

SHORELINE COMMUNITY COLLEGE

Board of Trustees

(Virtual) Special Meeting of December 3, 2020

4:30 PM – Special Session

Zoom Link: <https://us02web.zoom.us/j/84197942718>

Webinar (“Meeting”) ID: 841 9794 2718

(See page 2 for information to connect to the meeting via telephone)

AGENDA – Revised (12/01/2020)

4:30 PM – SPECIAL SESSION			
NO.	AGENDA ITEM	RESPONSIBILITY	TAB
1.	Convene Special Meeting	<i>Chair Catherine D’Ambrosio</i>	
2.	Report: Chair, Board of Trustees	<i>Chair Catherine D’Ambrosio</i>	
3.	Consent Agenda a. Approval of Previous Meeting Minutes ▪Special Meetings of October 28, 2020 & October 30, 2020	<i>Chair Catherine D’Ambrosio & Trustees</i>	
4.	Communication from the Public (Public comments sent to the Board Secretary at lyonemitsu@shoreline.edu by 4:15 PM on Thursday, December 3, 2020 will be read aloud by College personnel. The total public comment period will be no more than thirty (30) minutes and up to two (2) minutes of each public comment received, will be read, with adjustments made if more than fifteen (15) public comments are received. All public comments received will be entered into the record, and attached to the minutes of the December 3 special meeting.)	<i>Chair Catherine D’Ambrosio</i>	
5.	College Update(s)		
6.	Report: College President	<i>Cheryl Roberts</i>	
7.	First Reading: 2020-2021 Services & Activities (S&A) Budget & Winter 2021 Allocations	<i>Phillip King & Sundi Musnicki</i>	1
8.	Report: 2020-2021 College Policies &/or Rules Schedule	<i>Veronica Zura</i>	
9.	Report: Financial & Budget Update	<i>Dawn Beck & Cliff Frederickson</i>	
10.	Report: Capital Campaign Update	<i>Cheryl Roberts & Diana Dotter</i>	

11.	Report: Shoreline Community College Foundation Update	<i>Diana Dotter & Greg Olson</i>	
12.	Report: Clery Act	<i>Veronica Zura & Greg Cranson</i>	
13.	Action: Memorandum of Understanding By and Between Shoreline Community College and the Shoreline Community College Federation of Teachers Regarding COVID-19 Pandemic Response	<i>Phillip King</i>	
14.	Action: Board of Trustees 2020 – 2021 Professional Learning Goals	<i>Chair Catherine D'Ambrosio & Trustees</i>	2
15.	Constituent Report: Shoreline Faculty	<i>Eric Hamako</i>	
16.	Constituent Report: Shoreline Classified Staff	<i>Paul Fernandez</i>	
17.	Constituent Report: Shoreline Associated Student Government	<i>Sunshine Cheng</i>	
18.	Report: Closing Remarks – Board of Trustees	<i>Trustees</i>	
19.	Executive Session, if necessary for the following reason: 1. To discuss matters of litigation or potential litigation with legal counsel.	<i>Chair Catherine D'Ambrosio</i>	
20.	Action: Adjournment	<i>Chair Catherine D'Ambrosio</i>	

•To connect to the December 3, 2020 special meeting:

- Via **link**, go to: <https://us02web.zoom.us/j/84197942718>

- Via **telephone**:

Call/Dial/Key-in to one of the following **numbers**. Start with the first number. If you receive a busy signal or an “all circuits are busy” message, try the next number on the list.

(253) 215-8782

(346) 248-7799

(646) 558-8656

- **Webinar (“Meeting”) ID:** 841 9794 2718

MINUTES

STUDY SESSION

The study session of the special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine D'Ambrosio at 3:30 PM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

2020 – 2021 College Budget

Vice President Phillip King, Vice President Dawn Beck, and Executive Director Veronica Zura went over a slide presentation entitled *Board of Trustees Special Meeting – October 28, 2020* (attached) containing the following information:

- Enrollment Fall 2020
- Operating Financial Results FY 2019-20
- 2020-21 Operating Deficit and Actions
- Budget FY 2020-21
- Projected Vacant and Filled Reductions
- Non-Operating Covid Costs March 2020-June 2021
- Cash Uses for FY 2020-21
- Capital Repairs FY 2019-21

At 4:05 PM, Chair D'Ambrosio called for a break and announced that the special session would start at 4:30 PM.

SPECIAL SESSION

The special session of the special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine D'Ambrosio at 4:30 PM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

MEMBERS PRESENT

Trustees Catherine D'Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobe were present via audio/visual conference.

Assistant Attorney General (AAG) John Clark represented the Office of the Attorney General via audio/visual conference.

REPORT: CHAIR, BOARD OF TRUSTEES

Chair D'Ambrosio's report included the following:

SHORELINE COMMUNITY COLLEGE
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BOARD OF TRUSTEES
(VIRTUAL) SPECIAL MEETING OF OCTOBER 28, 2020

- Acknowledgement of the challenging financial and political times facing the nation and the College.
- The Board will consider approval of the 2020-2021 College budget during the meeting.
- One of the Board's major responsibilities is to approve a budget each year and ensure the fiscal health of the College.
- A recap of the budget process, declines in enrollment, and the utilization of cash balance(s) to cover the costs of unanticipated COVID-19 expenses.
- For the College to come together as "we navigate turbulent times."

CONSENT AGENDA

Chair D'Ambrosio asked the Board to consider approval of the consent agenda. On the agenda for approval:

- Minutes from the special meetings of July 15, 2020; August 5, 2020; September 8, 2020; September 15, 2020; and September 25, 2020.
- Changing December 2020 and March 2021 Board of Trustees Regular Meeting Dates.

Motion 20:56: Motion made by Trustee Lux to approve the consent agenda.

Motion seconded by Trustee Pobee. All four Trustees (Catherine D'Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobee) voted *aye* to approve the motion.

COMMUNICATION FROM THE PUBLIC

Per the notice and the agenda for the October 28, 2020 (virtual) special meeting of the Board of Trustees:

Public comments sent to the Board Secretary at lyonemitsu@shoreline.edu by 4:15 PM on Wednesday, October 28, 2020 will be read aloud by Chair D'Ambrosio. The total public comment period will be no more than thirty (30) minutes and up to three (3) minutes of each public comment received, will be read, with adjustments made if more than ten (10) public comments are received. All public comments received will be entered into the record, and attached to the minutes of the October 28 special meeting.

Thirty-one (31) public comments (attached) were received by 4:15 PM on Wednesday, October 28, 2020. Chair D'Ambrosio, Trustee Lux, and Trustee Pobee alternated reading the public comments aloud. There were two (2) five (5) minute breaks (at 5:27 PM and at 6:24 PM) in between the reading of the public comments with the reading concluding at 6:51 PM.

COLLEGE UPDATES

None.

REPORT: SHORELINE PRESIDENT

President Roberts read the *President's Report* (attached).

REPORT: ENROLLMENT UPDATE

Executive Director Bayta Maring went over a slide presentation entitled *October 2020 Enrollment Update* (attached) containing the following information:

- Summer 2019 to Summer 2020 (Quarterly FTE)
- Fall 2019 to Fall 2020 (Quarterly FTE, Year-to-date)

Executive Director Maring noted that “there were not a lot of new students during the summer quarter.”

REPORT: NOVEMBER 2020 NWCCU (ACCREDITATION) SITE VISIT

Executive Director Bayta Maring went over a slide presentation entitled *Accreditation Visit Update – Board of Trustees, October 2020* (attached) containing the following information:

- Reminders
- Open Forums
- Preparation for all
- Additional Requests

Executive Director Maring communicated that the seven (7) evaluators “are college personnel from outside the state and from the northwest region.”

REPORT: DENTAL HYGIENE PROGRAM

President Roberts, Vice President Phillip King, and Director Rosie Bellert provided an update on the Dental Hygiene Program. Attached, slide presentation *Dental Hygiene Future Partnerships – October 28, 2020*.

Director Bellert read perspectives (attached) from Dental Hygiene faculty member Ashley Castaneda and student Kirnjit Ghag.

REPORT: FISCAL YEAR-END (2019-2020)

Vice President Dawn Beck went over the *Operating Financial Results FY 2019-20* slide (attached).

FIRST READING: BOARD OF TRUSTEES 2020-2021 PROFESSIONAL LEARNING GOALS

The Trustees conducted a first reading of the Board of Trustees 2020-2021 Professional Learning Goals denoted on tab 2.

REPORT: 2020-2021 COLLEGE BUDGET

President Roberts recapped the presentation from the study session on the 2020-2021 College Budget.

