA) • Joe Mazur, Vice President (Business & Administrative Services) • Veronica Zura, Executive Director (Human Resources) • Wendy Coates, Executive Director (Foundation & Advancement) 	<i>Jack Kahn, President</i>	
12.	First Reading: Academic Calendars: 2025-2026; 2026-2027	<i>David Berner, Director</i>	3
13.	Action: Amendments to 100.E50 College Debt: Financial Planning & Activities in the Shoreline Community College Board of Trustees Policies Manual	<i>Jack Kahn, President & Joe Mazur, Vice President</i>	4
14.	Report: Finance & Budget (10 minutes)	<i>Joe Mazur, Vice President</i>	
15.	First Reading: Fee Proposals for FY 2024-2025 <ul style="list-style-type: none"> • Instruction: Student Fees • Campus Safety Fee 	• <i>Lucas Rucks, Acting Vice President</i> • <i>Greg Cranson, Acting Director</i>	5A 5B
16.	Report: FAFSA (Free Application for Federal Student Aid) (5 minutes)	<i>Derek Levy, Acting Vice President, Dean</i>	
17.	Waves of Gratitude	<i>Jack Kahn, President</i>	
18.	Report: Closing Remarks – Board of Trustees	<i>Trustees</i>	
19.	Executive Session pursuant to: <ul style="list-style-type: none"> • RCW 42.30.140(4)(a) • RCW 42.30.110(1)(g) • RCW 42.30.110(1)(i) 	<i>Chair Rebecca Chan</i>	
20.	Action: Adjournment	<i>Chair Rebecca Chan</i>	

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF FEBRUARY 28, 2024

The February 28, 2024 regular meeting was held via hybrid modality.

- In-person: Board Room (#1010M)-Building 1000
 - Remotely:
 - Via link: <https://us02web.zoom.us/j/88349708605>
 - Via telephone: (253) 215-8782 • Meeting ID: 883 4970 8605
-

MINUTES – STUDY SESSION

The study session of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Rebecca Chan at 3:30 PM. A quorum of the Board was present.

FINAL STRATEGIC PLAN

MIG Chief Executive Officer & President Daniel Iacofano and Program Manager Sou Garner went over the [final strategic plan](#) for Shoreline Community College.

ADJOURNMENT OF STUDY SESSION

Motion 24:05: Motion made by Trustee Stark to adjourn the study session.

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

Chair Chan adjourned the study session at 4:20 PM.

Due to an inadvertent deactivation of the recording feature in Zoom after the adjournment of the study session, the February 28, 2024 regular session was not recorded.

MINUTES – REGULAR MEETING (“Session”)

The regular meeting (“session”) of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Rebecca Chan at 4:30 PM. A quorum of the Board was present.

MEMBERS PRESENT

Trustees Rebecca Chan, Eben Pobee, Rebecca Ringer, James (Jamie) Stark, and Kim Wells were present either in-person or remotely.

Assistant Attorney General Tricia Boerger represented the Office of the Attorney General.

SHORELINE COMMUNITY COLLEGE
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BOARD OF TRUSTEES
REGULAR MEETING OF FEBRUARY 28, 2024

REPORT: CHAIR, BOARD OF TRUSTEES

Chair Chan shared information related to the National Legislative Summit in Washington, DC that she, Trustee Stark, and President Kahn attended.

CONSENT AGENDA

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

- a. Minutes from the regular meeting of 2024 January 24 and the special meeting of 2024 January 26;
- b. Faculty Sabbatical Leave Proposals (2024-2025); and
- c. Meetings with Chairs of Appointment Review Committees (ARCs) for Tenure Track Faculty Candidates.

Motion 24:06: Motion made by Trustee Stark to approve the consent agenda.

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

COMMUNICATION FROM THE PUBLIC

Per the agenda for the February 28, 2024 regular 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 (#1010M) between 4:15 PM–4:30 PM on February 28, 2024.

-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 February 28, 2024.

The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the February 28, 2024 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 February 28, 2024 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the February 28, 2024 meeting.)

Professor Steven Bogart provided public comment (attached).

CONSTITUENT REPORT: SHORELINE ASSOCIATED STUDENT GOVERNMENT

Associated Student Government (ASG) President Lina Chung read the ASG's report (attached).

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CONSTITUENT REPORT: SHORELINE CLASSIFIED STAFF (WFSE)

Program Coordinator and Classified Staff Union/WFSE Local 304 Chief Shop Steward Norah

Peters read the Classified Staff Union’s report (attached).

CONSTITUENT REPORT: SHORELINE FACULTY (SCCFT)

Professor and SCCFT Local 1950 Union President Kristine Petesch read the SCCFT’s report (attached).

CONSTITUENT REPORT: SHORELINE FACULTY SENATE

Faculty member and Faculty Senate Chair Jessica Strickland’s read the Faculty Senate Council’s report (attached).

REPORT: COLLEGE PRESIDENT & EXECUTIVE TEAM REPRESENTATIVES

The report from the College President & Executive Team Representatives included the following:

Instruction

Acting Vice President for Instruction Lucas Rucks and Dental Hygiene Program Co-Faculty Program Coordinator Professor Lori Simicich announced that the College’s Dental Hygiene Program is now approved for the Bachelor of Applied Science in Dental Hygiene (BASDH) degree program. Professor Simicich spoke about the five-year process leading up to the receiving of the Commission on Dental Accreditation (CODA) approval and work accomplished in obtaining approval for the BASDH degree. Also expressed was the appreciation to/for her colleagues in the Dental Hygiene Program—namely recently retired Dental Hygiene Director & Professor Rosie Bellert who worked at Shoreline Community College for over 40 plus years.

Student Services

Acting Vice President for Student Services & Dean of Student Support & Success Derek Levy announced that the Men’s and Women’s basketball teams have done well this season—with the Women’s team making the playoffs in the regional conference of the NWAC (Northwest Athletic Conference). Games this afternoon/evening on campus: Women’s game at 5:00 PM; Men’s game at 7:00 PM. “We’re honoring the sophomores in their final home game tonight.”

Diversity, Equity, Inclusion & Accessibility

Acting Vice President for Diversity, Equity, Inclusion & Accessibility Ernest Johnson shared that, he’s “been onboard for less than a month, but is proud to be part of sending a group of primarily BIPOC personnel to attend the annual NCORE (National Conference on Race and Ethnicity) conference in the spring, which will be held in Hawai’i.” He mentioned that the “intention is for conference participants to be respectful of the land, people, and ocean as encouraged by Lori, and share their learnings with the campus during opening week in the fall.”

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Acting Vice President Johnson also spoke about the “ongoing creation of an American Ethnic Studies Program which will be attractive to BIPOC faculty and students, and DEIA funded anti-racist efforts.” Examples given: “the Meaningful Films series, which is currently negotiating a contract, the work to develop a Bias Incident Response Team for the campus, and the upcoming event on March 7 with anti-racist educator Tim Wise, which is also partially funded by the innovation grant of the ESJ area review, which provided the funding for Nicole and this popular speaker.”

Human Resources

Executive Director for Human Resources Veronica Zura “screen shared” the recently launched Professional Development site and expressed appreciation to and for Executive Assistant Theresa Harrington for designing and developing the site.

President

President Kahn reported being “busy with accreditation and the strategic plan.” He also spoke about the upcoming meeting with the Consulate General of the Republic of Korea where personnel will share the projects the College is currently working on with the Korean community.

Written February 2024 Report to the Board (attached).

REPORT: ACCREDITATION

Planning, Institutional Effectiveness & Project Management Associate Vice President Ann Garnsey-Harter’s provided updates on accreditation. (Slide presentation, attached.)

REPORT: FINANCE & BUDGET

Business & Administrative Services Vice President Joe Mazur went over the 2023-24 Operating Budget and Year-to-Date Revenues and Expenses as of January 31, 2024 and the 2023-2024 Grants & Contracts Year-to-Date Revenues and Expenses as January 31, 2024 (attached). In addition, Vice President Mazur provided a summary regarding proof of loss claims determination and amounts reimbursed pertaining to the ransomware incident.

ACTION: STRATEGIC PLAN FOR SHORELINE COMMUNITY COLLEGE

Motion 24:07: Motion made by Trustee Ringer to approve the final draft of the strategic plan for Shoreline Community College as presented during the study session of Wednesday, February 28, 2024.

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

WAVES OF GRATITUDE

President Kahn expressed appreciation to/for Sarah Swanberg for her leadership and role in bringing the strategic plan to fruition.

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REPORT: CLOSING REMARKS – BOARD OF TRUSTEES

Trustee Ringer communicated that having student presence and voices (current student Isabella Briones Pérez and Shoreline Community College alum and current employee Mashaal Shameem) at the January 25th *Hill Climb* in Olympia with her and President Kahn, was invaluable. “Legislators want to hear from students.”

Trustee Stark spoke about having the opportunity to attend a meeting with Senator Cantwell during the National Legislative Summit in Washington, DC, and reiterated Trustee Ringer’s sentiment about the value of having student presence and voice when meeting with legislators, as well as expressed that the College include a student representative at ensuing National Legislative Summits.

EXECUTIVE SESSION

At 5:58 PM, Chair Chan announced that the Board would “convene in executive session for 30 minutes or as extended by the Board to:

- Discuss matters pertaining to collective bargaining pursuant to RCW 42.30.140.(4)(a);
- Review the performance of a public employee pursuant to RCW 42.30.110.(1)(g); and to
- Discuss with legal counsel representing the agency litigation that has been specifically threatened to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, pursuant to RCW 42.30.110 (1)(i).”

Chair Chan noted that upon reconvening in open session following the executive session, the only action taken by the Board will be to adjourn the meeting.

Trustees in attendance in-person, convened in the Central Conference Room (#1020M) for the executive session and were joined by trustees attending remotely, via virtual meeting.

The executive session commenced at 6:06 PM.

At 6:36 PM, Chair Chan announced that the Board was extending its executive session by 15 minutes.

The Board reconvened in open session at 6:51 PM.

ADJOURNMENT

Motion 24:08: Motion made by Trustee Wells to adjourn the meeting.

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

Chair Chan adjourned the meeting at 6:51 PM.

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF FEBRUARY 28, 2024

Signed _____
Rebecca Chan, Chair

Attest: March 20, 2024

Lori Y. Yonemitsu, Secretary

From: [Bogart, Steven](#)
To: [Yonemitsu, Lori](#)
Subject: Steve's Statement to the Board on Feb 28, 2024 -- Please Put in the Public Record
Date: Wednesday, February 28, 2024 4:39:02 PM

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

Thank you for approving sabbaticals. Sabbatical projects can have a huge impact but are not feasible to complete on top of a regular workload. I'm looking forward to my own project related to open educational resources and I'm also excited about Trevor Pelletier's project, which will help transition statistics instructors to OER.

Some comments from the Board's recent retreat reminded me of a situation from 25 years ago.

At the time, I worked in a different state at a college with merit pay. This required a detailed evaluation system that was, in my view, highly flawed. One example – serving on a committee was worth evaluation points, and faculty complained the college needed to have more committees for them to get their points.

I found myself thinking too much about how to get evaluation points, which is related to but definitely not the same as how to best serve my students or how to make the college stronger.

When I started full-time at Shoreline, I was impressed by how hard faculty work, how dedicated instructors are to students, and how committed faculty, particularly tenured faculty, are to serving the college. Even in times of turmoil or long periods with no legislative funding for increments, even without the carrot or the stick of merit pay, the tenured faculty of Shoreline show up to do the work with enthusiasm, innovation, and creativity. I'm proud to be part of this group.

Take care and stay safe.

Happy Day,
Steve

Steven Bogart

Professor of Mathematics

Pronouns: he, him

Shoreline Community College

www.shoreline.edu | 206.546.6986

Good afternoon everyone, I am Lina Chung, the Associated Student Government President. It is an honor to be here to share with you some exciting updates from around campus.

Over the last month, a lot of great events and opportunities have taken place on campus, some organized by Student Life, but many coordinated by other offices on campus.

- On January 30th, International Education hosted a winter transfer fair that featured over 60 U.S. colleges.
- On January 31st, Student Life hosted our Club & Resource Fair with over 50 student clubs and campus departments participating.
- On February 14th, we also hosted a Valentine's Day event featuring chocolate fondue and assorted crafts.
- Then on February 15th, International Education and the API Center hosted a Lunar New Year event including a lion dance, cultural workshops and lots of great food.
- On February 20th, ASG partnered with SCCANS (the nursing club) to host a healthcare bias workshop.
- Last but not least, on February 22nd Academic Advising hosted a winter transfer fair highlighting Washington state colleges.
- Other great activities that we want to spotlight are the Multicultural Center's BIPOC (by-pock) Climbing Nights, the Gender Equity Center's Women's History Month Kickoff happening on March 4th, the theater department's production of the Crucible happening in mid-March, and the men's & women's basketball team's last home game that is happening tonight at 5pm & 7pm.

We want to recognize all of the efforts of these departments and groups as their work contributes to our active and exciting campus life.

ASG has also been busy recognizing a number of new clubs over the last few weeks, including a Student Volunteer Club, Futbol Club, Latin American Student Association, Korean Culture Club, and many more that didn't exist before. We're excited to see both domestic and international students be so invested in getting involved on campus, and in working to create opportunities for both themselves and others. We are

looking forward to watching these groups grow and to seeing what they accomplish in the next few months.