ACTION: 2020-2021 COLLEGE BUDGET

President Roberts and Vice President Dawn Beck referenced tab 3 (Action: 2020-2021 College Budget).

Motion 20:57: Motion made by Trustee Jackson to approve the fiscal year 2020-2021 operating budget as written/presented on tab 3.

Motion seconded by Trustee Pobee. All four Trustees (Catherine D'Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobee) voted *aye* to approve the motion.

ACTION: ADDITION OF DEBT RESERVE PROCEDURE TO BOARD OF TRUSTEES POLICIES MANUAL

President Roberts read tab 4 (Action: Addition of Debt Reserve Procedure to Board of Trustees Policies Manual).

Motion 20:58: Motion made by Trustee Jackson to approve adding a debt reserve procedure as written/presented on tab 4.

Motion seconded by Trustee Pobee. All four Trustees (Catherine D'Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobee) voted *aye* to approve the motion.

ACTION: CAPITAL RESERVE LEVELS RECOMMENDATION FOR BOARD OF TRUSTEES POLICIES MANUAL

President Roberts read tab 5 (Action: Capital Reserve Levels Recommendation for Board of Trustees Policies Manual).

Motion 20:59: Motion made by Trustee Jackson to approve increasing the amount set aside to maintain the local capital reserves fund from \$1,500,000 to \$2,000,000.

Motion seconded by Trustee Lux. Three of the four Trustees (Catherine D'Ambrosio, Douglass Jackson, Tom Lux) voted *aye* to approve the motion. (Trustee Pobee's audio connection, was on mute.)

ACTION: WASHINGTON ASSOCIATION OF COLLEGE TRUSTEES (ACT) TRANSFORMING LIVES AWARDS

Trustee Jackson volunteered to be on the Board's *committee of two* to review the submissions and recommend the Board's recipient for the 2021 ACT Transforming Lives Awards. The Trustees discussed having Trustee Pobee join Trustee Jackson with concurrence from Trustee Lux that he would serve on the *committee of two* if Trustee Pobee was unavailable.

Motion 20:60: Motion made by Trustee Jackson to approve that he, Trustee Pobee or Trustee Lux would review the submissions and recommend the Board's recipient for the 2021 ACT Transforming Lives Awards as discussed.

Motion seconded by Trustee Lux. Three of the four Trustees (Catherine D'Ambrosio, Douglass Jackson, Tom Lux) voted *aye* to approve the motion. (Trustee Pobee's audio connection, was on mute.)

CONSTITUENT REPORT: SHORELINE FACULTY

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

CONSTITUENT REPORT: SHORELINE CLASSIFIED

Media Maintenance Technician and WFSE Chief Shop Steward Paul Fernandez read statement (attached).

CONSTITUENT REPORT: SHORELINE ASSOCIATED STUDENT GOVERNMENT

Associated Student Government (ASG) President Sunshine Cheng read statement (attached).

REPORT: CLOSING REMARKS – BOARD OF TRUSTEES

Trustee Lux congratulated Trustee Pobe on the “new baby.” He shared his appreciation that some of the proposed “RIFs were rolled back since last month” and encouraged the administration “to roll back more potential RIFs.” “Numbers are important, but values are important too. Take a better look at how we are dealing with this economic situation—need to look at the value, not just the numbers.” Trustee Lux referred to Boeing, noting that he did not want Shoreline “to go down that rabbit hole.” “Our students deserve a broader vision.”

Trustee Jackson thanked Dr. Hamako for his remarks pertaining to Trustee Jackson’s referencing Critical Race Theory during the Board’s Retreat in September.

Trustee Pobe stated, “This was a very long evening and I am so moved by a majority of the comments and Trustee Lux’s closing remarks.” He expressed his gratitude to the administration...for “always trying to come up with strategies and present in a manner that is widely not accepted, but is realistic, and how those numbers support the mission of the College.” Trustee Pobe concluded, “No one projected how 2020 would be. A majority of the time, our integrity is respected and hearing that we are incompetent, is hard. We are doing our very best. We have to do our very best. Know every human can do their best.”

Chair D’Ambrosio apologized if the Black Lives Matter signs she has, offend people.

Chair D’Ambrosio shared that two (2) public comments were received after 4:15 PM and noted that both public comments would be attached to the minutes of the October 28 meeting.

EXECUTIVE SESSION

There was no executive session.

ADJOURNMENT

Motion 20:61: Motion made by Trustee Lux to adjourn the special meeting of October 28, 2020.

Motion seconded by Trustee Pobe. All four Trustees (Catherine D’Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobe) voted *aye* to approve the motion.

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(VIRTUAL) SPECIAL MEETING OF OCTOBER 28, 2020

Chair D'Ambrosio adjourned the meeting at 8:15 PM.

Signed _____
Catherine D'Ambrosio, Chair

Attest: December 3, 2020

Lori Y. Yonemitsu, Secretary

Board of Trustees Special Meeting October 28, 2020



Phillip King, ABD
(he/him)
Vice President
Student Learning



Enrollment Fall 2020

Funding Sources (FTE)	Today	Same Day Last Year*	Previous Year Final	% Change	FTE Change
International Contract	669	825	830	-18.9%	(156)
State-Supported	3017	3411	3394	-11.5%	(394)
CEO/LCN^	179	200	235	-10.4%	(21)
Running Start	336	311	306	8.2%	25
Other	22	58	58	-62.6%	(36)
Total	4,224	4,805	4,823	-12.1%	(582)

As of 10/28/20

Dawn Beck, CPA
(she/her)
Vice President
Business & Administrative Services



Operating Financial Results FY 2019-20

	FY 2019-2020		
	Budget	Actual	Change
REVENUES		(a)	(b)-(a)
State Allocation	28,348,279	28,330,786	(17,493)
Other State Reimbursement	276,314	276,314	0
Tuition Revenue	10,774,260	10,718,501	(55,759)
International Education	5,010,974	5,010,974	0
Running Start	1,430,413	1,430,413	0
CEO	718,589	718,589	0
TOTAL REVENUES	46,558,829	46,485,577	(73,252)
PERSONNEL			
Administrative	4,533,752	4,430,362	103,390
Full Time Faculty	10,135,896	10,268,142	(132,246)
Part Time Faculty	7,139,669	9,000,546	(1,860,877)
Classified	7,754,545	7,290,811	463,734
Benefits	10,224,356	10,027,682	196,674
TOTAL PERSONNEL	39,788,218	41,017,543	(1,229,325)
OPERATIONS			
Contracted Services	73,000	499,364	(426,364)
Goods and Services	5,065,026	4,460,121	604,905
Travel	197,447	114,094	83,353
Equipment	803,458	665,292	138,166
Computer Equip & Software	267,842	112,142	155,700
Student Aid	863,129	862,110	1,019
Principle and Interest	392,419	392,419	0
Inter-Agency Reimbursement	(368,200)	(534,005)	165,805
TOTAL OPERATIONS	7,294,121	6,571,537	722,584
TOTAL EXPENDITURES	47,082,339	47,589,080	(506,741)
CARRYFORWARD/(DEFICIT)	(523,510)	(1,103,503)	(579,993)

2020-21 Operating Deficit and Actions

	2019-2020	2020-2021	Change from
	Actual	Proposed Budget	Prior Year
State Allocation	\$28,607,100	\$25,586,470	(\$3,020,630)
20/21 Allocation increase		1,875,518	1,875,518
Tuition Revenue	10,718,501	9,646,651	(1,071,850) -10%
International Education	5,010,974	4,008,779	(1,002,195) -20%
Running Start	1,430,413	1,501,934	71,521 5%
CEO	718,589	646,730	(71,859) -10%
Total Operating Budget Revenue	46,485,577	43,266,081	(3,219,496)
Expenditures (Includes COLAs)	47,589,080	48,476,644	(887,564)
Prior Year Budget Deficit*	(\$1,103,503)		(1,103,503)
Carryforward/(Deficit)		(\$5,210,563)	(5,210,563)
Proposed Budget Reductions			
Non-Personnel Savings - Travel, Audit Fees, Etc		603,271	
Spring Personnel Reductions Effective July 1		837,459	
Student/Voluntary Personnel Reductions		686,056	
Full Year Proposed Personnel Reductions		5,358,305	
Total Reductions		7,485,090	
Full Year Under/(Over) Budget		2,274,528	
2020/21 Position Presentation Cost		(1,877,310)	
Carryforward/(Deficit)		\$397,217	

* Last year's actual resulted in a \$1M deficit. This year's budget is built from last year's actual results. To create a balanced budget, expenses must be reduced by \$1M.