It seems like yesterday that the new year began, but hiring season for next year's student leaders has already approached. We hosted a hiring fair with some other campus offices today to promote these opportunities to students, and are working to recruit potential new team members over the next few months.

Finally, we will be hosting a Disco Night this Friday featuring free food, fun games & prizes, and a live DJ. We hope that students are excited and look forward to a good turnout. We have also begun planning for a number of big events coming in spring quarter, including Earth Week, Leadership Awards, Sun Fest, and Commencement. I look forward to sharing more news about these in my next report.

Thank you.

Thank you, members of the board. My name is Norah Peters. I am the Chief Shop Steward of the Classified staff Union, WFSE local 304 and I would like my comments entered into the record.

The year has been going well and I have seen a lot of positive things happening on campus. A participatory governance task force has been formed and, working with an all-campus survey, is trying to find ideas other colleges use for governance that we may exemplify at Shoreline.

A Campus climate survey was sent out, and the Classified and Faculty leadership has been invited to an E-Team meeting so that we can all hear the results of this survey together at the same time, not prioritizing one group over another.

It looks like the mock accreditation was a successful experiment. A few members of our classified staff were asked to speak about the administrative evaluations, and I know they really appreciated this opportunity.

Unfortunately, even though the mock accreditation was successful, it also seemed to be very selective, meaning that much of the classified staff felt excluded from the process. Now, part of this may be due to the “nature” of some of our work. If we are student facing, we often do not have the time, or are not given the opportunity to contribute or participate. We also may not have been consulted to begin with.

This is very disheartening and goes back to what I have mentioned many times; if something is important to the school or a department, then all staff should be given the time and opportunity to participate in the process, not just faculty and Administrators who have a more flexible schedule. Again, this happens consistently. It has not changed in the many YEARS of voicing this concern. Why is this?

The only consistent input requested from Classified staff seems to be coming from taking surveys. We are told that, by taking a survey, our voices will be heard. I’ve taken many surveys, and although I can see the reasoning behind them, I find them to be impersonal and lacking in the sense of community or belonging. Asking staff to take part in a survey is not enough. We need better ways to include and engage staff if our input and feedback is truly valued.

I know many of you might think that it is not possible to get everyone involved. And maybe you are right, at least with the way things are currently structured at Shoreline. However, perhaps it is time to make some changes and give everyone opportunities to be a part of the change.

The college needs to look at innovative ways to create change. The college hour presented by President Khan is a great idea. It gives a consistent time every week where the college closes to outside business and allows us to work as a community. However, implementing it seems to be the problem.

Some areas used to close for one hour for lunch, that one hour may seem like it is not necessary, but staff have said that it was during that one hour that they could bond with other staff... so if we want to create a sense of community, maybe changing our business hours (closed for one hour for lunch) could make a difference.

Regardless of how we do it, through college hours, changing our hours of business or some other way that we haven't thought of yet, we need to find a way to make our campus into the community it is meant to be. A community where everyone is valued, has a voice, and everyone is involved. A community we have been talking about for many years.

To quote one of my colleagues: "I feel like a broken record...and when you start to feel like a broken record...it means nothing has changed/nothing has moved forward, we are stuck in that skipping repeat pattern. We need to move to the next song!"



February 28, 2024

Board of Trustees, Faculty, and Staff,

Thank you for your time and attention today!

Last statement, I mentioned that the Union would be asking faculty for their thoughts about working for SCC.

As I was writing the questions for the survey, I was also reflecting on why collecting this data is so important to me in the role of Union President and this is primarily because I am only one person. One person with my own thoughts, opinions, and ideas, speaking to you once a month on behalf of not just myself, but a large group of individuals. We talk about the faculty as a group and it is important to me that we remember that the group is made up of individuals each with their own opinions, thoughts, and feelings. And this is the same for the Administration and for the Board of Trustees. We each have our own thoughts, feelings, strengths, and areas of growth.

Dr. Henry Garcia and I are on a VP search committee with a number of other amazing individuals, that include staff, administrators, and faculty. When we were preparing an opening statement for the interview process, Dr. Garcia made a great suggestion, which we did adopt, to include the following statement "In addition, we also would like to share that this committee does not fully represent the diverse body of students, faculty, and staff." I believe that this is a very important point, as no one person or even a small group of individuals will be able to completely represent every individual's unique perspective. And, as it is impossible for all individuals to speak to you today, and, as I do have the honor of doing so, I cannot think of a better way to use this time than to help you get to know the faculty more.

I have also been having a lot of discussions with Jack and Lucas about relationship building and its importance here at the College. It is an integral part of our daily work, of our new strategic plan, of our mission statement, and of our values. Whether we are considering relationship building in relation to students, faculty, staff, administrators, or the Board of Trustees, or all of those relationships between the different groups, building connections with each other that are based on respect for others' views and open to learning about other views is crucial.

And, thus, I am very excited to share some of the survey results with you today.

<< See Presentation Attached >>

Today, I am only going to cover some summary information in this presentation, many of which were included in several faculty responses. And, as a couple of my esteemed colleagues have reminded me recently, context really does matter. And, thus, I will also be providing the faculty responses, with identifiers removed, as a part of my written documentation for this report. I hope that each Trustee will consider reading over these comments from some of the faculty.

Our next steps include collecting data from more faculty, including at our All Faculty Meeting that is happening on Friday, and following up about specific areas that we may be able to help with. This help may be in the form of finding out where these discussions are happening and helping to learn more or see if faculty involvement would be welcome. This help may be in the form of helping to start discussions if they have not yet been started. This help may be in the form of helping to communicate about the status of current processes.

Ultimately, I hope that providing insight into some of the faculty views will help all of us to feel more heard, to feel more seen, and to understand each other a little bit more, as we aim to continue building trust and working collaboratively to support each other and our students.

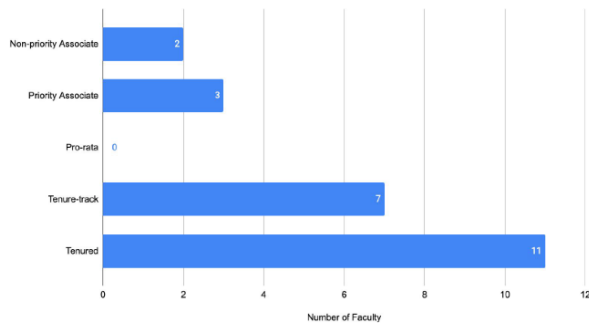
Kristine Petesch

SCCFT1950 President
Chemistry Professor
Shoreline Community College

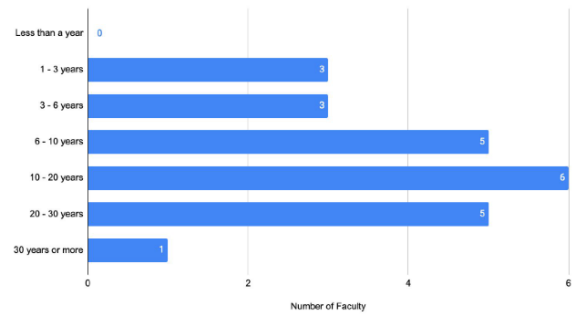
Learning about our Faculty

February Survey Results
 SCCFT 1950 AFT Local Union Presentation

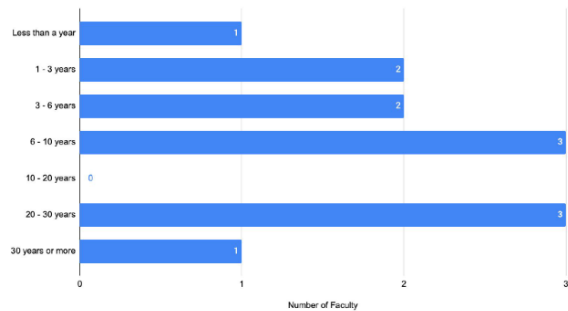
What is your current position at SCC? (n = 23)



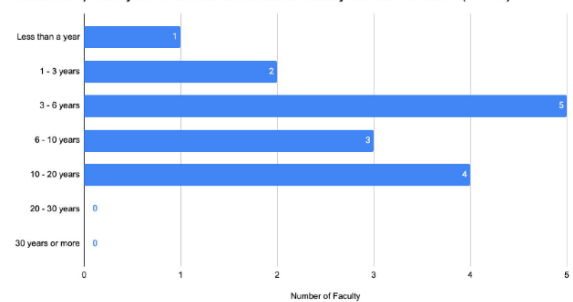
How long have you worked for SCC in all teaching capacities to date? (n = 23)



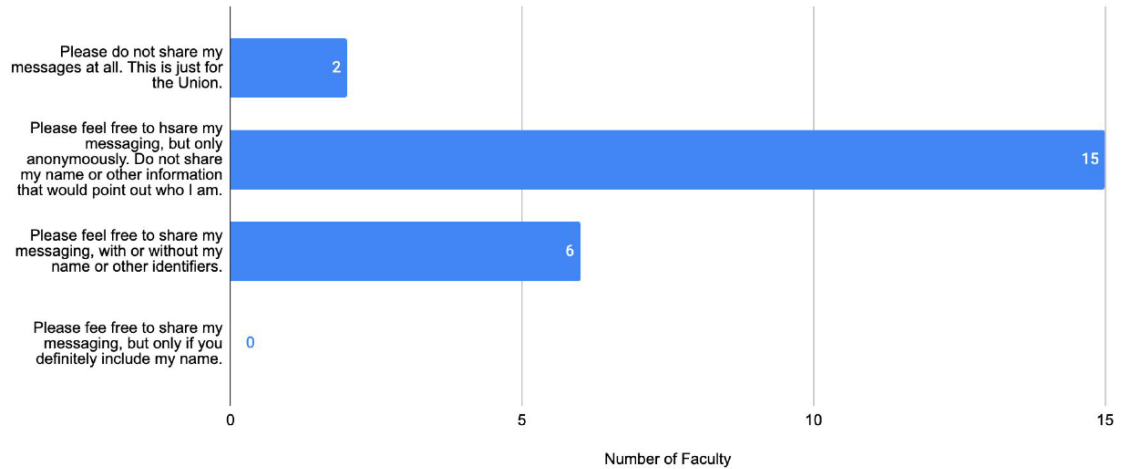
If you are tenured, how long have you been a tenured faculty member to date? (n = 12)



If you worked as an associate faculty (part-time), about how long in total (combining all institutions) have you worked as an associate faculty member to date? (n = 15)



Please choose your level of comfort with the above information being shared in a message to the Board of Trustees.



Why did you start teaching at SCC?

Summary

- Learning was happening in a safe environment.
- Ideas were exchanged.
- Great deal more diversity and connections with colleagues common on campus and off.
- The administration trusted faculty professionalism and expertise.
- Always imagined myself teaching.
- Department was progressive, student-focused.
- Secure tenure-track position for more job security.
- Great opportunity to share my profession.
- I love to teach.
- Job opening.
- Inclusiveness.

Why have you continued to teach at SCC?



Summary

- The students!
 - I help students reach their personal and professional goals.
 - Students tell me how my classes have changed their lives.
 - Passionate about serving students.
 - Bring me energy and joy.
 - Care about student learning and success.
 - Helping students improve the quality of their lives.
- Student focused education.
- Great colleagues.
- Passionate about my disciplines.

Why have you continued to teach at SCC?



Summary

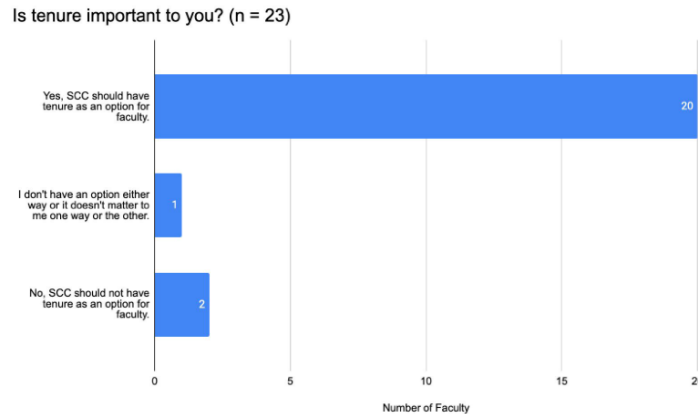
- Sustained stability in tenure employment.

Why have you continued to teach at SCC?



Summary

- Sustained stability in tenure employment.



Why have you continued to teach at SCC?



Summary

- Sustained stability in tenure employment.
 - Tenure is one reason I am comfortable sharing my answers with the Board.
 - Speak openly and honestly about what is happening at the College both for myself and others without fear of reprisal.
 - Commitment to the investment of faculty.
 - Protection of academic freedom.
 - Allows for more involvement at SCC.
 - Job security.
 - Ability to raise my family.
 - Continuity and consistency for students.
 - Contractual agreement for long term growth.
 - Mark of achievement in education as a career.

What are the major difficulties that you have faced at SCC that may have challenged whether you wanted to continue or not?



Summary

- Lack of support (for faculty and for students from administration at various levels)
 - High administration turnover.
 - Process to get tenure.
- Low morale.
 - Undervalued.
 - Lack of respect.
 - Lack of asking for unique insight.
 - Treated as if we are not making contributions.
 - Harassed.
 - Discrimination.
 - Loss of community and identity.
 - Fear.
- Underpaid.
- Overworked.
- Past trauma.
- Little opportunity for advancement.
- Understaffed.
 - Lack of tenured Professors.
- Mismanagement:
 - Lack of transparency of why colleagues are RIF'ed.
 - Conflict with colleagues.
 - Financial mismanagement.
 - Micromanaged by the administration.
 - Ineffective processes.
 - Lack of communication.