Budget FY 2020-21

	FY 2019-2020		FY 2020-21		
	Budget	Actual	Budget	Change	%
REVENUES		(a)	(b)		
State Allocation	28,348,279	28,330,786	27,185,674	(1,145,112)	
Other State Reimbursement	276,314	276,314	276,314	0	
Tuition Revenue	10,774,260	10,718,501	9,646,651	(1,071,850)	-10%
International Education	5,010,974	5,010,974	4,008,779	(1,002,195)	-20%
Running Start	1,430,413	1,430,413	1,501,934	71,521	5%
CEO	718,589	718,589	646,730	(71,859)	-10%
TOTAL REVENUES	46,558,829	46,485,577	43,266,081	(3,219,496)	
PERSONNEL					
Administrative	4,533,752	4,430,362	3,795,911	634,451	
Full Time Faculty	10,135,896	10,268,142	9,914,565	353,577 *	
Part Time Faculty	7,139,669	9,000,546	8,000,546	1,000,000	
Classified	7,754,545	7,290,811	6,285,534	1,005,277	
Benefits	10,224,356	10,027,682	9,004,042	1,023,640	
TOTAL PERSONNEL	39,788,218	41,017,543	37,000,598	4,016,945 **	
OPERATIONS					
Contracted Services	73,000	499,364	299,364	200,000	
Goods and Services	5,065,026	4,460,121	3,906,850	553,271	
Travel	197,447	114,094	14,094	100,000	
Equipment	803,458	665,292	665,292	0	
Computer Equip & Software	267,842	112,142	262,142	(150,000)	
Student Aid	863,129	862,110	862,110	0	
Principle and Interest	392,419	392,419	392,419	0	
Inter-Agency Reimbursement	(368,200)	(534,005)	(534,005)	0	
TOTAL OPERATIONS	7,294,121	6,571,537	5,868,266	703,271	
TOTAL EXPENDITURES	47,082,339	47,589,080	42,868,864	4,720,216	
CARRYFORWARD/(DEFICIT)	(523,510)	(1,103,503)	397,217	1,500,720	

** Appears low due to preservation cost
 *** Includes vacant positions

Veronica Zura, B.A.
(she/her)
Executive Director for Human Resources



Projected Vacant and Filled Reductions

As the College reviewed potential position changes, one of the first areas we considered included a review of vacant position lines. In many cases, vacant positions had been vacant for some time and the College had not utilized work from those areas or persons.

2019-20		Reductions		
Emp Type	Filled Reductions	Vacant Reductions	TOTAL	% who lost jobs/type
Admin/Exempt	3	5	8	3.41%
Classified	3*	9	12	0.00%
Full-Time Faculty	1	0	1	0.69%

*moved to other jobs

2020-21		UPDATED Potential		
Emp Type	Filled Reductions	Vacant Reductions	TOTAL	% who lost jobs/type
Admin/Exempt	5	2	7	6.25%
Classified	8	13	21	4.57%
Full-Time Faculty	12	4	16	7.89%

% Reduction Across 2019-21	% who lost jobs/type
Admin/Exempt	4.83%
Classified	2.29%
Full-Time Faculty	4.29%

Non-Operating Covid Costs March 2020–June 2021

GRANTED FUNDS	
Institutional CARES Funds	\$ 1,200,000
GEER Funds	360,000
	1,560,000

COVID EXPENSES	
Student Housing COP	(1,500,000)
Parking Permits	(75,600)
Child Care Center	(74,516)
Cancelled Events	(19,816)
Computers and PPE	(1,492,740)
	(3,162,672)
Covid Costs to be Funded from Operations	\$ (1,602,672)

Note: Bargaining in process for faculty related to impact of Covid may increase cost

Cash Uses for FY 2020-21

Cash Position FY 2020/21	
Cash in Bank 7/1/20	23,491,460
Board Reserves	(12,305,310)
Commitments	
Roundabout	(2,083,000)
Dental Program Move	(1,300,000)
Total Commitments	(3,383,000)
Estimated Covid Costs in Excess of Grants	
COVID Grants	1,560,000
Housing Debt Service 3/20-6/21	(1,500,000)
Parking Permits	(75,600)
Child Care Center	(70,256)
DSHS Funding	(4,260)
Cancelled Events	(19,816)
Computers and PPE	(1,492,740)
Faculty COVID Impact Bargaining**	PENDING
Total Covid Costs	(1,602,672)
FY21 Forecast Operating Income/Deficit	397,217
Cash Balance	6,597,695
Forecasted Cash in Bank 6/30/21 (w/reserves)	18,903,005
Monthly Operating Expense	4,000,000
Number of months without reserves	1.6
Number of months with reserves	4.7

* Proposed Amounts

** Additional Faculty expense resulting from COVID impact bargaining

Capital Repairs FY 2019-21

Project	Capital Projects - Biennium 2019-21 Budget							Total
	Estimated Cost	Unplanned Repairs Fund	Misc. Roofs	Foss Roof	Theatre HVAC	Minor Repair Funds	Misc. HVAC	
Revenues								
State Allocation Funds	\$ 3,028,888	\$ 506,000	\$ 174,000	\$ 1,064,888	\$ 376,000	\$ 817,000	\$ 91,000	\$ 3,028,888
SPI Energy Grant	249,912				249,912			249,912
Total Capital Funds	\$ 3,278,800	\$ 506,000	\$ 174,000	\$ 1,064,888	\$ 625,912	\$ 817,000	\$ 91,000	\$ 3,278,800
Expenditures								
Less: Prior Fiscal Year Expenditures	178,884	155,824	13,591				9,469	178,884
Foss Roof - 5000 Building	339,683			339,683				339,683
Theatre HVAC	1,066,426		20,000	420,514	625,912			1,066,426
Server Room Air Conditioning	327,125					245,594	81,531	327,125
Miscellaneous HVAC Upgrades	400,000					400,000		400,000
Misc. Roofs	140,409		140,409					140,409
General Building Maintenance	245,132	73,726				171,406		245,132
Restroom Renovation	354,868	276,450		78,418				354,868
ADA/Access Improvements	226,274			226,274				226,274
Total Project Costs	\$ 3,278,800	\$ 506,000	\$ 174,000	\$ 1,064,889	\$ 625,912	\$ 817,000	\$ 91,000	\$ 3,278,800

Note: Capital Funds must be spent within the 2-year grant period and may not be spent on operations or staffing

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Board President, and member of the Board. My name is Luckisha Phillips.

- The ECE Program is so needed in this educational environment. It has longevity, and unique cultural competence that no other program in King County maybe the state has to offer.
- We need Professor's of color now more than ever. They offer an experience and refuge only WOC can provided in a dominant white environment. Letting go two of the leading ECE Professors in education feels deeply painful at best.
- Having access to online education with such structure already established, could be a great opportunity to lean in. We need online education with more support. Invest in them.
- I graduated this program 15 years ago, it was a dream to return the love I received here. I have taught in this program for a few years, I love my job, the students, and the opportunity to teach about education through the lens of racial justice, inclusive classroom, paired with academic rigor. This happens at SCC.
- Losing my job will be devastating. It has been a staple in my life that had allowed me to follow my passion and be a parent to my four children. I have found a love and balance and it will be hard to see it go away.

To Professor Bettie Peace Gladstone, Professor Tasleem Quasim, you have raised hundreds if not thousands of leaders. Without you, what would education be. I see you and thank you.

Thank you for your time, I know it is a hard place to be and wanted to share my voice.

Luckisha Phillips

Elected Official
Federal Way School Board Director

Shoreline Community College
Social Science/Education Faculty

Hello,

My name is Norah Peters and I am a Program Coordinator in the Advising Department. I have worked for Shoreline for over 20 years and, as I have said in previous letters to the Board, many members of my family have either worked at Shoreline or gone to school here. I am writing today, to discuss the upcoming budget cuts at Shoreline.

Although I am devastated with the fact that quite a few of my colleagues will be losing their jobs in the next few months, I would really like to discuss one specific area of cuts...the Running Start Program.

The Running Start program at Shoreline has grown significantly in the last 5 years, and continues to grow, adding much needed revenue to the college. This being the case, I am curious as to why it is essentially being gutted in this new budget proposal. The Running Start Advisor has had her contract reduced to 53% with an end date in March and the Program Coordinator is on the list of cuts for the end of this year. These seem like strange cuts considering Running Start is a revenue generating budget and these 2 positions are paid directly out of that revenue. It seems to me that keeping these positions would have no impact on our current budget shortfall.

Not only that but, how is this essential work going to continue? I have heard many times in the past 6 months that "there is a plan for this work" and that general advisors will be cross-trained to work with Running Start Students. As the Program Coordinator in the Advising office I can tell you that the General Advisors have a very high student to Advisor ratio already. I don't see how they are going to have the extra time in their days to not only work with their own students and find time to work with the Running Start students.

On top of this, the Running Start program comes with a lot of extra work that is completed by the Program Coordinator, a position that is slated to be cut with this new budget proposal. Some of the work covered by the Program Coordinator is: initial contact with the students, setting up RS orientations, making RS appointments, doing a monthly Running Start report and emailing the reports to individual High Schools and School Districts, organizing the book vouchers for fee waiver students at the beginning of each quarter and much more. A lot of this work is very time consuming and requires uninterrupted focus. How is this work going to continue with the Program Coordinator?

Without the support they need, and currently get, I am concerned that this very important program will begin to fail and our Running Start students will choose to go to a different school.

Please use this time to think about the impact of the budget cuts and refuse to approve cuts that make no sense.

Sincerely,

Norah Peters

Program Coordinator - Advising

October, 21, 2020

Dear Board Member,

I have been a professor at this college since 1997 and received my tenure in 2003. I'm writing, with the support of my colleagues in MCORE, regarding the college's plans to lay off and/or cut the positions of some amazingly gifted colleagues. This is a difficult time, made even worse for all employees as we go through yet another cycle of cuts, but I will limit my comments to only four current FT-tenured positions, and more importantly, colleagues (in Education, Geography, and Humanities), who are targets of the forces of reduction. Recognizing that this difficult decision is a response to cyclical forces that are largely out of our control, I choose to share the following observations in the hope that other decisions can still be made for the good of the college.

My observations about my four colleagues and friends, with whom I have had the distinct pleasure of knowing and often working with over the last 23 years, who have been placed on the proverbial chopping block, are as follows:

- ❖ each of them serves students with an experience, expertise, presence and polished set of skills that are literally irreplaceable
- ❖ three of the four are women from underrepresented groups and possess much needed levels of multicultural competence. I hold each of them in the highest personal and professional esteem, and feel fortunate when I have the opportunity to interact with them.
- ❖ two of the four are women of color on a campus whose diversity lags behind many of our sister-college competitors (regarding DEI, Shoreline has 133 FT-tenured faculty, 109 are White, of the remaining 24 faculty of color, half are Asian, of the remaining 12 the college is elimination two along with their program. (Data from June 2020)
- ❖ The lone male in this group, whose tenure committee I served on early in my tenure, is also exceptionally popular with students, has conducted study abroad courses for students and uncompensated excursions for faculty, teaches interdisciplinary classes, is a sought-after mentor every year in the honors program, has been a key player in campus sustainability initiatives and currently teaches our only climate change course.

I appreciate the time and effort the board puts into preserving and promoting the strengths of our college and trust that there is still room for reconsideration. If anyone would like to discuss this request further, please contact me at your earliest convenience at ejohnson@shoreline.edu.

Thank you for your time, service, and careful consideration.

Ernest B. Johnson

To the Board of Trustees,

Today you are being asked to approve yet another round of budget cuts put forth by Roberts and her team. Their justification is some eloquent dodging around poor budget decisions pre-COVID by blaming low enrollment numbers and by blaming COVID itself.

Roberts justifies these cuts repetitively with a vague, one-line fact every time she does a presentation-85% of Shoreline's budget is people. So, let's talk about that in a little more detail.

In 2019, Cheryl Roberts worked as President for Shoreline Community College and had a reported pay of \$240,000 according to public records. This is 225 percent higher than the average pay for university and college employees and 238.6 percent higher than the national average for government employees. This is also at least \$51,000 more annually than the Governor of Washington.

Do you find it interesting that the person getting directives regarding COVID is making more than the person giving the directives? I do.

Veronica Zura worked as an Executive Director of Human Resources for Shoreline Community College and in 2018 had a reported pay of \$124,900 according to public records. This is 55.3 percent higher than the average pay for university and college employees and 62.5 percent higher than the national average for government employees.

Marisa Herrera worked as a Vice President of Student Equity & Success for Shoreline Community College and in 2018 had a reported pay of \$123,500 according to public records. This is 85.4 percent higher than the average pay for university and college employees and 94.1 percent higher than the national average for government employees. This is also incredibly high for an individual that has been complicit in cuts to crucial student services while also carrying the title "Vice President of Student Equity & Success"

Since Phillip King, the Executive Vice President of Student Learning & Success, has been here for such a short while, full data for his salary is unavailable, but given the salaries of his comrades, I think we can all make a reasonable estimation that he is also in the six-figure range. Look closely at his job title too and tell me if he is living up to that title.

In addition, there are fourteen salaries that are currently within the six-figure range. Please also don't forget that all of the above personnel receive a full benefits package in addition to their high salaries and undoubtedly, annual raises.

Now, let's compare this to the average salary of a Classified Staff. The average Classified Staff salary is in the \$45,000-\$65,000 range with benefits. This salary range, in King County specifically, puts most Classified Staff in the very low-income range of 50% of median income according to the U.S. Department of Housing and Urban Development. There are also

Classified Staff that fall within the extremely low-income category of \$28,000, or 30% of median income.

In the previous WFSE contract negotiations, WFSE successfully negotiated a 5% regional pay increase for WFSE members due to the aforementioned facts. Roberts and her Executive Team, who are **not** members of WFSE, also took this 5% regional pay increase. Yes, this fiscal year they made the decision to forego the 3% COLA as a “cost-saving measure.” But they have also asked Classified Staff to do the same, even though most are below the poverty line. Classified Staff have also been forced to forego COLAs for the next three years. Will the Administration do the same? So far, the forecast is not promising.

So, Roberts is right, 85% of the budget at Shoreline is people. But you, the Board of Trustees, need to lift your heads up, look beyond the spreadsheets that you are handed, and start paying attention to Roberts’ one-liners in detail. Because your lack of initiative in checking out what “85% of the budget is people” actually means makes you as complicit in this inequity and the dismantling of Shoreline Community College as the top four earners at Shoreline.

Where is the equity in this?

If Roberts and her team really want to avoid these staffing cuts that are allegedly so painful for them to make, they should look to themselves first. **You should start looking at them too, as the legal power and responsibility for the operation of Shoreline Community College rests with the board of trustees and the trustees establish and review college policies and oversee the general management of funds and properties. The trustees also represent the public interest and ensure the basic fiscal integrity of the college.**

And let me remind you that you answer to the Governor, who answers to the residents of Washington State. You do not answer to Roberts. Your boss has been notified of your confusion on this matter, and not just by me.

I strongly encourage you all to look more closely at what you are approving as you move forward in your decision-making process. Will you decide to be complicit in allowing Shoreline Community College to be dismantled, or will you look out for the best interest of the college instead of the self-serving interests of a select few?

From: [Robinson, James](#)
To: [Yonemitsu, Lori](#); [Roberts, Cheryl L](#)
Subject: RE: ECE/Education Program at Shoreline Community College
Date: Wednesday, October 14, 2020 12:31:53 PM

Dear Cheryl Roberts, Lori Yonemitsu, and Esteemed Colleagues:

I want to thank you for your service to our community, and also for your time in considering my words of support for the Shoreline Community College ECE/Education program. I am a graduate of the program and also a member of the education community in the Greater Seattle Area. After graduating from Rainier Beach High School, Tasleem Qaasim and Betty Peace-Gladstone welcomed me into the ECE/Education program with open arms and a lot of discipline.

Tasleem Qaasim was the first ever African American educator I had experienced until my enrollment at Shoreline Community College. I have benefitted greatly from the love, support and guidance of these two phenomenal leaders, and I would be remiss to not raise my voice in concern that others might be deprived of the same amazing experience. Please review a few notable declarations of support for the ECE/Education program:

- Tasleem Qaasim and Betty Peace-Gladstone have supported and guided me through the following - (a) **Associate's degree in ECE/Education** (b) **Bachelor's degree in Psychology** (c) **Master's degree in Education** (d) **Currently working on my Ed.D.**
 - The Shoreline Community College ECE/Education program is one of the most successful in the region and has nurtured countless practitioners in the field.
 - The faculty reflects diversity and the values that Shoreline Community College upholds and continues to display throughout our community.
 - The Greater Seattle Area needs the education leadership that Shoreline Community College has provided for many years, and without it practitioners will be ill-prepared to address the concerns that are currently impacting children, families and educators.
-

The ECE/Education program at Shoreline Community College has been a staple in our community for over 20 years, and it still has much more work to do for children, families and educators. I am currently a professor of Education and Family Studies at Seattle Central College, and I'd be honored to join the faculty at SCC if my efforts will help to preserve the ECE/Education program. I'm also a member of the Education Advisory Committee at SCC, and I'm happy to discuss how I can further invest my time and efforts on behalf of our students, faculty and community. The Seattle community continues to increase in its diversity, and as an African American male from the LGBTQ community I would love to serve and give back some of what's been given to me at SCC.