What are you most proud of from your own contributions to SCC?



Summary

- Daily interactions with students.
- Student success.
- Union work and contributions to social justice.
- Extraordinary and innovative teaching.
- Creating assignments, courses, and programs that are meaningful to students.
- Continuing to learn and grow each year even after years of teaching.
- Passionate about the disciplines that teach.
- Passionate about teaching.
- Involvement at SCC in a variety of ways.

Why did you start teaching at SCC?

- My first impression of Shoreline CC was that it was a place where **learning was happening in a safe environment**. Ideas were exchanged. The terms DEIA were not invented, but there was a great deal more diversity and connections with colleagues were common on campus and off. As faculty, the administration **trusted** our professionalism and expertise.
- I **always imagined myself teaching** one day. After 15+ years working in my field, I was ready for a new challenge. I love the work, so sharing what I know with others was a perfect fit.
- The department that I joined at SCC had been doing great work, it was **progressive, student-focused**, and the faculty in this department were no different than other faculty on campus.
- **Secure tenure-track position for more job security** (previously adjunct faculty at other WA CTCs)
- **Great opportunity to share my profession.**
- I **love to teach** and there was a new opening to here at SCC.
- Because there was a **part-time preaching opportunity offered** to me
- The department that I joined needed someone **to teach a lab** for them.
- **Inclusiveness.**

Why have you continued to teach at SCC?

- For most of the time, because I **care more about student learning and success than I care about my own welfare or well-being**. When I started, a particular new hire tenure-track faculty member (not me) was placed at less than \$20,000 annual salary. That's about \$42,000 in 2024 dollars. Any of us taking these teaching jobs then only cared about students and teaching. And we only cared because students told us how our love for our topic, our knowledge of our topic, and our ability to teach it (Including openness to questions and office hours with lines down the hall) changed their lives. To some extent this is still true. I **STILL** have students recognize me grocery shopping and **tell me that the class they had with me back when changed their lives**.
- I enjoy part time (70%) teaching and other work as it **balances with my professional career**. A tenure would consume would ask for the dedication of all my of time and I would have to close my personal business and let go of the other work - which are important to balance my creative passions.
- Higher education changed the choice of the lives of each of my family members. I could go into tech and get stock options, but I choose to use my work life to make the lives of our students better. I believe the **community colleges are places where anyone can go to improve the quality of their life**.

Why have you continued to teach at SCC?

- I enjoy interacting with students, in classrooms and as a club advisor. They give me **energy and joy**. They remind me why I stay. They need mentors and teachers who care about them and understand what they are experiencing, especially students of color who attend a predominantly white school.
- My immediate team at SCC is **very supportive**. There is a comradery that provides motivation, validation, support, understanding, and consideration of our talents and skills. The entire college is hit or miss when it comes to this.
- I continue to teach because I **love the students** and really **enjoy working with my Dean**. Plus I am really happy with the direction that the Union is going with Kristine.
- **Great student population** to work with; **enjoyable colleagues** in department and division; **better job security and salary than adjunct** options elsewhere
- I **make a difference in my students career trajectory, and lives**, and families financial foundation, and students tell me so regularly.
- I am **passionate about my disciplines and about serving students**. I provide students with the tools to navigate a complex world.
- **Opportunity** to increase my involvement in the department. **Great colleagues. Great program.**

Why have you continued to teach at SCC?

- Because I was offered an opportunity for **sustained stability in tenure employment**.
- Because I was offered a **tenure-track position and subsequently earned tenure**.
- I feel extremely blessed to have the **stability of a full time position**.
- **The students!** I love working with this community of students.
- I **help students** reach their personal and professional goals.
- Commitment to the mission and for **student development**.
- Loved **teaching** and **students**. Loves the **community**.
- **Student focused** education.
- I **love my job**.

What does tenure mean to you?

- -- Tenure will mean nothing if someone receives tenure for teaching only online for three years and is able to teach full-time or most of full-time at colleges outside of SCC during those three years, and miss department and division meeting because of being so busy teaching for other colleges. That's too close to what we used to describe as 'calling it in.' Who beyond that individual will have enjoy any benefit of tenure, much less benefit the department or division or other faculty when it comes to service work? -- Tenure will mean less than it ever has before or might again if a certain department is so keen on tenure for their tenure-track high-demand candidate that they list committee work for someone who has attended just two meetings of that committee during two years. (On one occasion, the candidate logged in but did not participate at all. Indeed, she needed most of 30 minutes to respond to a single question asked of her during that second-ever meeting.) On other occasions, that candidate has either entirely missed meetings of the committee, or on one recent occasion arrived just in time before the VPI arrived, or has on a few occasions arrived for the first or last few minutes of a meeting (to have her name appear on the roster of attendees). None of those times has meant any amount of service work; none of that behavior has been ethical. I am astonished that the department or ARC would list such behavior as service work in tenure reports. Who beyond that department will have any benefit of tenure to someone who can't even do service work while earning tenure? -- Tenure will mean a great deal if current candidates for tenure complete during their appointment review meeting both the letter and spirit of their job descriptions and jobs, and engage in actual service work as the vast majority of tenured faculty have done during their appointment review and the years since then. Tenure will mean academic freedom as well as academic excellence and continuity. (And lots more, but I can't write any more today.)

What does tenure mean to you?

- I want to cover this and say that tenure can be a very important thing, but it is not an effective tool. We are not an R1 University (we do not even have an IRB), so beyond getting feedback on your courses, there is not much value I find in them. Also, my experience with ARCs (and I have heard this from other faculty) is that it is more of a hazing ritual than an actual tenure. My other issue is that the tenure process is biased and sexist, and there is no current mechanism to remove problematic ARC members, along with no basic human resource protections. Last, only some ARCs are made equally; when you do not have any members of your ARC who are in our field, value is needed. If I worked as a full-stack developer at Microsoft, I would not have my performance reviewed by a customer success manager. Yet, that is how our ARCs are set up. Also, what value is it when the ARC reviews the same course? I had one of my courses reviewed several times; I actually apologized when they had to review it again. It is also important to point out that my tenure committee does not contact or connect with me outside of our ARC meetings. If this is supposed to be a supportive process, it is not. I am more supported by my dean than anyone on my committee. The last issue is every ARC has different standards; some want you to sit on multiple committees, and some don't care. There are problematic instructors at Shoreline who are going to get tenure because they have people on their committee who do not teach, which is always a bad thing, but in this situation, it is. Overall, I think the **tenure process can be helpful, but as its current model, it is not an effective** use of skills or an appropriate way to evaluate instructors.
- It holds a status at SCC and other institutions. Saying tenured means you've **been vetted as an educator**. Of course, **job security** and a **voice** especially as coming from a marginalized group. In my division or dept I didn't feel I had a voice as associate faculty, whereas now as tenure track, people are starting to listen. This shouldn't be the case but it's human nature.

What does tenure mean to you?

- I've been at Shoreline since 1995. I've seen 7 presidents and 7 VPI's, not to mention a revolving door of deans and other administrators. My relationship with each spans the spectrum of getting along well to facing off having to **speak truth to power, not just on my behalf but for others who do not have tenure.** I've held controversial opinions and have classroom discussions that erupt because students sometimes can't contain themselves. I've had students who hated me, for reasons I don't always know. The only thing that allows me to be free to express myself, speak truth to power, not allow discrimination and biases to get in the way of my progress and others is the security tenure afforded me. How can anyone who sees what is happening states across the country and wonder what the point of tenure is be qualified to sit on our Board of Trustees. Schools without tenure are firing people for being "woke" or teaching true African American history, hate and white supremacy are winning battles long ago fought trying to oppress and suppress people of color, LBGTQIA, and immigrant communities. Students protesting genocide in Palestine are losing job opportunities and being disciplined for at schools like Harvard. A better question might be, what is the purpose of the BOT who contemplates removing tenure at an institution of higher learning with all of the evidence around supporting the need for tenure.
- Tenure to mean that I have the **ability to raise my family.** Tenure means I am **committed** to the long-term future of Shoreline Community College. Tenure is an acknowledgement that **teaching and learning is more than a business.** Tenure is an acknowledgement that teaching and learning occurs over a lifetime. Tenure means less costs to the college due to staff turnover, onboarding, and retraining. Tenure does not mean "deadwood."

What does tenure mean to you?

- Tenure is **one reason I am comfortable sharing my answers with the Board.** Tenure allows us to speak freely about the problems we see on campus. Many issues have come to light because tenured faculty were able to speak up **without fear of reprisal.** Administrators, on the other hand, have regularly been fired because they spoke up or challenged an administrator higher up in the institution, so it does happen here. Perhaps more importantly, tenure allows me to teach my disciplines in a way that is accurate and aligns with my values. The topics I teach are controversial and often make students uncomfortable. Tenure allows me to teach the material without fear that a student complaint could get me fired. As an aside, the only challenge to the material I teach, in 25 years, has been from another faculty member. Without tenure, I would be vulnerable to attacks from colleagues as well. Students can tell when a professor is authentic and passionate about their discipline. They are inspired by these professors. If we had to watch what we said, self-censor out of fear, we could not teach, inspire, and light the spark of learning in our students in the same way.
- It means being able to say things like this to the Board of Trustees and **knowing that I will have a job tomorrow.**
- A mark of achievement of a quality educator and demonstrated growth and development in the role.
- Its a **contractual commitment** between faculty and the school for long term growth.
- **Security** - Yes.. very important for those who are selected
- **Stability and job security** but also **commitment to the college and its mission.** **Continuity** of programs that only long-term tenured faculty provide
- Tenure is important because it **provides academic freedom and therefore security.** It provides important **protections** and the ability to speak out, without the threat of losing our jobs.

What does tenure mean to you?

- Tenure means **protection for the principle of academic freedom** and a commitment to investing in faculty for the benefit of students. It is absolutely essential for academic environments. Without it, we can be fired or quietly let go for teaching something that is considered controversial in the eyes of the administration or public. Without it, we work at multiple colleges, not participating in the broader work that is involved in things like accreditation, and spread thin for the students. As someone without tenure, I adjust how I teach to make sure I'm not rocking any boats and there are certain topics I avoid. I do all that I can for my students in terms of feedback, support, updated materials, but being at multiple colleges, there is only so much I can do in a day. Not only is tenure essential, it is a shame that so few faculty at SCC are in tenured positions.
- **Increased job security and better salary** than the intense precarity of adjunct teaching; greater inclusion in departmental and institutional work than as adjunct (tend to really have to try hard for inclusion in projects and opportunities as an adjunct, whereas much of it may be volunteer, adding to the huge issues associated with adjunctification of educators); some amount of funding for professional development, as well as future opportunity for sabbatical work (yes, having tenure is very important, and I wish there were more positions converted to tenure-track in order to combat the precarity of educators being in positions of contingency through temporary full-time and adjunct contracts)
- A full time admin staff assists in the details of program, dept. managing and committee work. They are a necessity for consistency and continuity of students and staff. This place can't expect to run on part timers who are "off contract" between quarters.

What does tenure mean to you?

- Tenure was a rigorous process. One that both **challenged and invigorated me**, and helped me to become a better teacher. ARC members are truly mentors and are there to support you in this endeavor. The end result of job security is a plus, but I don't feel it guarantees me a job, by any means. There is so much work that **MUST** be done outside of the classroom and grading and other course work, in order for a program to function, let alone evolve and stay relevant. This is also true for entire divisions and the college level overall (committee work, college governance, accreditation work, to name a few examples). Tenured faculty take on an incredible amount of this work.
- It's **job security**. It's what allows faculty to feel safe sharing and not shying away from difficult conversations. Most educators are hard working intrinsically motivated individuals who go above and beyond for their students. I don't believe a correlation exists between tenure and faculty motivation. Lazy people exist across all industries. But I believe tenure keeps faculty at one institution. **Faculty retention** in my opinion should be valued. No organization can work at their optimum level when a significant portion of the workforce is in the hiring and training phase. We need leaders.
- Tenure is a **time to focus on improving my teaching with input from a group of experienced peers**. Getting tenure means that a group of peers has determined I live up to a certain standard. However, I would prefer it if, instead, all faculty had the stability of full time positions and were evaluated every so often. I don't think tenure is a good system because it creates too much hierarchy among faculty. It may make more sense at research institutions, but I don't think it is necessary at community colleges.

What are the major difficulties that you have faced at SCC that may have challenged whether you wanted to continue or not?

- **Lack of upper administration understanding or support** in multiple areas; lack of upper leadership **asking instructors for their unique insight** into a posed problem; lack of **respect** such that it seems administration assumes that instructors working with students/programs/community/campus interests on a daily basis 'don't understand the big picture' including Board of Trustees lack of interest in interfacing with faculty and sometimes outright disrespect for educators; **disconnect** with B of T. I'd like to add that the current Dean of Humanities is supportive to our department and myself individually, though. Lack of **support for our students** who drop out of school because of life/health/family issues including mental health support, real-world, fast financial support including access to emergency aid, mental health support, anxiety support.
- One major difficulty is the fact that Shoreline CC is one of the **lowest paying community colleges** in the Puget Sound area. Shoreline CC is in King County, but Shoreline CC does not account for the cost of living adjustment that many other organizations, public and private, as well as other community colleges in King County account for. Our FTF salaries are on par with part-time adjunct salaries of neighboring community and technical colleges. This becomes a sore point when faculty are **treated as if we are not making contributions** to the college and we are **constantly being questioned regarding our worth** to the college. If there is more robust compensation to faculty, more trust in faculty, and less animosity, then faculty will feel value and more engaged.