Thank you for your time and consideration of my support for our great institution. In times like these, I believe it's important to hold fast to the principles and values that define Shoreline Community College, and our ECE/Education department does so with invaluable impact: **"We serve the educational, workforce, and cultural needs of our diverse students and communities with respect, inclusion and student engagement."** Please have a safe and wonderful day.

Sincerest Regards,

~James Robinson

M.A. Ed.

(206) 973-9047

James.A.Robinson@seattlecolleges.edu

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From: [Vik Bahl](#)
To: [Yonemitsu, Lori](#)
Subject: Save Shoreline's ECE
Date: Monday, October 26, 2020 2:44:37 PM

6

Dear Ms. Yonemitsu,

I have just learned about the threat of cancellation of the Early Childhood Education (ECE) Program at Shoreline Community College, which has been lauded as one of leading Washington State ECE programs. I believe such an action would have grave equity implications, both with regard to the students served and the BIPOC faculty who will lose their jobs. The Shoreline CC ECE program teaches more students of color (and more men) than the proportions generally found in the industry.

Moreover, the department is composed of one African American full-time faculty, one Native American full-time faculty, and an African American associate (adjunct) faculty, which is an extreme rarity in our WA CTC system. Eliminating the ECE program would eliminate 20% of Shoreline CC's African American tenured faculty and 30% of its Native American tenured faculty. Such an outcome should be intolerable since Shoreline CC has not granted tenure to a Black educator in over 20 years.

In addition to the Shoreline CC ECE program's substantial contributions to racial equity, an independent 2019 program review noted numerous achievements and found that it was the first fully online ECE program in Washington State; and that there was a 17% increase in enrollment from 2012 to 2017, directly contradicting the college's justification for eliminating the program. Indeed, the program review had recommended the reinstatement of the Early Achievers Scholarship program to meet enrollment demands as well as the hiring of more associate faculty, both of which the college neglected to act upon.

I believe we are all aware of the stark financial consequences that COVID-19 has had and will continue to have on many colleges and universities across WA and the nation, which will no doubt lead to painful decisions. And yet, as we have learned the hard way over the years at more than one college in our system, we cannot take for granted any given administration's fiscal responsibility and competence, nor can we accept their judgments about how projected budget shortfalls must be addressed.

An effort by the Shoreline Community College administration to eliminate a highly regarded program that is producing 47 FTEs, educating large numbers of students of color for a profession that will be essential to post-COVID social and economic recovery, and employing BIPOC faculty requires clear accountability and deserves intense scrutiny, not just by the Shoreline CC Board of Trustees but by other decision makers in our CTC system, including the college presidents (WACTC), the trustees association (TACTC), and the SBCTC, to say nothing of the legislature and the governor's office who

have direct responsibility for the health of our educational systems.

Sincerely,

Vik Bahl, Ph.D. (he/him)

English Faculty

Green River College (Auburn, WA)

vbahl2@yahoo.com

Co-chair, Green River Diversity & Equity Council (GDEC)

Co-founder, Diversity & Equity in Hiring & Professional Development ([DEHPD](#))

Convener, [DEI in WA CTCs](#)

From: [Farhana Loonat](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment
Date: Monday, October 26, 2020 3:23:16 PM

7

Hi,

I am concerned and surprised that Shoreline CC is considering cancellation of its Early Childhood Education (ECE) Program, which has been lauded as one of our state's leading ECE programs.

I urge the board to consider the very serious equity implications of cancelling Shoreline's ECE program, both with regard to the students served and the faculty of color ratio implications such a move will have. I understand that the Shoreline CC ECE program teaches more students of color (and more men) than the proportions generally found in the industry. The ECE department is composed of one African American full-time faculty, one Native American full-time faculty, and an African American associate (adjunct) faculty. Eliminating the ECE program would eliminate 20% of Shoreline CC's African American tenured faculty and 30% of its Native American tenured faculty.

An independent 2019 program review noted numerous achievements of the ECE program. Not only was it the first fully online ECE program in Washington State but there was a 17% increase in enrollment from 2012 to 2017, directly contradicting the college's justification for eliminating the program. In fact, the program review had recommended the reinstatement of the Early Achievers Scholarship program to meet enrollment demands as well as the hiring of more associate faculty, both of which Shoreline CC neglected to act upon.

I trust that the board will resist endorsing further white supremacy at an institution that has not granted tenure to a Black educator in over 20 years. Board members, I urge you to take seriously your responsibility to interrupt white supremacy in our institutions of higher education. Your choice is to do that or be remembered for being complicit in the perpetuation of white supremacy at a moment in history where there is widespread outrage against systemic injustices of our white supremacist society.

Best wishes,
Dr. Farhana Loonat

From: 46th and 32nd District legislators

To: Shoreline CC Board of Trustees; Jan Yoshiwara, Executive Director State Board for Community and Technical Colleges; Carol Landa-McVicker, Chair, State Board

At your last Board of Trustees meeting you adopted a budget resolution with a blueprint for specific major reductions in faculty and staff which will cause serious damage to Shoreline Community College's students, faculty, staff and mission. We write to ask that you rescind the resolution and adopt a comprehensive collaborative process prior to making decisions.

We recognize that Shoreline College has been experiencing a reduction in enrollments, which are now coupled with significant additional revenue and enrollment reductions due to the Corona Virus Pandemic. This should trigger a collaborative planning discussion with faculty, WFSE, SCCFT, AFT-WA; and, with students enrolled in impacted programs who may be getting overlooked in the current process, prior to adopting the specifics of this proposed plan. Fundamental budget elements such as increasing restrictions on uses of reserves, costs associated with residential housing (and timing of those investments) and administrative staffing should be part of a transparent discussion, rather than solely focusing on specific program cuts.

The resolution is based on very specific cuts and does not appear to consider alternatives to cutting staff and faculty in the specific programs identified. Responding that you will enter discussions or bargaining after adoption is the epitome of a "Decide, Announce, Defend" approach. These major decisions would instead benefit from an open process from the ground up – with independent facilitation and full access to budget information by all interests.

Across the entire CTC system, during the Great Recession, CTCs chose to reduce advising and counseling, along with FT faculty who carry the academic advising and mentoring roles essential to student retention and success. The evidence is overwhelming that this choice was a serious mistake. It seriously impacted student completion and retention, particularly for first generation students, students from underrepresented minorities and specific groups of returning students. As a result, the State has made significant efforts to invest in advising and counseling, along with emphasizing retention of FT faculty who prepare curriculum, mentor and advise. ***The resolution adopted September 25 appears to repeat this mistake.***

Recently, the Legislature invested tens of millions of dollars into Community and Technical College advising and student support. We know that students, especially those traditionally underserved by higher education, need people-powered advising and a stable faculty and staff workforce to succeed. We know that student needs have only increased during the pandemic-recession. The college's proposed cuts, including to the successful and growing Running Start program, counseling, and critical student-facing staff and faculty positions, directly undermine these recent investments. In addition, despite the revenue challenges the state faces, the state's allocation for Guided Pathways and other investments via the Workforce Education Investment Act have not been cut, *which raises questions as to how these funds have been used at the college.*

Public higher education, especially our community colleges, will be key to economic recovery in our state. English language acquisition (ELA/ ESL) courses are critical for many students to take the next step in their lives, to go on to higher paying jobs or go further in their academic studies. The college's proposed cuts to ESL programs will prevent Shoreline from serving our whole community during these difficult times.

One of the benefits of collaborative discussion is that there are opportunities to address cross-institutional ELA/ESL program offerings, outreach and staffing that the College has not considered. This is similar to the successful effort many of us encouraged you to take to save Shoreline's Dental Hygiene Program, which has resulted in a collaboration with the UW.

These challenging times are when we should be coming together as a whole community to find creative, people-centered solutions. Instead, the college has reinforced concerns over financial management and accountability. The newly adopted plan would not only weaken Shoreline's ability to provide quality education to current students, but also undermine its ability to recruit and retain new students, and severely impact the remaining workforce's well-being due to increased workloads.

We strongly encourage the Board of Trustees to withdraw the resolution and engage in a truly collaborative process with impacted community, workforce and students; including considering external advisors or facilitation to strengthen and add accountability to this planning process.

Sincerely,

Rep. Gerry Pollet



Rep. Cindy Ryu



Senator David Frockt



Senator Jesse Salomon



Rep Lauren Davis



Rep Javier Valdez



CC: Arlen Harris, SBCTC;
Drew Hansen, Chair House College and Workforce Development Committee
Emily Randall, Chair Senate Higher Education and Workforce Development Committee
Mike Meotti, Director, Washington Student Achievement Council

From: [Barnes-Professor Emeritus, Vince](#)
To: [Yonemitsu, Lori](#)
Subject: Board of Trustees Public Comment
Date: Tuesday, October 27, 2020 11:16:14 AM

9

Dear Board of Trustees and concerned community members,

As a recently retired faculty member at SCC, I am writing to express my concern about the plan to eliminate full-time faculty at Shoreline Community College in general and in particular the Geography program and to lay off its single full-time faculty member, Professor Chip Dodd.

Full-time faculty like Chip and the others on the chopping block amount to a huge investment that will be wasted. Over the years, they have all developed a vast array of tools to help students, with knowledge and skills about how to deal with questions which will be asked, problems which will be encountered, and strategies of teaching which will be called upon, yet none of this granular stuff ever--or rarely ever--comes into the focus of anyone above the level of teacher. It is just our day to day life, gained through many years of experience. We take it for granted. You should not.

An experienced full-time professor is not merely a line in an accountancy spreadsheet, as numbers cannot account for the value of a faculty member like Chip Dodd. I have known Chip Dodd for many years and count him as a close friend. But this is not personal and that is not why I am writing. I am writing because as a close friend and former colleague, I can attest to how Chip has influenced my own thinking and ways of seeing the world. One can extrapolate to how much he has influenced the hundreds of students he has taught at SCC over the years. Chip, by nature and by training, is a polymath, with broad knowledge about a great diversity of matters--cinema, international studies, photography, history, and environmental and physical sciences like geology and astronomy, to name a few. More importantly, he exudes an infectious excitement about these and other fields. To cite an example, I took a trip with Chip through Joshua Tree and Death Valley many years ago. He brought along reference books on local geology and pointed out features I would have been blind to. Chip volunteered to visit my ESL classes several times to give a fascinating guest lecture about sand. Yes, sand. I never looked at it the same way again. Spend a little time with Chip and you'll start paying attention to things you ignored before. You'll start to feel like you need to be prepared intellectually for a conversation with him. *How would Chip look at this and investigate it?* Instilling these ways of thinking in others' minds is a *sine qua non* of solid pedagogy. What a pity to lose this intellectual stimulant.

The notion has been passed around that students can simply take a course in a different program to satisfy their social science requirements. Such an argument undermines any notion of diversity in all its vast complexity. Cutting Geography would amount to a further

impoverishment of the college and narrowing of thought. When I was hired full time in 1993, the head of Humanities at SCC, Diane Gould, spoke of "Ways of Knowing." I'll always remember that phrase from her. Eliminating Geography robs students of a valuable opportunity to access different ways of knowing.

Let us not forget, teaching is where the rubber hits the road and where all the resources should be focused, yet it seems to me this college is less and less about that and more and more about a self-perpetuating administrative superstructure which seems to know less and less about what faculty actually do.

I am saddened by the plight of teachers at SCC.

Thank you for your attention.

Vince Barnes
Professor Emeritus of ESL



October 28, 2020

To: The Board of Trustees of Shoreline Community College

We as academic deans for the Honors College at Shoreline would like to point out the significant contribution of Professor Charles Dodd to the Honors College that will be lost if his position is eliminated.

Professor Dodd has been involved in the honors program since its inception in 2006. He has offered three honorized classes that are not easily replaceable with other alternatives. A faculty member will need to be payed to develop another honorized class or classes. His International Studies classes are important offerings of the IDS program and count toward honors credits. Notable alumni have gone on to great success at the Jackson School, one student, in fact, became the editor of the Jackson School's journal. Since climate change is changing geographic borders and international waters, Professor Dodd has been sought after by honors students researching emergent and urgent climate change topics.

Professor Dodd is more than generous with his time for honors students. He as mentored 6 honors students in recent years (a reminder that mentors are not paid for their work which can be substantial). These students went on to present at the University of Washington Undergraduate Symposium. He also helps with students searching for research projects on a regular basis.

Professor Dodd is a valuable asset to the extracurricular programs of the Honors College. His trivia night activities are an annual student favorite.

Professor Dodd is a regular participant in the all-volunteer Honors Council which guides and plans for the entire program.

The loss of our Geography dept would be a loss of the only dedicated class to climate change. An odd thing to turn our backs on in these times. Not to mention a discipline expert heavily involved in sustainability, interdisciplinary learning and a repeat mentor for the honors program. Please reconsider the idea of removing our valued colleague who does so much for many areas of the college. This decision will damage the college for decades.

Prof. Brooke Zimmers and Prof. Terry Taylor

Assistant Deans of The Honors College

From Professor Assistant Dean of The Honors College Brooke Zimmers

I am writing to make a case for keeping the academy intact. I am mortified at the proposal to eliminate full time faculty from academic departments and the department themselves. Is this college moving toward being a prof-tech college only? Where is our commitment to our reputable transfer programs? Where is our commitment to being sure students can fulfill their general education requirements? Where is our commitment to the Strategic Plan and the Three E's? It is vital that our college has expertise and representation for all academic disciplines: It serves our students first and foremost and it serves the institution.

I always thought that the "one person" departments would be safe from RIFs because I assumed, naively apparently, that the administration and board understood the benefits of having representation in each discipline. First, we provide students who are exploring career options and academic interests with a point person for their questions; a faculty with an office and expectations about their commitment to the institution and the discipline—someone consistent. Students need the breadth and depth an academy can offer. And of course, we need all disciplines represented to meet general education requirements. We also need representation for our Honors College which is predicated on students exploring how different disciplines approach academic inquiry. The volunteer mentoring aspect of our honors research track is fundamental to student success. Additionally, our interdisciplinary programs need a variety of disciplines to succeed. We all know the research that proves that learning in an interdisciplinary environment brings student success. When we diminish the academy the costs to our students are too great.

Not to mention the costs to the institution. Every committee from strategic planning to the wellness committee benefits from a variety of perspectives and discipline specific viewpoints. Without tenured voices serving on those committees we risk speaking truth to power; we risk missing out on different viewpoints and we certainly miss the contributions of that discipline's expertise to whatever problem we are tackling.

The loss of our Geography dept would, among other things, be a loss of the only dedicated class to weather and climate change. An odd thing to turn our backs on in these times. Not to mention a discipline expert heavily involved in sustainability, interdisciplinary learning and a repeat mentor for the honors program.

The loss of our Humanities dept would be a loss of the only dedicated classes to explore the interplay between culture, art, music, human communication and perspective-taking. We would be losing a critical course option to fulfill the multicultural requirement.

I recognize that Early Childhood Education is primarily a prof-tech program that offers 3 certificates and two AAAS degrees; it is also an academic program. But the loss of our Early Education dept would be a loss of the only program dedicated to educating folks directly related to child care—on the front page of the Seattle Times this weekend was an article

outlining how child care/education is critical to our economic recovery. Now is not the time to turn our backs on this department. Elimination of this program will also likely impact the CAST certificate program—a very unique program that serves the community well.

All of these programs are low hanging fruit for elimination. None of us on the academic side of the house will have professional organizations and outside associations fighting for our programs or threatening to pull financial support. None of these programs draw heavily from international students or have large class caps.

Faculty: We need to demand the administration follow the contract and provide criteria that would result in a RIF list developed by multiple independent evaluators. Then we would know their recommendations are based on financial and empirical evidence. We need to be committed to fairness and to each other. This would require all us as faculty to act in unison.

Administration: I understand we are facing dire circumstances and that cuts have to be made. I am urging decision-makers to consider big picture and long-term consequences to their decisions. Gutting the academy and weakening disciplinary voices in the institution does not serve either our students or our institution. It's time to seriously look at professional technical programs with low class enrollment and large budgets. It's time to examine our partnerships with corporations and professional organizations that influence decisions but may not financially support the programs they demand. It's time to consider revenue generating options like fees for programs if tuition doesn't cover costs. Or it's time to consider eliminating those programs regardless of the blustering outside voices. It's time to consider the integrity of the academy.

October 26, 2020

To: Board of Trustees, Shoreline Community College

12

From: Tiffany Meier, Academic Advisor

Dear Board Members,

As a full time, tenured advisor at this college I feel it is my duty to stand up for those here that do not have the same privileges I do as well as those that are no longer here to stand up for themselves. I've attended several BOT meetings in my tenure at Shoreline and have often wondered what type of investment you all have in this college. You have sat idly by as countless faculty and staff have come to you with concerns about this current administration. They brought concerns of moral and financial ethics only to be gaslit that there was no problem in the first place and that it was conjured up by faculty and staff. And you've justified your idle hands by stating that you are a "policy board that leaves the day-to-day operations up to the president." If that's the case, what type of guidance are you providing? To me, your inaction and lack of concern for this college makes you just as culpable as the rest of the administration. How can you ethically serve on the board and think that you're making a positive difference in the lives of students at Shoreline Community College?