What are the major difficulties that you have faced at SCC that may have challenged whether you wanted to continue or not?

- The current administration **micromanages faculty**. They want to treat us as hourly works and have us account for our time as if we are children in need of supervision. There is little appreciation for the work we do at night, on weekends, during holidays, etc. Instead they want us to log in our 20% as if a majority of us don't already log in 120% in any given year. It's sickening. I'm also frustrated with the constant promotion of people who are **not qualified for their positions**, but who wreak havoc on faculty because of their incompetence. We have so many acting administrators and most are just that, acting like administrators in the positions they are in.
- A manager who targeted me and a few others, and **harassed** us in all the ways she contractually could for reasons none of us understand even now. (Our differences, of course.) She also did some **intrusive** things that were contract violations to the extent that she lost grievances. Another manager since then whose micro-management did harm to my department we may need another decade to claw back. **Ever-increasing demands** from the college. (The college is known to identify the occasional 'mosquito' for elimination, typically devising a cannon to shoot at faculty in an effort to hit that one.)
- The **tenure process** has been grueling but not in a way that seems to have helped me become a better teacher or professional. It's been a process of weird rumors, lies, mishandled procedure, strange demands, and very little in the way of professional development. I have more education about and experience in pedagogy than everyone in my arc and my supervisor, so it's very confusing as to why I have the same process as other tenure track faculty who are career professionals with no pedagogical experience.

What are the major difficulties that you have faced at SCC that may have challenged whether you wanted to continue or not?

- Shoreline is an excellent college with a lot of issues, but Shoreline cannot get ahead because there seems to be much **past trauma** that the faculty is holding on to. And because **leaders only stay a few years**, they leave a lot of hurt feelings and unresolved issues when they leave that the new leadership team does not want to take on. Also, Shoreline is **understaffed** on many levels.
- **Administrative instability** at times with lots of turnover; **low morale** at times amongst faculty/staff; **overworked** in general through service work and big teaching load (with **large class caps**), as well as volunteering time/energy in order to partake in additional desired professional development opportunities; **not much opportunity to advance** salary/position at institution
- **-High workload -Low pay** compared to industry -A bad president making bad decisions fully backed by a board through years of poor performance -Talented colleagues have been fired because of administration decisions rather than lack of competency and dedication.
- Currently **not being paid** for tech work. Struggle with the stack class format teaching 3 levels in the same class time. Expectations of my time and energy set by SCC that are beyond the scope of PT contract.
- Early on, **conflicts with colleagues** and **lack of support** from Dean. Seeing **colleagues RIF'd**, especially those who were RIF'd for personal reasons. Seeing **financial and other types of mismanagement** by admin.
- Workload is too high due to **lack of tenured professors** to share in the department, division, and other college service work. Struggling with being **underpaid, undervalued, and overworked**.

What are the major difficulties that you have faced at SCC that may have challenged whether you wanted to continue or not?

- So many different **administrations coming and going** and changing things each time. RIFs of fellow faculty. **Loss of community and identity** of the college as a whole.
- The **elimination of our classes and programs**. The lack of success and communication regarding union and administration resolutions.
- **Discrimination** in the tenure evaluation process. **Fear** of the inability to teach fully remote (which has not happened yet).
- **High turnover at the administrative level** makes life difficult at the department level.
- **Ineffective enrollment, drop and wait list guidelines** that faculty are expected to fix.
- **Lack of effective communication and training from HR** with faculty in regards to their pay and leave.
- So many...**infrastructure of the organization, lack of consistent leadership, workload**.
- **Being able to survive** on the low income and quarter-to-quarter contracts.
- DEIA- **doing things the old way** which doesn't include data.
- Many types of **dysfunction**.

What are you most proud of from your own contributions to SCC?

- **Successfully leading and writing** our departments accreditation self study report. Leading the first BAS program on Shoreline's campus. I earned tenure. Two weeks later I was asked to share the FPC role in the department.
- **Daily student support** in teaching real life industry skills; I'm aware that students know their lives are improving! Direct access for students to training and skillbuilding of the quality that I wish I benefitted from when I was in undergrad and grad school, as we bring a great product to our clients (aka students). And Spindrift, our award-winning Art and Literary Journal—that is a bit of a campus 'secret'.
- **Creating** a class that is suitable for students entering into medical schools
- The classes I've **built** with guided pathways and I best.
- How **involved** I've been on campus.
- **Student** success
- My **students** success
- NFI, **DEIA** Work
- **Helping** students when they really need the support, particularly in a subject matter that is often challenging and sometimes loaded from past negative experiences. **Supporting** students to realize their goals and dreams. **Interacting** with amazing faculty, staff, and administrators on campus by being involved in SCC activities and committee work. Getting **creative** with my assignments, classes, and thinking outside the box!

What are you most proud of from your own contributions to SCC?

- **Extraordinary and innovation teaching**, including my growth mindset and teaching that to students for more than 30 years. The pandemic killed a number of things and/or VP King's determination to eliminate the Math Learning Center and/or the fact that post-pandemic, online classes are still considered the most pleasant way to learn by students for whom it would not have been a preference pre-pandemic and/or the college's demand that my department not resume having one required timed in-person final exam (where students showed photo ID and tested at any approved testing center in the U.S. and beyond, or with their instructor at the college, or at the SCC Testing Center). We have been told that doing so is inequitable and intrusive when in reality, per 2020, using Honorlock and such is the most inequitable and intrusive option possible.
- I am most proud of my **service as a union officer** and member, my **contributions to social justice** by speaking out and calling out the inequities and systemic racism that permeates the college, and my compassion for and mentoring of students with disabilities, students of color, students who are struggling with personal challenges interfering with their academics, etc. There are moments when me being their professor, advisor, or mentor made such a difference in their lives. That is why I am here.
- I am most proud of the fact that **over almost 25 years I have continued to learn and grow**. Every year I become a better teacher by learning more about my students, especially the challenges they face that I have never encountered. I also contribute significantly to the work of the institution through serving on ARCs, Guided Pathways, Transfer Program Committee, and much more. I have also served as a mentor to many new faculty, especially around anti-racist pedagogy.

What are you most proud of from your own contributions to SCC?

- I love academia. I **love teaching** and being a part of **students' journeys**. I am proud of the technical knowledge, college and professional skills that I impart to students. I enjoy connecting with students personally and with compassion, helping them to feel seen, heard, and understood.
- **-Being a part of changes made to the grading policy** that center the growth and development of students -seeing Shoreline alumni graduate from top universities after transfer after having facilitated their journey through our classrooms
- I am proud of my earlier contributions to **re-aligning courses and curriculum**, working closely with multiple departments at that time. I am proud of my delivery of instruction to my **ABE/HS+ students**.
- My work with **students!** They are amazing and innovative--and challenge me to always improve/innovate. I'm also proud of my service contributions especially within my department and work at the state level.
- Offering **excellent instruction**; continuous professional development and dedication to student learning. **Service work** in so many areas of the college over the decades
- Greatest ceramic program around! A great crew that are united and strengthened in our art community and a strong program.
- **Engaging students** so they want to take classes in person. Giving additional chances to students who really need them.
- My direct work **supporting students** who are struggling or don't think they have what it takes to succeed in college.

2/28/24 Update to the BOT from FSC:

- FSC participated in the Mock Accreditation visit. The biggest takeaway we learned from that practice is that we, as a college, need to be assertive about the progress we've made and be proud of ourselves as we continue to work to improve.
- Met with Dr. Johnston to discuss DEIA practices on campus, and ways that FSC can support the Vice President in this endeavor - including with the assistance of disseminating an Anti-racist glossary in April so the campus has shared language and understanding regarding Anti-racist practices
- FSC has worked with Dr. Khan to arrange guest speakers to lead a professional development called "Decolonizing the Syllabus" in May. FSC members have also written a decolonized campus-wide syllabus template that will be presented to the faculty in May. And hopefully they all approve.
- FSC continues to work alongside executive administration to implement best practices to best serve our students and campus community.



President's Report

From the desk of Dr. Jack Kahn

The month of January was permeated with meetings about the strategic plan and accreditation. The President's Office was busy engaging in conversations across campus to help move both of these very important projects forward.

January was filled with several events as well. Trustees Chan, Stark and I attended the Association of Community College Trustees National Legislative Summit in January. We met with Patty Murray's Chief of Staff and Pramila Jayapal. I really enjoyed being able to advocate for students, faculty, and staff, and appreciated the openness expressed by our representatives.

As a kick-off to Black History month, we held the Edwin T. Pratt community event here on campus. It was a wonderful event with presentations from our new Mayor Chris Roberts, Police Chief Kelly Park, and poets Kilam Tel Aviv & E Mandisa Subira. Jean So liz and Ken Winnick also provided a brief history (in words and photos) of Edwin Pratt's life. It was a moving event, and it was so good to see so many people come out for it. We received some kind words from the family afterwards about the event moving forward in a direction they are excited about.

One fun event I could not attend, as I was ill, was the "Letters Aloud - Thanks but No Thanks performance! Faculty and students presented real rejection letters that have been sent to folks who are now famous. Cat Chiappa took my place, and I'm sure really owned it. What a creative idea- thank you to Debra Pralle for bringing the production to campus.

Another event I was also not able to attend (and was very discouraged that I couldn't) was the Missing and Murdered Indigenous Women event sponsored by the Multicultural Center. Dr Johnson attended in my stead - I heard from many that It was really moving. Savena Garrett was kind enough to summarize it for me, "Dr. J shared a beautiful message with the folks that were present. Our student, Javi Santana, from the Multicultural Center put in a lot of effort to make sure this rally took place. He was a star! I was so inspired and touched by his passion and commitment for his brothers, sisters, family, and other students who are a part of our indigenous community. His message was powerful, and his voice was heard by all of us." We are so fortunate to have students like this, and a big thank you to our Multicultural Center team for bringing this to our campus and advocating for indigenous peoples.

This month we had a wonderful Lunar New Year celebration. Thank you to our WAVES/AANAPISI center for hosting and organizing, and to Board Chair Rebecca Chan for her support. The event was HUGE (we had roughly 400 participants who came in and out during the day). The performances were wonderful, and the educational moments and community gathering were just terrific!

What's Happening on Campus



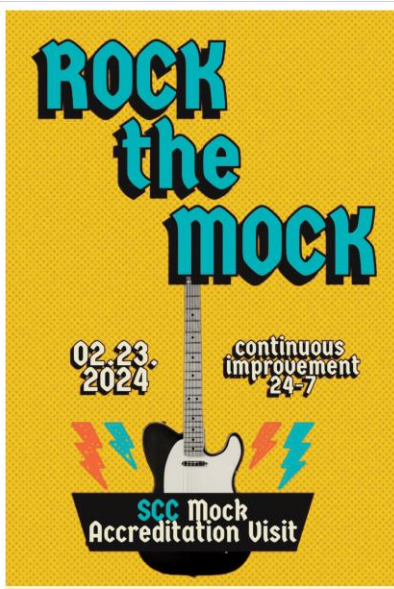
President's Report

From the desk of Dr. Jack Kahn

I was honored to be invited to the Tibetan New Year celebration as well from the Tibetan Association of Washington. The presentations by senator Patty Kuderer, Senator Manka Dhingra, Andrew Hayes for Representative Adam Smith, and Shoreline City Council member Keith Scully in support of HR 533 and the Tibetan community was really inspiring. Our state is very fortunate to have these folks!

Finally, on Friday 23rd we will have held our mock accreditation visit. As I type this we are still planning to "Rock the Mock" and will be having Executive Team members meeting with various representatives to ensure folks are caught up on what we are doing and what is needed to improve. I'm looking forward to the visit and updating the Board at this month's meeting.

Best,
Jack



Upper Left- "Rock the Mock" Accreditation Post, Additional Images from the Tibetan New Year Celebration



What's Happening on Campus

President's Report

From the desk of Dr. Jack Kahn

Events – Winter 2024

Shoreline Community College hosted a series of events since the last Board Meeting.



Upper Left & Bottom Right- Images from the Lunar New Year Celebration, Bottom Left and Middle Top & Bottom- Images from Edwin T. Pratt Event, Upper Right- Image from Legislative Advocacy Day

What's Happening on Campus

Campus Events and Outreach

LUNAR NEW YEAR 2024
 THURSDAY, FEB 15, 2024
 12:00PM - 3:30PM

Join us for traditional food, games, and performances! Learn about how LNY is celebrated in different countries. This is a family event FREE and open to public.

Celebrating on Shoreline Community College campus
In the PUB 12:00pm - 2:00pm
 Then, follow the Seattle Mak Fai Lion Dancers to the Asian & Pacific Islander Student Center
Room 1305 2:00pm - 3:30pm
 for the Cultural Workshop and Cultural Food

Shoreline Community College
 WUNICE
 SHORELINE COMMUNITY COLLEGE FOUNDATION

FATHER HUSBAND MENTOR SCHOLAR COMMUNITY LEADER ACTIVIST

Life and Legacy
EDWIN T. PRATT

In partnership with
 Shoreline Community College
 Please join us in remembering
 the LIFE and LEGACY of
 an American Civil Rights
 Leader

Shoreline Community College
 16101 Greenwood Ave N
 Shoreline, WA

Shoreline Community College
 SHORELINE COMMUNITY COLLEGE FOUNDATION

JANUARY 30, 2024
 5-7PM
 MAIN DINING ROOM
 PUB 9000

RSVP

LETTERS ALOUD
Private letters read in public

Thanks, But No Thanks – Greatest Rejection Letters EVER!

FREE EVENT!

One Night Only!
Saturday, February 10th
7:30 PM

Shoreline Community College Theatre
 16101 Greenwood Ave. North
 Shoreline, WA

Sponsored by a generous grant by the ASG of Shoreline CC and the Film & Theatre Program

Accepting FOOD and CLOTHING donations for the SCC Student Pantry

Shoreline Community College
 ASG

Shoreline Community College is committed to providing equal opportunity and reasonable accommodation for all its students, employees, and applicants. To request this information in a different format or for disability accommodations, please contact Student Accessibility Services (206) 666-6616, walden@shoreline.edu or visit www.shoreline.edu/accessibility.

POP CULTURE TRIVIA
 Weds. 2/7 @ 1pm
 PUB 9208

FEEL THE LOVE FEST
 FEBRUARY 9TH, 7 PM-4 PM
 IN THE GEC, RM 9202

COME JOIN US AT SHORELINE COMMUNITY COLLEGE FOR AN ART, MUSIC, AND FILM SHOWCASE

LIVE PERFORMANCE AT 1:30 PM

Shoreline Community College
 EQUITY CENTER

TRANSFER FAIR

Shoreline Community College

Thursday, Feb. 22nd
 10am - 1pm
 Main Dining Room
 PUB 9215

Explore Transfer Options!

Who will be there?

Northwest University	Southern Illinois Univ.
St. Martins	UW Bothell
WSU Everett	UW Tacoma
WSU Global	Whittier College
Grand Canyon	Central Wash. Univ.
Seattle University	& many more!

For more information, contact advising@shoreline.edu

Latino Focused Event!!!

FIRST FIESTA ON JAN 25TH THURSDAY!!!

Alas Fiesta

MUSIC . FOOD . GAMES

Every other Thursday | 3 - 5 pm | Game room (9103)

LOCATED IN THE PUB (9000)
 DOWNSTAIRS IN GAME ROOM (9103)

Reach me at:
balbizures@shoreline.edu

WOMEN'S HISTORY ZINE WORKSHOP

BRING YOUR ART AND POETRY

MAKE

ZINES SUPPORTED PUNK AND RIGI QUEER MOVEMENTS WHILE DISRUPTING MAINSTREAM CULTURE.

COLLABORATE WITH A PARTNER OR MAKE A ZINE ON YOUR OWN

TUES 2/27
 4:00 PM

GENDER EQUITY CENTER
 PUB 9202

COMPUTER SCIENCE CLUB
Winter Meet up

EXPLORE THE NEW 6000 BUILDING WITH US!

GUEST SPEAKER: **JAMES STARK**
 PRINCIPAL PRODUCT MANAGER @MICROSOFT

ROOM 6205, 3 - 5 PM
 THURSDAY, 22 FEBRUARY 2024

- FREE FOOD
- GAMES AND ACTIVITIES

PRIZE FOR GAME WINNER!

Valentine's Day

JOIN US FOR CHOCOLATE FONDUVE AND CRAFTS

February 14
 1PM-3PM
 PUB MDR

Connections and Outreach

Students Have 2+2 on Their Minds!



International Transfer Fair Winter 2024

All students and staff welcome!

January 30 | 2:00-4:00 p.m. | PUB Main Dining Room

- Arizona State University*
- Boston University
- California Baptist University
- California State University - Long Beach
- California State University - San Bernardino
- Central Washington University*
- Columbia University School of General Studies
- Concordia University Wisconsin
- Coriell College of the Arts
- Dartmouth University
- EdMEd University
- Eastern Washington University
- Embry-Riddle Aeronautical University
- George Washington University
- Indiana University Indianapolis
- Kansas State University
- Kean University
- Kean Polytechnic University
- Louisiana State University
- Marshall College
- Montana State University*
- North Carolina State University
- Northwest University
- Oklahoma State University
- Pacific Northwest College of Art at Willamette University
- Pennsylvania College of Podiatric Health Sciences*
- Portland State University*
- San Francisco State University*
- Seattle Pacific University*
- SCNY University*
- Simon Fraser University
- Sonoma State University
- Stony Brook University
- Texas Tech University
- The Evergreen State College*
- The University of New Mexico
- The University of Buffalo, The State University of New York
- University of Colorado - Colorado Springs
- University of Idaho/University of Idaho College of Business and Economics
- University of Iowa*
- University of Mary Hardin-Baylor
- University of Minnesota Morris
- University of Nebraska at Omaha
- University of Nevada - Las Vegas
- University of Oregon*
- University of Portland
- University of Rhode Island
- University of Southern Indiana
- University of Washington - Bothell*
- University of Washington - Seattle
- University of Wisconsin - Stevens Point
- Washington State University*
- Widener State University
- Worship University
- Western Washington University*
- Worcester Polytechnic Institute
- Wright State University

*These universities partner with Shoreline to offer a Transfer Admission Guarantee. Participating universities are subject to change.

TRANSFER WORKSHOP UW ALLEN SCHOOL OF CS & ENGINEERING ADMISSIONS

**TUESDAY, FEBRUARY 20, 2024
ROOM 1104 | 2:00 PM**

SEATTLE UNIVERSITY ALBERS SCHOOL OF BUSINESS & ECONOMICS ADMISSIONS

**MONDAY, FEB. 5
ROOM 1104 | 4:00 PM**

FREE BOBA!

Seattle University Senior Academic Advisor - Anne Colpitts

60+ Universities from around the U.S. Come to Shoreline for International Transfer Fair



The Shoreline Team Meets The USBKS Korean School. Faculty on Both Sides Discuss Curricular Crosswalks



IE Outreach Staff 'On the Road'!

DEPARTMENTAL UPDATES

Our team has completed and presented the Strategic Plan for the Outreach & Recruitment department, which identified areas where this team can contribute to the ongoing development of Shoreline's Strategic Enrollment Management.

- We continue to work on building collaboration between our department and the different academic departments to develop strategies in providing more visibility of our programs to students at local and community events.
- We are working with the Shoreline School District to build bridges and eliminate obstacles to help BIPOC and underrepresented students to enroll in Running Start.
- We are collaborating with academic representatives to join us at different events to help students in understanding the breadth of the different schools in the coming months of Q1 and Q2 2024.
- We are working with the Navigators to develop systems designed to help guide students through the admissions process, as well as their first few terms at SCC.

OUTREACH EFFORTS

Amy Stapleton led many tours in January. It's always amazing to hear the stories of our prospective students and their families that are here for a tour from so many different states around the U.S. and why they've chosen to pursue SCC. Word of mouth, quality of programs, athletics and our website are often the reason for their interest. Our Residential Hall is a big plus for many of these students.

Planning for many high school group tours is underway for Spring. High school visits and College Fairs are also being scheduled.

Liam O'Connor, our Adult Learner Outreach Recruiter, has been fostering partnerships with community-based organizations, welcoming recent participation from United Indians of All Tribes Foundation and New Beginnings in SCC Workforce Education team meetings. He continues to broaden our community partner networks in addition to regular tabling at Hopelink, Ballard Food Bank, Shoreline Resource Center, and libraries in our service area. Liam has been excited to share translated school resource information with our local Korean and Russian-speaking communities.

Katie Rousso, has assisted several high school students at both Shorewood and Shorecrest. She has continued to support students at the high school level, specifically with program exploration, as well as students at the college-level, specifically with registration for Winter and soon for Spring 2024, and just general prep for Winter Quarter. She also has:

- Attended both Shorewood and Shorecrest FAFSA nights
- Presented at the "Lake City Collective"
- Assisted with Bio-Tech tour for Shorewood students
- Attended the NW Community Partner's meeting with Liam O'Connor, at the Greenwood Branch of SPL
- Continually helped out students with the application and admissions process to prepare them for future terms.

Facilities Updates

March 20, 2024 Board Packet: p. 38 of 72

We have completed construction of the Cedar building and are open for classes. We've begun our 2nd phase of the project and have completed the decommissioning of 2600, 2700, and 2800 buildings. The next part of the 2nd phase is landscape, directional signage, solar panels, EV charging stations, Greenhouse and pond. As for the STEAM project, we are currently out for bid and will be able to begin construction in May 2024. This project is broken into phases with the first phase consisting of rerouting utilities and decommissioning 2200. After this, we will begin construction of STEAM.

Minor capital projects underway include:

- 9000 Gender-Neutral restrooms - SCOF has generously provided funding for this project. The project consists of converting the existing gender specific restroom on the 2nd floor and the current non-compliant gender-neutral restroom on the 1st floor into code compliant gender-neutral restrooms. Expected completion is February 2024.

Minor capital projects to be scheduled include:

- Roof repairs – funding has been provided to repair 4 roofs on campus. Project is currently under review with Architect.
- Boiler replacements – funding has been provided to replace boilers in 3 buildings. Project is currently under review with Architect.
- Door operators – replacement of door operators for the 9000 building. Project is currently under review with Architect.
- Transformer – replacement of 2900 building transformer. Project is currently under review with Architect.

Non-Minor capital projects to be scheduled include:

- 2900 Learning Center North – Funding has been provided by a King County grant to remodel 2 spaces. We have just started this project and will go out to bid soon.
- 9000 coffee service – A contract has been awarded to Black Coffee NW to provide onsite coffee service. We are in the early process of converting a space in the 9000-cafeteria area into a coffee area.
- Emergency Repairs – We received approval from DES to proceed with emergency repairs in the 1900 building Ladybug room. These repairs are due to water damage from a burst hot water pipe. The contractor is currently onsite demoing out the drywall.

Human Resources Updates

HR has begun working with the instructional division on 11 tenure-track faculty recruitments in the following disciplines: Accounting, Business, Dental Hygiene, English As a Second Language, Ethnic Studies (NEW!), Library (2 positions), Math, Medical Lab Technology, Nursing, and Studio Arts. Candidates selected for hire will begin their tenure-track positions in Fall 2024.

The Professional Development Committee has released the [updated sharepoint site](#) offering a schedule of campus and CTC system development opportunities, information on accessing pro-d funds, and directions for use of the Washington State Employee Tuition Waiver program. Monthly pro-d communications to campus and a quarterly survey to employees and supervisor has also been put in place as part of the ongoing efforts to ramp up the pro-d opportunities at Shoreline.

Safety & Security Updates

Campus communication has been sent and a new video has been uploaded to the [Safety & Security website](#) which shows employees how to use the new lockdown devices placed on various classrooms and office spaces for increased security measures.

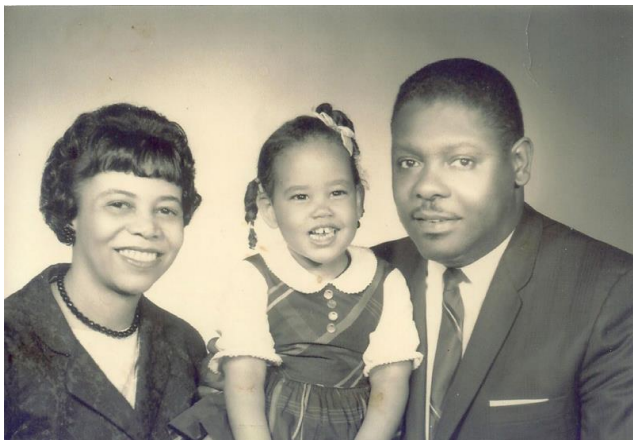
Recruitment efforts to ensure adequate officer staffing is in place across a 24/7 schedule continues with the hiring of 1 position this month and two additional slated for fill in before Spring quarter. Security staff was revamped this past year in response to increased numbers of evening and weekend incidents.

Department Updates

We were honored to host the Edwin Pratt Day of Remembrance on January 30th. The event had presentations from Shoreline Mayor Chris Roberts, Shoreline Police Chief Kelly Park, and poets Kilam Tel Aviv & E Mandisa Subira. Jean Soliz & Ken Winnick provided a brief history (in words and photos) of Edwin Pratt's life. Special thanks to the Black Heritage Society and the Urban League for being a part of the event, and for their daily work on social justice issues, and for preserving Mr. Pratt's legacy. We are looking forward to collaborating again next year.

The Foundation has put together a scholarship committee and is planning its inaugural meeting! The committee is composed of SCC faculty and staff and will be dedicated to ensuring that our scholarship program is doing all that can be done to help anyone who wants to better their life through education.

At their last regular board meeting, the SCC Foundation board added two new directors: Yvonne Hill and Jenée Myers Twitchell. Yvonne is an SCC graduate and currently owns a media company in Shoreline. Janee is the Chief Impact and Policy Officer at Washington STEM. Both Janée and Yvonne are committed to the mission to serve SCC students and programs and are looking forward to being part of our community.