At times, this college feels like an abusive relationship. It hurts you, tears you down, and then gives you positive affirmations and rewards of ice cream and uplifting videos to make it feel better. It makes you think; *it might get better after so and so leaves, after the quarter ends, the school year is over, COVID;* but it's not getting better. Morale is at an all time low. People are scared, angry, anxious, and frustrated. How can you morally serve on the board and think that you're making a positive difference in the lives of employees at Shoreline Community College?

In my office we are charged with supporting students through their academic journey. We provide essential information about classes, registration, important deadlines, graduation, academic standards, transfer planning, etc. I have heard countless times from the administration that advising is vital to this college, yet here we are with our office suffering some of the largest cuts. We have lost one full time advisor, another advisor was put at 50%, we no longer have an associate dean of advising, and our lone success coach was cut this June. Our advising colleagues in International Education have had similar cuts to their program. These cuts have made it so we no longer have someone who is able to process high school completion students. Despite Running Start being up in numbers every year the last few years the administration is gutting that department. Running Start is a revenue generating budget. Those folks in that department had long standing relationships with high school counselors and parents that general advisors are not going to have time to build now that we are responsible for more students.

As Guided Pathways becomes a reality, how is advising supposed to provide the mandatory advising, required academic plan, and orientation to every new student that comes in the door? This of course, in addition to supporting the current students, serving on committees, and now adding Running Start students. Again, it begs the question, how can you ethically serve on the board and think you are making a positive difference in the lives of Shoreline students, staff, and faculty?

I know this letter, as all the others, will go unanswered. However, it's important to be on the right side of history at Shoreline Community College and know that I spoke up against those in power. It is not surprising that this will go unanswered, but it will certainly be a disappointment.

Tiffany Meier

Academic Advisor

From: [karchuleta](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment
Date: Tuesday, October 27, 2020 9:23:35 PM

TO: The Shoreline Community College Board of Trustees, The Shoreline Community College Administration

FROM: Kurt Archuleta--a retired educator and local community member

RE: Funding Invaluable Shoreline Community College Educational Programs

Dear Members of the Shoreline Community College Board of Trustees and Members of the Shoreline Community College Administration:

As a private citizen, I am writing to plead that you reconsider your budget. Finalize the Shoreline Community College budget only after reconsidering it with an empathetic conscience toward your students and staff. Please, consider what is BEST for the students and faculty, not just on what is right for the college. Your institution's purpose is to educate.

As a former teacher of 38 years, I find it unconscionable that the budget being considered by the Board threatens the educators, the staff, and the students of Shoreline with drastic cuts to invaluable programs. STOP. REFOCUS, and fund EDUCATION and LEARNING.

The music department, for example, produces top quality musicals, opera workshops, and performances. The students are robustly enriched by participating in these outstanding arts programs, preparing them for future advanced studies and successes. The community values, appreciates, and enthusiastically supports these local, first class productions. Based on the budget being considered, students will be robbed of the opportunity to receive these critical and inimitable educational experiences that are unique to Shoreline Community College. Covid will not last forever, and this kind of program must be preserved for the future.

You must reconsider a fair budget that refocuses on maintaining a quality, college level education, and on growing the already reputable and absolutely invaluable projects such as the Early Childhood Education Program, a model learning program that addresses a diverse and multi-ethnic staff and student population.

Of course I understand the grave and dire impact COVID-19 has had on every aspect of our lives. However, an institution of learning like Shoreline Community College must not sacrifice the best it has to offer, but preserve it. Even under today's challenging circumstances, your focus must be on those you serve.

Thank you for your attention, and I respectfully entreat you to return to the drawing board for the sake of your students.

Kurt Archuleta

From: [Kaya, Naliyah K](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment for 10/28
Date: Tuesday, October 27, 2020 9:50:25 PM

Dear Members of the Board of Trustees,

As a graduate (2004) of Shoreline Community College I am writing in support of the Education Program. I had the opportunity of taking Education courses with Betty Peace-Gladstone and Tasleem Qaasim. The concepts and teaching strategies I learned in their courses have stayed with me throughout my academic pursuits and career. In fact, I still own a copy of *Beyond Heros and Holidays*, which was assigned in Betty Peace-Gladstone's course and informed my work in the Office of Multicultural Involvement & Community Advocacy at the University of Maryland-College Park as the Coordinator for Multiracial and Native American/Indigenous student involvement.

Shoreline Community College is incredibly lucky to have an Education Program with educators who incorporate both Black and Indigenous perspectives and ways of learning into the classroom- something many colleges and universities sadly still do not do. It is imperative that future educators have Education programs with transformational professors such as Tasleem and Betty, particularly during the divisive and turbulent times we find ourselves in as a nation.

These are professors who are passionate not only about what they teach but who inspire their students and cultivate the talent and passions they see in them. Every moment spent with Tasleem Qaasim is to know what it is like to be valued and actively listened to. Sixteen years later I not only vividly recall what I learned in their courses, but their genuine interest in my development and success. I was so impacted by Tasleem Qaasim that I served as a student representative on her tenure committee and she has remained not only a close mentor but like a second mother to me. They are the reason as a first-generation college student that I succeeded in continuing my education and have returned to teach at a community college. I respectfully and strongly urge you not to cut one of the most impactful and longstanding programs at S.C.C.

Naliyah Kaya, Ph.D.

Associate Professor of Sociology | Sociology Coordinator
Montgomery College-Takoma Park/Silver Spring
Naliyah.Kaya@montgomerycollege.edu

Instructor | TOTUS Spoken Word Experience | [Jiménez-Porter Writers' House](#)

10/27/20

TO; SHORELINE COMMUNITY COLLEGE BOARD OF TRUSTEES
FROM: TASLEEM QAASIM, EDUCATION FACULTY
RE: PUBLIC COMMENT

I was hired in 1998 and received tenure in 2001 and I am the last African American to receive this condition of long term employment at Shoreline Community College. This is a **public comment/complaint** against the Board of Trustees of Shoreline Community College who are entrusted with the responsibility for Title VII of the Civil Rights Act of 1964 which protects ALL individuals and employees from discrimination in employment.

For nearly two decades, the Shoreline Community College Board of Trustees has allowed the Administration of Shoreline Community to discriminate against African American applicants in hiring, promotions, and tenure. This is a **prima facie case** of discrimination against a protected class, since they have refused to bestow tenure on African American educators for over 20 years.

For two decades, intentional discrimination occurred when an applicant's race was used as a basis to deny employment and tenure. This included racial animosity from managerial staff (i. e. deans); explicit and implicit stereotypes (i.e. negative reference to Black dialect during screening committee; the disappearance of paperwork of African American interviewee during screening committee, etc.). There is an overt disregard of abilities, job performance, and traits of African American job applicants and employees, for less qualified white applicants and employees.

There was an expectation that an African American President at Shoreline Community College would provide a less discriminatory work environment but that was not the case. Title VII recognizes that discrimination based on race by someone of the same race is still illegal.

During my twenty year tenure as faculty at Shoreline Community I have addressed this discrimination with numerous deans, Human Resources, VPs, the current college President and the Board of Trustees; but none have provided me with any written response. On all official administrative levels, including this Board of Trustees, Shoreline Community College has ignored these concerns and continued this discrimination with impunity.

This long term discrimination has been injurious under the Washington State CTC system as follows;

1. Shoreline Community College has denied students access to a growing African American tenured faculty pool for 20 years
2. Shoreline Community College has deprived the 5 African American tenured faculty the opportunity to mentor and partner continuously with their racial peer(s) for these 20 years

3. Shoreline Community College has condoned 20 years of tenure and promotion announcements that ignored and devalued the accomplishments and contributions of African American employees.
4. Shoreline Community College has exposed African American staff, faculty and students to a college that does not institute diversity, inclusion, and equity in its employment policies and practices for 20 years
5. Shoreline Community College has deprived Black students the opportunity to be taught by increased educators of their racial group for over 20 years.

The Board of Trustees of Shoreline Community College and its administration has now decided to eliminate a successful Education Program in order to remove over **20% of the African American tenure faculty, that makes up less than 4% of the faculty; and 30% of the Native American faculty that makes up less than 3% of the faculty**

Please consider this a formal notice to the Shoreline Community College Board of Trustees and Administration of this violation of Title VII of the Civil Rights Act of 1964 (race/age) and Article IV of the CBA (Nondiscrimination).