Bettye Pratt, Miriam Pratt, Edwin T. Pratt



Poet Kilam TA and his son

DEI Updates

The American Ethnic Studies Program proudly presents:
The Attack on Critical Race Theory and Anti-Racist Education - A Talk with Tim Wise



Thursday, March 7, 2024
6:00-8:00 p.m.
Main Dining Room Building 9000, PUB
18101 Greenwood Avenue N., Shoreline, WA 98133

Please join us for a thought-provoking evening with Tim Wise, one of the Nation's foremost anti-racist educators as he discusses the current state of anti-racist education in the U.S.

Presented by:
SCC American Ethnic Studies Program with support from the Office of DEI, The W.A.V.E.S. Program and the Multicultural Center



www.shoreline.edu
bit.ly/Tim-Wise- flyer-1

Shoreline Community College is committed to accessibility. To request this information in an alternate format or for disability accommodations, contact Student Accessibility Services (206) 488-8100, accessibility@shoreline.edu or visit www.shoreline.edu/accessibility.

We are excited to announce that next month we will be hosting Tim Wise, one of the Nation's foremost anti-racist educators. He will be delivering a talk called: "The Attack on Critical Race Theory and Anti-Racist Education" on March 7, 2024.

The graphic features the Shoreline Community College logo on the left. To its right, the text reads "Winter Quarter" in a teal font, followed by "IMPORTANT DATES" in a large, bold, black font. Below this, the calendar is organized into two columns: January and February on the left, and March on the right. Each date is accompanied by a yellow calendar icon with the date inside. The background is a dark green wavy shape.

Month	Date	Event
January	8	First Day of Instruction
January	15	Campus Closed
February	19	Campus Closed
March	18	Last Day of Instruction
March	20-22	Final Exams
March	27	Grades Available

Important Dates:

[Employee Calendar](#)

[College Calendar](#)

[Academic Calendar](#)

Important College Updates (DAAG)

- [Press Release: Shoreline Community College Experiences Uoward Enrollment Trend, Reflecting Post-Pandemic Resilience](#)
- [Press Release: Shoreline Community College Welcomes James Stark as Newest Board of Trustees Member](#)
- [Campus Updates 1/26/24](#)
- [Campus Security Update: Vandalism Discovered on Campus this Morning 2/1/24](#)
- [TSS Update: Software and Database Restoration Progress 2/1/24](#)
- [Press Release: Preserving Heritage: Shoreline Community College Introduces new 'Cedar' Building, Honoring Pacific Northwest Indigenous Peoples](#)
- [Campus Updates 2/2/24](#)
- [Message from the President: Introducing Dr. Ernest Johnson as Acting VP DEI](#)
- [Campus Updates 2/8/24](#)
- [Campus Updates 2/16/24](#)

Important Dates & Updates

Accreditation Updates

Board of Trustees

February 2024

Dr. Ann Garnsey-Harter

Associate VP – Planning, Institutional Effectiveness, &

Project Management

Accreditation Liaison Officer

Mid-Cycle Accreditation Visit



- April 18-19, 2024
- February 23: Mock Accreditation Visit

ROCK the MOCK

02.23.
2024

continuous
improvement
24-7



SCC Mock
Accreditation Visit

Spring 2024 Mid-Cycle Self-Evaluation Report



**SUBMITTED MARCH 7, 2024, TO THE
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES**

Dr. Jack Kahn
President

and

Dr. Ann Garnsey-Harter
*Associate Vice President-Planning, Institutional Effectiveness, & Project Management
Accreditation Liaison Officer*

Positive Feedback from NWCCU Liaison

"The report is well written and makes a strong case for significant efforts in planning and assessment in the past few years. In particular, the recommendation sections on planning and assessment show the change since the last two visits, which is important context for the peer evaluation team."

"It is clear that tremendous efforts have been made by Shoreline to build robust and systematic processes to address these recommendations."

Area Reviews Due March 15, 2024

A	B	C	J	K	L	M	N	O
Division	Types of Review	Area	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Admin Services	Service Area	VP-BAS Office	SA - Annual	SA - Annual	SA - Comp	SA - Annual	SA - Annual	SA - Annual
Advancement	Service Area	Advancement	SA - Annual	SA - Annual	SA - Annual	SA - Comp	SA - Annual	SA - Annual
Advancement	Service Area	Foundation	SA - Annual	SA - Annual	SA - Comp	SA - Annual	SA - Annual	SA - Comp
BCS	Program	Accounting	IP - Annual	IP - Annual	IP - Annual	IP - Comp	IP - Annual	IP - Annual
BCS	Department	Anthropology	ID - Annual	ID - Comp	ID - Annual	ID - Annual	ID - Comp	ID - Annual
BCS	Service Area	BCS Dean's Office	SA - Annual	SA - Annual	SA - Comp	SA - Annual	SA - Annual	SA - Annual
BCS	Department	Business - Transfer	ID - Annual	ID - Comp	ID - Annual	ID - Annual	ID - Annual	ID - Comp
BCS	Program	Business Administration	IP - Comp	IP - Annual	IP - Annual	IP - Annual	IP - Comp	IP - Annual
BCS	Program	Business Intelligence	IP - Annual	IP - Annual	IP - Comp	IP - Annual	IP - Annual	IP - Comp
BCS	Department	Communication Studies	ID - Annual	ID - Annual	ID - Annual	ID - Annual	ID - Comp	ID - Annual
BCS	Program	Criminal Justice	IP - Annual	IP - Annual	IP - Comp	IP - Annual	IP - Annual	IP - Comp
BCS	Department	Economics	ID - Annual	ID - Annual	ID - Comp	ID - Annual	ID - Annual	ID - Annual
BCS	Department	Equity & Social Justice	ID - Annual	ID - Annual	ID - Comp	ID - Annual	ID - Annual	ID - Comp
BCS	Department	History & EASIA	ID - Annual	ID - Annual	ID - Comp	ID - Annual	ID - Annual	ID - Annual

Next Month

- March Board of Trustees Study Session
- Institutional Effectiveness Performance Measures



Questions?

SHORELINE COMMUNITY COLLEGE

**2023-24 Operating Budget and Year-to-Date Revenues and Expenses
As of January 31, 2024**

	2023-24 Budget	Year-to-Date Actuals at 1/31/2024	Percent of Total Budget
Operating Revenues			
State Operating Appropriations	\$ 37,722,364	\$ 16,979,544	45.0%
Operating Tuition	8,776,901	7,045,453	80.3% (1)
International Education reimbursement of Operating Budget expenditures	4,895,681	2,039,865	41.7%
Running Start reimbursement of Operating Budget expenditures	1,863,620	776,510	41.7%
CECO reimbursement of Operating Budget expenditures	473,048	197,105	41.7%
CEP	150,000	62,500	41.7%
Total Revenues	\$ 53,881,615	\$ 27,100,977	50.3%
Expenses			
Exempt Employee Salaries and Wages	\$ 5,945,584	2,947,752	49.6%
Full-Time Faculty Salaries and Wages	11,334,725	4,539,483	40.0% (2)
Part-Time Faculty Salaries and Wages	9,652,752	3,742,424	38.8%
Classified Salaries and Wages	6,984,585	3,375,436	48.3%
Hourly, Students and Others Wages	1,128,927	554,979	49.2%
Employee Benefits	10,929,493	4,975,943	45.5%
Personal Services Contracts	568,226	469,247	82.6% (3)
Goods and Services	4,377,387	2,225,491	50.8%
Travel	356,106	71,809	20.2%
Capital Outlays - Fixed Assets	663,906	246,834	37.2%
Computers and Related Hardware	106,289	92,658	87.2%
Client Services and Financial Aid	1,063,635	782,941	73.6%
Debt Service	770,000	-	0.0% (4)
Subtotal	53,881,615	24,024,997	44.6%
Intra Agency Reimbursements	-	-	
Total Expenditures	\$ 53,881,615		0.0%
Surplus (Deficit)	\$ -	\$ 3,075,980	

Notes:

- (1) 2023-24 Tution Revenue Budget based upon flat enrollment projection of 12,037 Quarterly FTE or 4,012 Annualized FTE.
- (2) Does not include Compensation Bargaining or Summer "balloon" payment.
- (3) Funded by lapse salaries and benefits in vacant positions.
- (4) Debt Service Payments occur later in the fiscal year.

SHORELINE COMMUNITY COLLEGE

2023-24 Grants & Contracts Year-to-Date Revenues and Expenses

As of January 31, 2024

Revenues	YTD Grants (Fund 145)	YTD Contracts (Fund 146)	Totals as of 1/31/2024
Intercollege and Interagency Charges & Reimbursements	\$ 515,888	\$ 624,369	\$ 1,140,257
Federal Grants & Contracts	469,828	-	469,828
Local Grants & Contracts		5,074,326	5,074,326
Private Grants & Contracts	-	376,216	376,216
Total Revenues	\$ 985,716	\$ 6,074,911	\$ 7,060,627

Expenses	YTD Grants (Fund 145)	YTD Contracts (Fund 146)	Totals as of 1/31/2024
Exempt Employee Salaries and Wages	\$ 143,370	\$ 383,853	\$ 527,222
Full-Time Faculty Salaries and Wages	40,668	195,041	235,709 (1)
Part-Time Faculty Salaries and Wages	150,748	113,675	264,423
Classified Salaries and Wages	164,630	383,487	548,117
Hourly, Students and Others Wages	44,937	74,990	119,927
Employee Benefits	185,822	412,033	597,854
Personal Services Contracts	26,391	247,161	273,551
Goods and Services	77,224	279,141	356,364
Travel	3,409	125,883	129,292
Capital Outlays - Fixed Assets	-	15,386	15,386
Computers and Related Hardware	55,922	112,470	168,393
Client Services and Financial Aid	48,589	363,967	412,556
Debt Service	-	343,636	343,636 (2)
Reimbursement of Operating Budget Expenses	-	3,075,980	3,075,980
Total Expenses	\$ 941,708	\$ 6,126,701	\$ 7,068,409
Surplus (Deficit)	\$ 44,007	\$ (51,790)	\$ (7,782)

Notes:

(1) Does not include Compensation Bargaining or Summer "balloon" payment.

(2) Payment made by Foundation.

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF MARCH 13, 2024

The March 13, 2024 special meeting was held via hybrid modality.

- In-person: Small Conference Room (#1004M)-Building 1000
 - Remotely:
 - Via link: <https://us02web.zoom.us/j/88349708605>
 - Via telephone: (253) 215-8782 • Meeting ID: 883 4970 8605
-

MINUTES

The special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Rebecca Chan at 11:00 AM. A quorum of the Board was present.

MEMBERS PRESENT

Trustees Rebecca Chan, Rebecca Ringer, James (Jamie) Stark, and Kim Wells were present either in-person or remotely.

COMMUNICATION FROM THE PUBLIC

Per the agenda for the March 13, 2024 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 outside the Small Conference Room (#1004M) between 10:45 AM–11:00 AM on March 13, 2024.

-For attendees connecting online: Please sign up to provide a public comment via the Chat function in Zoom between 10:45 AM–11:00 AM on March 13, 2024.

The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the March 13, 2024 meeting will be no more than six (6) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than three (3) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the March 13, 2024 meeting, please send written public comment to Board Secretary Lori Yonemitsu at lyonemitsu@shoreline.edu following the March 13, 2024 meeting.)

No one signed up to provide public comment(s).

EXECUTIVE SESSION

At 11:00 AM, Chair Chan announced that the Board would “convene in executive session until 4:00 PM or as extended by the Board to “review the performance of public employees pursuant to RCW 42.30.110.(1)(g).”

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF MARCH 13, 2024

Chair Chan noted that upon reconvening in open session following the executive session, the only action taken by the Board will be to adjourn the meeting.

Trustees in attendance in-person, convened in the Central Conference Room (#1020M) for the executive session and were joined by trustees attending remotely, via virtual meeting.

The executive session commenced at 11:00 AM.

The Board reconvened in open session at 4:00 PM.

ADJOURNMENT

Motion 24:09: Motion made by Trustee Wells to adjourn the meeting.

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

Chair Chan adjourned the meeting at 4:00 PM.

Signed _____
Rebecca Chan, Chair

Attest: March 20, 2024

Lori Y. Yonemitsu, Secretary

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 1

ACTION

Subject: Renewal of First Year & Second Year Tenure-Track Faculty Candidates

Background

The Board received the Appointment Review Committee (ARC) comprehensive evaluation reports and recommendations for first year and second year tenure track faculty candidates and met in executive session on March 13, 2024.

Listed below are the tenure track faculty candidates, teaching field, years on probation, and Appointment Review Committee (ARC) chair(s).

<u>Faculty Member</u>	<u>Teaching Field</u>	<u>Years on Probation</u>	<u>ARC Chair</u>
Ashley Castaneda	Dental Hygiene	1	Katie Fleming
Anjali Chudasama	Music	1	DuValle Daniel
Parisa Ghaderi	Visual Communications Technology	1	Zach Mazur
Niki Kirby	Nursing	1	David Phippen
Rachel McCluskey	Nursing	1	Lauren Wilson
Bani Rassaian	Medical Laboratory Technology	1	Gary Parks
Andrew Stephens	Economics	1	Thomas Genest
Vasudha Sundaravaradan	Biology/Biotechnology	1	Matthew Loper
Eric Thompson	Automotive, GST Program	1	Gary Fantozzi
Matthew Versdahl	Business	1	Daina Smuidrins
Amber Avery-Graff	Automotive, AST Program	2	Jeff Cromwell
Orlando de Lange	Biology/Biotechnology	2	Kira Wennstrom
Asha Dore	Adult Basic Education	2	Annamaria Winters
Sarah Fletcher	Counseling	2	Steve Seki
Henry García	English as a Second Language	2	Karen Bretz

Madeleine Gorges	Psychology	2	Donald Christensen
Tasha Nālei Jugas	Advising	2	Sunny Ybarra
Ajay Mendoza	Nursing	2	Christine Shafner
Leo Novsky	Business	2	Donald Christensen
Astrid Perez	Chemistry	2	David Phippen
Carlos Sibaja García	English as a Second Language	2	Jessica Gibson
Rashawn Smith	Automotive, Honda Program	2	Jeff Cromwell
Jessica Strickland	Adult Basic Education	2	Chilan Ta
Trysteen Thanh-Binh Tran	English	2	Neal Vasisht
Chris Vongvithayamathakul	Music	2	Jeff Kashiwa
Benjamin Wiggins	Biology	2	Leoned Gines

Recommendation

At this time, the Board may consider action on the tenure track faculty candidates to either:

1) continue probation or 2) discontinue probation.

Prepared by: Lucas Rucks, Acting Vice President - Instruction
Shoreline Community College
March 2024

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 2

ACTION

Subject: Tenure Considerations

Background

The Board received the Appointment Review Committee (ARC) comprehensive evaluation reports and recommendations for third year faculty candidates and met in executive session with the chair of each third year ARC on March 13, 2024.

Listed below are the third-year faculty candidates, teaching field, years on probation, and Appointment Review Committee (ARC) chair(s).

<u>Faculty Member</u>	<u>Teaching Field</u>	<u>Years on Probation</u>	<u>ARC Chair</u>
Jessica Custis	Business Administration, Business Intelligence & Data Analytics	3	Thomas Genest
Wendy Hill	Nursing	3	Katie Fleming
Emily Howerter	Nursing	3	Joyce Fagel
Matt Jorgensen	Music Technology	3	Al Yates
Esther Lim	Medical Laboratory Technology	3	Melanie Meyer
Joanne Pinner	Nursing	3	Zach Mazur

Recommendation

At this time, the Board has two (2) options: 1) to award tenure or 2) to not award tenure.

Prepared by: Lucas Rucks, Acting Vice President - Instruction
Shoreline Community College
March 2024

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 3

FIRST READING

Subject: Academic Calendars: 2025-2026; 2026-2027

Background

Two (2) academic calendars are being presented to the Board of Trustees for a first reading: **2025-2026; 2026-2027**. To note:

- The **2025-2026** calendar is included and was approved as tentative last year.
- The **2026-2027** calendar is included and is considered as a “Draft Tentative Calendar.”

The following recommendations by the Joint Union Management Committee (JU/MC) were used to develop the tentative 2026-2027 academic calendar:

1. Ensure continued adherence to Policy 6000: The calendar will be recommended to the President for approval by the Board of Trustees no later than the February Board meeting.
2. Summer quarter must start July 1 or later due to ctcLink payroll limitations.
3. Each quarter of the academic year should contain 49 or 50 instructional days.
4. Have 3 final exam days for each of the academic year quarters (excludes Summer).
5. Have a faculty prep day (a day without classes immediately before final exams) for each of the academic year quarters (excludes Summer).
6. Schedule 5 non-instructional contract days. Opening week shall consist of four (4) days with one (1) day for the purpose of professional learning in spring quarter per Article 7.b.5. When scheduling the professional learning day, include the following considerations:
 - 6.1. Avoid the last two (2) weeks before the quarter ends.
 - 6.2. Consider positive and/or negative impact on students when determining the date.
7. Attempt to have the same number of instructional days for each day of the week.
8. Commencement should be held the day after finals of Spring quarter and can be held in the evening.
9. Have a full week of instruction following Thanksgiving.
10. Open the College for several days after the end of Winter Campus Closure (e.g., Dec 25, 2023-Jan 1, 2024) and prior to the start of Winter quarter.

11. Consider expanding the break between Winter and Spring quarter to more than five (5) days.

The Calendar Committee attempted to comply with the above parameters.

To follow: **2025-2026; 2026-2027** academic calendars.

Prepared by: David Berner, Director
March 15, 2024

SHORELINE COMMUNITY COLLEGE DISTRICT NUMBER SEVEN 2025-2026 CALENDAR

(Draft Tentative Calendar)

KEY

- Shaded, bolded areas = Instructional Days
- Boxed, bolded, italic numbers = Holidays
- () Faculty Prep Days
- < > Exam Days
- Grades Due
- [] First/Last Day Instruction
- FT Faculty Contract Days
- * Campus closed

FALL QTR 2025	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

WINTER QTR 2026	
INSTR	49
FAC/PREP	1
EXAMS	3
TOTAL	53

SPRING QTR 2026	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

SUMMER QTR 2026	
INSTR	30
FAC/PREP	0
EXAMS	--
TOTAL	30

Additional undesignated FT faculty days = 6 (excluding summer quarter)

SEPTEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/9-11/5 Drops show as W
After 11/5 Drops show as Z or NP
10/28 Last day for P/NP option

FALL QUARTER

- 9/1 Holiday - Campus Closed *
- 9/18 Opening Week Begins
- 9/24 Instruction Begins
- 11/11 Holiday - Campus Closed *
- 11/27 & 11/28 Holiday - Campus Closed *
- 12/5 Instruction Ends
- 12/8 Prep Day
- 12/9, 12/10, 12/11 Exams
- 12/16 Grades Due
- 12/25 Holiday - Campus Closed *

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1/21-2/18 Drops show as W
After 2/18 Drops show as Z or NP
2/6 Last day for P/NP option

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

WINTER QUARTER

- 1/1 Holiday - Campus Closed *
- 1/5 Instruction Begins
- 1/19 Holiday - Campus Closed *
- 2/16 Holiday - Campus Closed *
- 3/16 Instruction Ends
- 3/17 Prep Day
- 3/18, 3/19, 3/20 Exams
- 3/24 Grades Due

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	(8)	<9>	<10>	<11>	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	<15>	<16>	<17>	{18}	19	20
21	22	(23)	24	25	26	27
28	29	30				

4/16-5/14 Drops show as W
After 5/14 Drops show as Z or NP
5/6 Last day for P/NP option

JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SPRING QUARTER

- 4/1 Instruction Begins
- 5/1 SCC Professional Development
- 5/25 Holiday - Campus Closed *
- 6/11 Instruction Ends
- 6/12 Prep Day
- 6/15, 6/16, 6/17 Exams
- 6/18 Commencement
- 6/19 Holiday - Campus Closed *
- 6/23 Grades Due

7/14-8/3 Drops show as W
After 8/3 Drops show as Z or NP
7/27 Last day for P/NP option

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	(25)	26	27	28	29
30	31					

SUMMER QUARTER

- 7/1 Instruction Begins
- 7/3 Holiday - Campus Closed *
- 8/20 Instruction Ends
- (Exams on last day of class)
- 8/25 Grades Due

SHORELINE COMMUNITY COLLEGE DISTRICT NUMBER SEVEN 2026-2027 CALENDAR

(Draft Tentative Calendar)

KEY

Shaded, bolded areas = Instructional Days
Boxed, bolded, italic numbers = Holidays

() Faculty Prep Days

< > Exam Days

○ Grades Due

[] First/Last Day Instruction

— FT Faculty Contract Days

* Campus closed

FALL QTR 2026	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

WINTER QTR 2027	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

SPRING QTR 2027	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

SUMMER QTR 2027	
INSTR	31
FAC/PREP	0
EXAMS	--
TOTAL	31

Additional undesignated FT faculty days = 6 (excluding summer quarter)

SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	[23]	24	25	26
27	28	29	30			

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	[18]	(19)	20
21	<22>	<23>	<24>	25	26	27
28	29	(30)	31			

10/8 - 11/12 Drops show as W
After 11/12 Drops show as Z or NP
10/27 Last day for P/NP option

FALL QUARTER

9/7	Holiday - Campus Closed *
9/17	Opening Week Begins
9/23	Instruction Begins
11/11	Holiday - Campus Closed *
11/26 & 11/27	Holiday - Campus Closed *
12/4	Instruction Ends
12/7	Prep Day
12/8, 12/9, 12/10	Exams
12/15	Grades Due
12/25	Holiday - Campus Closed *

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	[7]	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1/22 - 2/19 Drops show as W
After 2/19 Drops show as Z or NP
2/10 Last day for P/NP option

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	[11]	12	13	14
15	16	17	18	19	20	21
22	23	24	28	[26]	[27]	28
29	30					

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	[31]					

WINTER QUARTER

1/1	Holiday - Campus Closed *
1/6	Instruction Begins
1/18	Holiday - Campus Closed *
2/15	Holiday - Campus Closed *
3/18	Instruction Ends
3/19	Prep Day
3/22, 3/23, 3/24	Exams
3/30	Grades Due

DECEMBER

S	M	T	W	T	F	S
		1	2	3	[4]	5
6	(7)	<8>	<9>	<10>	11	12
13	14	(15)	16	17	18	19
20	21	22	23	24	[25]	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	[17]	[18]	19
20	(21)	<22>	<23>	<24>	(25)	26
27	28	(29)	30			

4/22 - 5/21 Drops show as W
After 5/22 Drops show as Z or NP
5/11 Last day for P/NP option

JANUARY 2027

S	M	T	W	T	F	S
					[1]	2
3	4	5	[6]	7	8	9
10	11	12	13	14	15	16
17	[18]	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY

S	M	T	W	T	F	S
				1	2	3
4	[5]	[6]	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SPRING QUARTER

4/7	Instruction Begins
5/7	SCC Professional Development
5/31	Holiday - Campus Closed *
6/17	Instruction Ends
6/18	Holiday - Campus Closed *
6/21	Prep Day
6/22, 6/23, 6/24	Exams
6/25	Commencement
6/29	Grades Due

7/16 - 8/2 Drops show as W
After 8/2 Drops show as Z or NP
7/29 Last day for P/NP option

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	[15]	16	17	18	19	20
21	22	23	24	25	26	27
28						

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	[26]	27	28
29	30	(31)				

SUMMER QUARTER

7/5	Holiday - Campus Closed *
7/6	Instruction Begins
8/26	Instruction Ends (Exams on last day of class)
8/31	Grades Due

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 4

ACTION

Subject: Amendments to 100.E50 College Debt: Financial Planning & Activities in the Shoreline Community College Board of Trustees Policies Manual

Background

At the February 28, 2024 regular meeting (“session”) of the Board of Trustees, President Kahn informed the Board that proposed amendments to the 100.E50 College Debt: Financial Planning & Activities section in the Shoreline Community College Board of Trustees Policies Manual would be presented at the next meeting of the Board for consideration and action.

To follow/attached: Side-by-Side document containing the current policy and the proposed amendments to the 100.E50 College Debt: Financial Planning & Activities section.

Recommendation

That the Board of Trustees, by motion and subsequent action, approve the proposed amendments to the 100.E50 College Debt: Financial Planning & Activities section in the Shoreline Community College Board of Trustees Policies Manual.

Prepared by: Joe Mazur, Vice President – Business & Administrative Services
Jack Kahn, President
March 15, 2024

100.E50 COLLEGE DEBT: FINANCIAL PLANNING & ACTIVITIES

<p align="center">CURRENT POLICY <i>(Approved: August 23, 2023 Special Meeting of the Board of Trustees)</i></p>	<p align="center">PROPOSED AMENDMENTS TO CURRENT POLICY</p>
<p>Purpose The purpose of this policy is to establish and define the use of fiscal Board Reserves for Shoreline Community College.</p> <p>Board Policies Manual, Fiscal Responsibility</p> <p>Policy In compliance with the Shoreline Community College Board of Trustee’s direction, the College will maintain a Board Reserve balance to ensure the College can conduct its mission. The Board in its fiduciary capacity for prudent fiscal management, directs the College to accumulate and maintain sufficient reserves for strategic or unbudgeted emergencies. The Shoreline Community College Board of Trustees directs the College to begin each fiscal year budget with Board Reserves of a minimum of 25% of the annual operating budget expenditures; reserve levels below 25% must be approved by the Board.</p> <p>Procedure Board Reserves should be used for unbudgeted emergencies which, if left unattended, will jeopardize the health and safety of the College community; for any unanticipated expenditures necessary to keep a public commitment; to fulfill a legislative or contractual mandate; or expenditures which will result in significant administrative or programmatic inefficiencies, that cannot be covered by existing appropriations. Examples include, adequate cash flow, emergencies, budget contingencies, multi-year planning, revenue shortfalls, unplanned but necessary expenditures, or operating changes that occur outside of the planned annual budget.</p> <p>Assessment of the Board Reserves balance will be provided through the annual budgeting process and updated as part of, or following, any expenditures. Board Reserves will be maintained in Fund 149 – Operating Fund.</p> <p>All recommendations to expend reserve funds will be forwarded to the Executive Team and the</p>	<p>Purpose The purpose of this policy is to establish and define the use of fiscal Board Reserves for Shoreline Community College.</p> <p>Board Policies Manual, Fiscal Responsibility</p> <p>Policy In compliance with the Shoreline Community College Board of Trustee’s direction, the College will maintain a Board Reserve balance to ensure the College can conduct its mission. The Board in its fiduciary capacity for prudent fiscal management, directs the College to accumulate and maintain sufficient reserves for strategic or unbudgeted emergencies- <u>in the following manner:</u></p> <ul style="list-style-type: none"> ● <u>-The Shoreline Community College Board of Trustees directs the College to begin each fiscal year budget with Board Reserves of a minimum of 25% of the annual operating budget expenditures; reserve levels below 25% must be approved by the Board.</u> ● <u>The President shall also ensure for International Education contract programs that sufficient funds and separately accounted for reserves in Fund 146 are available to allow for resilience amidst fluctuations in contract enrollment, as well as unforeseen circumstances, e.g., global pandemic, natural disaster, or contract program discontinuance; that are equal to at least two years of budgeted expenses.</u> ● <u>Authorization for legally allowable short-term transfers and loans between funds to manage the cash balances of funds is delegated to the President.</u> ● <u>The Board may approve spending resulting in lower reserve balances as required herein in an emergency situation or when they believe it to be in the best interests of the college’s immediate or long-term needs.</u>

President. All expenditures drawn from Board Reserves funds [or Funds 148 and 149] require prior approval of the President, unless previously authorized in the College’s budget or approved by the Board of Trustees. The President shall submit expenditures exceeding \$50,000 to the Board of Trustees for approval for use of Board Reserves.

Excess Funding

If Board Reserves exceed 25% of the annual operating budget, the President may use the excess reserves for one-time expenditures as follows: capital shortfalls, facilities repairs or improvements, or expenditures in alignment with the College’s strategic plan and annual planning process. Such one-time expenditures shall not be used to create ongoing obligations, including job positions, salary increases, operating or capital dollars.

- No annual use of this funding should put the 25% minimum for the Board Reserves in jeopardy.
- All use of this overage must be presented to the Board of Trustees. This should include the amount of the funding utilized and the rationale for use per the policy.
- The President shall submit expenditures exceeding \$500,000 to the Board of Trustees for approval for use of Board Reserves.

Procedure

Board Reserves should be used for unbudgeted emergencies which, if left unattended, will jeopardize the health and safety of the College community; for any unanticipated expenditures necessary to keep a public commitment; to fulfill a legislative or contractual mandate; or expenditures which will result in significant administrative or programmatic inefficiencies, that cannot be covered by existing appropriations. Examples include, adequate cash flow, emergencies, budget contingencies, multi-year planning, revenue shortfalls, unplanned but necessary expenditures, providing flexibility on non-recurring expenses, such as, program start-up costs or equipment purchases, or operating changes that occur outside of the planned annual budget.

Assessment of the Board Reserves balance will be provided through the annual budgeting process and updated as part of, or following, any expenditures. Board Reserves will be maintained in Fund 149 – Operating Fund unless otherwise stated herein.

All recommendations to expend reserve funds will be forwarded to the Executive Team and the President. All expenditures drawn from Board Reserves funds [or Funds 148 and 149] require prior approval of the President, unless previously authorized in the College’s budget or approved by the Board of Trustees. The President shall submit expenditures exceeding \$50,000 to the Board of Trustees for approval for use of Board Reserves.

Excess Funding

If Board Reserves exceed 25% of the annual operating budget, the President may use the excess reserves for one-time expenditures as follows: capital shortfalls, facilities repairs or improvements, or expenditures in alignment with the College’s strategic plan and annual planning process. Such one-time expenditures shall not be used to create ongoing obligations, including job positions, salary increases, operating or capital dollars.

- No annual use of this funding should put the 25% minimum for the Board Reserves in jeopardy.

	<ul style="list-style-type: none">• All use of this overage must be presented to the Board of Trustees. This should include the amount of the funding utilized and the rationale for use per the policy. <p>The President shall submit expenditures exceeding \$500,000 to the Board of Trustees for approval for use of Board Reserves.</p>
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**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 5A

FIRST READING

Subject: Fee Proposals for FY 2024-2025 — Instruction: Student Fees

Background

The following changes to student fees are proposed for FY 2024-2025. Note: These fees apply to specific courses, programs, or services.

1. PROPOSED ADDITION OF FEES – BIOMANUFACTURING PROGRAM
2. PROPOSED INCREASE OF FEES – CLEAN ENERGY TECHNOLOGY (CET) PROGRAM
3. PROPOSED INCREASE OF FEES – CHEMISTRY LAB
4. PROPOSED ADDITION OF FEES – ENVIRONMENTAL SCIENCE LAB
5. PROPOSED ADDITION OF FEES – HEALTH INFORMATICS & INFORMATION TECHNOLOGY (HIIM) CODING LAB
6. PROPOSED ADDITION OF FEES – MEDICAL LABORATORY TECHNOLOGY (MLT) LAB

To follow: Fee proposals 1-6 for FY 2024-2025.

Prepared by: Lucas Rucks, Ed.D., Acting Vice President for Instruction
March 14, 2024

Memo

To: Dalila Paredes, Executive Dean of STEM
From: Rachel Rawle, Biotechnology FPC
Date: 01 March 2024
Re: Addition of fees for BIOL 245 & 247

ADDITION OF LAB FEES FOR BIOMANUFACTURING COURSES BIOL 245 & 247

Background

Our biomanufacturing lab courses require specialized materials, reagents, and equipment that are expensive but required to properly train students for the workforce. Two of our newer biomanufacturing courses, BIOL 245 and 247, have had no fees associated with them prior to now. We are requesting to add a lab fee of \$60.50 to each of these courses. This is for two primary reasons: 1) the cost of the lab supplies used in these courses is high (e.g. sterile gowning materials) and 2) we have increased the number of in-person lab classes for these two courses at the request of our industry partners. The dollar amount we are requesting to add is the same as our other biotechnology and biomanufacturing lab courses.

It is also important to note that the tuition and fees for students who take these courses are typically covered by our industry partners, so it should not impose an additional cost to our students.

Request

Beginning in Fall 2024, we would like to add lab fees for the following courses:

Course: BIOL 245, 247

Fee: \$60.50

Memo

To: Dalila Paredes, Executive Dean of STEM
From: Lindsey Virdeh, Instructor Pro-Rata, Clean Energy Technology and Entrepreneurship
Date: February 29, 2024
Re: Clean Energy Technology and Entrepreneurship Course Fee Increases

CLEAN ENERGY TECHNOLOGY FEE INCREASE

Background

The Clean Energy Technology and Entrepreneurship Program has maintained the same course fees for over ten years. As a result, our program budget reflects our low course fees, which prevents us from purchasing equipment, curriculum, or providing services to students to keep our program relevant to the industry, and students ready for the workforce. To provide our students with the best education possible, including more hands-on learning with the latest industry-approved equipment, industry-recognized curriculum, and annual fees to be a testing provider for the NABCEP exam, a nationally recognized Photovoltaic Associate credential, we need to increase our course fees to increase our program budget.

Request

This request proposes increasing all online courses to \$15.00 per course, and all hybrid courses to \$25.00 per course, starting in Fall 2024.

Courses: NRG 101, NRG 102, NRG 104, NRG 180, NRG 162, NRG 202, NRG 290.

Fee: \$15.00

Courses: NRG 120, NRG 220, NRG 163, NRG 200, NRG 181, NRG 225.

Fee: \$25.00

Memo

To: Dalila Paredes, Executive Dean of STEM
From: David Phippen, Chemistry FPC
Date: 29 February 2024
Re: Chemistry Lab Fee Increases

CHEMISTRY LAB FEE INCREASES

Background

Chemistry laboratories, requiring specialized equipment and chemicals, are inherently expensive to run and maintain. Shoreline's Chemistry program has always regarded high lab fees as a potential barrier for underrepresented students wanting to access STEM education. This is why we have the lowest lab fees compared to other 2- and 4-year institutions in the region. While we have tried to keep our lab fees low, we now need to bring our lab fees into closer alignment with the actual cost of running the chemical experiments to engage and train students in proper lab theory and techniques. These requests still will keep Shoreline's Chemistry lab fees the lowest in the region.

In addition, the upper-level organic labs require more expensive glassware and chemicals which necessitates a higher lab fee structure for those courses.

Request

Starting in Fall 2024, the Chemistry Program would like to increase our lab fees for Intro and General Chemistry labs to \$25, and for Organic labs to \$35

Courses: CHEM& 110, 121, 131; and CHEM 181, 182, 183

Fee: \$25

Courses: CHEM 271, 272, 273

Fee: \$35

Memo

To: Dalila Paredes, Executive Dean of STEM
From: Matthew Loper, Professor of Biology & Environmental Science
Date: March 1st, 2024
Re: Environmental Science Lab Fee increase

ENVIRONMENTAL SCIENCE LAB FEE INCREASE

Background

Environmental Science courses have been using a set of online laboratory exercises made by the company SimBio, that specializes in lab simulations on a variety of topics (evolution, ecosystem dynamics, water pollution, etc.). These simulations incorporate tutorial-based exercises that give students excellent experience in applying the scientific method to different scientific models. These simulations have been instrumental in supplementing our in-person lab exercises for hybrid courses and as well as totally online sections that utilize self-guided field trips in addition to online labs. Initially, students were asked to pay the cost for these exercises, but we transitioned to a model where we have been using lab fees to cover the costs to reduce the financial burden which disproportionately impacts low-income students' access to STEM education. The cost of \$7.50 per exercise is not sustainable to be covered by our current lab fee of \$16.50, as we use between 3-4 online labs per quarter.

Request: Starting in Fall, 2024, we would like to increase the lab fee for Environmental Science from \$16.50 to \$25.50

Course: ENVS&101

Fee: \$25.50

Memo

To: Lucas Rucks
From: Melanie Meyer
Date: 2/05/2024
Re: Health Informatica & Information Management (HIIM) Coding Lab Fee

NEW – HIIM CODING LAB FEE

Background

HIIM coding students require use of coding applications to complete their assignments. We currently have the bookstore purchase these subscriptions which are then significantly marked up. The process with the bookstore has not worked effectively in the past and we would like to change to using a standard course fee for the required subscription. We will then purchase the subscriptions directly from the American Health Information Management Association (AHIMA) and make them available to students in the class.

Request

Course: HIIM 171 (offered in winter quarter)

Subscription: AHIMA VLab Medical Coder Package (1 year subscription)

Fee: \$75

We would like to request adding this fee to starting in Winter Quarter 2024.

Please let me know if you need anything further to move forward with this request.

Memo

To: Lucas Rucks
From: Esther Lim
Date: 3/11/2024
Re: Medical Laboratory Technology Program (MLT) Student Lab Fee

NEW - MLT STUDENT LAB FEE

Background

MLT program had historically operated with expired items and out of date instrumentations. In May 2023, the MLT program endured the loss of most supplies and equipment (laboratory analyzers, computers, printers, reagents, and other supplies) in the student laboratory due to the 2600 building fire. We did have some virtual simulations to make up for some of the lab we had to cancel, and we will continue to use these subscriptions for prelab and supplemental purposes in the curriculum. Additionally, the MLT program moved into the new Cedar building and updated with all new equipment to keep it current and in alignment with the technology used in the clinical lab industry. The upgraded analyzers and equipment require in date reagents and other cartridges/discs for operations and maintenance. This benefits students as they become familiar with the current technologies and ultimately have the technical acumen and dexterity for a successful employment post-graduation.

Request

Course: MLT 231, 232, 234, 235, and 236

Fee: Increase to \$175 per student.

The current student fees for MLT student labs are set at \$150 and this did not account for the virtual simulation subscriptions or for the new equipment acquired post 2600 building fire. The new equipment consumables and other laboratory procedure supplies, along with the virtual simulation subscriptions come to a total of +\$27,000 to operate and teach the curriculum, which averages out to about ~\$188 per student. We request that the student lab fee be increased from \$150 per student to \$175 per student for MLT 231, 232, 234, 235, and 236.

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MARCH 20, 2024**

TAB 5B

FIRST READING

Subject: Fee Proposal for FY 2024-2025 — Campus Safety Fee

Background

The following changes to student fees are proposed for FY 2024-2025. Note: These fees apply to all fee-paying students.

1. PROPOSED ADDITION OF FEE – Campus Safety Fee

To follow: Fee proposal for FY 2024-2025.

Prepared by: Greg Cranson, Acting Director – Safety & Security
March 18, 2024

Memo

To: Jack Kahn, President
Joe Mazur, Vice President – Business & Administrative Services
Veronica Zura, Executive Director – Human Resources

From: Greg Cranson, Acting Director – Safety & Security

Date: 18 March 2024

Re: Addition of Campus Safety Fee

ADDITION OF CAMPUS SAFETY FEE

Background

Our college needs safety upgrades that have not been funded in the past and likely will not be funded in the near future. The Department of Safety & Security maintains AEDS and fire safety devices on campus, is working towards making the campus able to lockdown in the event of an active threat, must maintain functioning equipment needed to respond to safety and security related events, and must work to rectify years of underfunding. We are requesting to add a Campus Safety Fee of \$5/credit (up to ten credits per quarter) for fee paying students. This is for three primary reasons: 1) To fund current and future safety & security related projects, 2) to work towards a more equitable college experience by allowing for the elimination of parking permit fees, and 3) to reduce workloads across multiple departments allowing for more efficient service to our students.

Request

Beginning in Fall of 2024, we would like to implement the Campus Safety Fee.

All fee-paying students.

Fee is \$5/credit, up to 10 credits per quarter (maximum of \$50 per quarter).