October 28, 2020

To: The Board of Trustees of Shoreline Community College

RE: The unforeseen consequences of the decision to eliminate the Geography department and request for further consideration.

When Shoreline's administration proposed elimination of the Geography (GEOG) program, we questioned whether there was adequate consideration given to the unforeseen consequences of this removal. The faculty of the International Studies (INTST) department believe there was a lack of consideration given to the impact of the removal of Professor Dodd from our unique interdisciplinary instructional model, as well as the loss of expertise to instruct several courses and recommended electives for INTST and related majors. This decision makes no budgetary or curricular sense, and without acknowledging it, threatens the elimination of the International Studies program.

Curriculum: SCC began a partnership with the Jackson School of International Studies (JSIS) at UW when they approached us in 1990, creating an articulation agreement where we would offer courses that meet requirements for admission and completion of the INTST major from UW JSIS. The program at Shoreline has never had a full-time professor with an INTST academic background, so we have chosen to offer these courses using an interdisciplinary model featuring a team of faculty from different academic disciplines. Over the years, this team has included historians, economists, geographers, political scientists, business instructors, and a Fulbright scholar with a human rights background. Since its inception, several faculty who believe in the program and the interdisciplinary teaching model have volunteered their time, often with no compensation, to offer these innovative courses. While several full-time faculty who taught in the program have retired or moved on without replacement, a few of us have held it together successfully. Over three decades, we have prepared numerous students who transferred on with success and recognition. Losing one of the few remaining INTST faculty will be end of the INTST program. The College has not hired anyone for years who can provide the expertise and dedication that Professor Dodd brings to the program.

When the decision was made to eliminate GEOG, we doubt that it was considered that this would also cause the end of INTST, and we doubt this because we are not confident that our administration knows what we do or how we teach.

Community engagement: Professor Dodd, along with other INTST faculty, have facilitated a variety of innovative instructional approaches in community engagement through multiple presentations and workshops such as "Great Discussions" offered through the SCC Global Affairs Center. That too was allowed to die from administrative neglect. Professor Dodd has been involved in academic clubs and extra-curricular activities attended by scores of students over the years. He contributes to life of the campus in ways that don't easily fall in his budget line items. He provides real substance to the college's empty sloganeering about putting student's first. If the college were serious about this, Chip would be the last to go. He always makes time for students visiting his office when we are on campus. Those students would be protesting this now except for the lack of physical meetings.

Student Success: An example of the noted success of our program is Simon Walker, who the college featured in a "Transforming Lives" promotion, and became the editor of the Jackson School Journal:

“I hadn’t even been aware of International Studies as a discipline upon starting my degree pursuit,” Walker said, “but because of the SCC Social Science Departments’ efforts to offer international studies courses to the student body in a unique, team-taught setting, I fell in love with the material and decided that the Jackson School would be a great fit for me upon transferring.” <https://news.shoreline.edu/2015/03/24/1454/>

There is additional praise from Simon for Shoreline’s INTST program in this UW publication:

He also discovered a passion for international studies, thanks to an interdisciplinary course team-taught by three SCC faculty with expertise in economics, history, and politics—and high expectations for their students. “We read books that you would be reading in graduate-level courses at UW,” says Walker. “It was really something else to have that experience. It really pulled me into international studies.” <https://artsci.washington.edu/news/2015-06/second-chance-following-dream>

There are many more students who could be used as examples here, but we think this attests to the benefits of our unique program.

General Education Outcomes: Shoreline’s General Education Outcomes include Global Awareness, an outcome that is currently not attached to required courses. INTST and GEOG are among the few courses at SCC that fulfill a broad range of Global Awareness learning outcomes. With the demise of INTST and GEOG, it is unclear how the College leadership expects to adequately meet this College’s Gen Ed outcomes.

Contrary to the reasoning provided by the administration that “students may take courses that fulfill the distribution requirement instead of Geography,” there are no close substitutes either for GEOG, INTST, or Professor Dodd. Losing one of the few remaining INTST faculty will be end of the INTST program. The College has not hired anyone for years in the necessary disciplines who can provide the expertise and dedication that Professor Dodd brings to the program. The two remaining instructors are near retirement and will likely not be replaced in this current environment. This long-established pathway to International Studies at the Jackson School cannot be maintained by other existing faculty or by taking other Social Science classes in the surviving, for now, disciplines.

The Budget: Given the College’s current fiscal situation, it makes no budgetary sense to eliminate programs that are profitable like GEOG and INTST. According to the College’s own numbers, both of these programs generated net profits (revenue above costs, including direct and indirect costs) in the last 3 years. Profitable programs like GEOG and INTST are how the College pays the bills for other programs that generate insufficient revenues. In justifying the elimination of GEOG, the administration wrote that “Over the last 3 academic years, enrollment in Geography have maintained at approximately 24 FTE.” How is this a valid metric, when this department has student-faculty ratios higher than the college average, and is generating profits according to the college’s own data?

Comparative summary (GEOG)

GEOG	2016-17	2017-18	2018-19	Data Source
Student:Faculty, instructional only	20.1	20.8	17.4	Tableau Faculty Ratio - Average Student-to-Faculty Ratio
Student:Faculty	20.0	24.0	19.7	SBCTC for benchmarking
Revenue - Costs	\$35,039	\$28,641	\$17,650	Budget Review Process - Draft 5
Cost per FTE	\$6,356	\$6,972	\$7,387	Budget Review Process - Draft 5 or IADM

Comparative summary (INTST)

INTST	2016-17	2017-18	2018-19	Data Source
Student:Faculty, instructional only	22.8	15.5	35.5	Tableau Faculty Ratio - Average Student-to-Faculty Ratio
Student:Faculty	18.3	23.5	19.8	SBCTC for benchmarking
Revenue - Costs	\$14,034	(\$295)	\$25,321	Budget Review Process - Draft 5
Cost per FTE	\$5,958	\$8,349	\$8,330	Budget Review Process - Draft 5 or IADM

The elimination of the GEOG department makes no sense financially and no sense for curriculum. We have yet to hear any explanation, nor have we been consulted. Chip's contributions to this program are invaluable and not easily measured by a balance sheet. (However, we should note that by the college's own budget figures, Geography and International Studies produce net positive revenue after expenses.) Chip continues to engage and mentor our students long after they leave Shoreline and advance in their own professional careers. How would you measure that? The college demonstrates in their choices, as Oscar Wilde once said, that "they know the price of everything and the value of nothing."

Tim Payne & Terry Taylor

Professors of International Studies

Dear Shoreline Community College leadership:

It is come to my attention that Shoreline Community College is considering dismantling the geography program. As a means for your team to reconsider this decision, I would like to share with you my positive experience from Shoreline Community College's geography program and mentorship from Charles Dodd, both of which have led me to my success in academics and professional career.

Fourteen years ago, I began my pursuit of my environmental studies-based career at Shoreline Community College. During my time at the school, I excelled in my geography coursework taught from Charles Dodd and also became heavily involved as President of the Environmental Club, which was led by Dodd. Dodd was also the channel to my engagement and experience as student representative on the college's Sustainability Committee – allowing me the opportunity to advocate for students and continue practicing my leadership skills.

After achieving my AA at Shoreline, I pursued a BA in environmental studies at the University of Washington with a minor in anthropology and emphasis in geography. From there, I held a nearly decade-long career using these same geographic principles to apply social and environmental programs in the business world. During this time, Dodd continued to be a supportive mentor so that I could better apply geographic concepts to my bachelor's studies.

In my professional career, I was Manager of Community and Giving at PCC Community Markets – the nation's largest grocery cooperative. My community work engaged diverse audiences throughout the businesses trade region and relied heavily on geographic principles of place, with emphasis on people. My philanthropic work used geographic analysis principles to assess giving across regions as a means to advance grassroots organizations. During this time, I continued to stay involved with Shoreline, including being a guest speaker to one of Dodd's classes, sharing my applied geographic and environmental studies knowledge in the professional field of food systems.

I recently left my professional role to pursue an MA in environmental studies with a specialization in geography at Western Washington University while simultaneously pursuing the Post-Baccalaureate GIS Analysis Certificate. I plan to use my education in geography to implement improvements to conservation practices in our region as a GIS analyst. According to several human resource reports, GIS analysts and specialists are a couple of the few career choices where women meeting or exceeding a pay grade comparable to men. This provides women, such as me, the opportunity to build a self-sufficient livelihood.

Without my initial experience taking geography courses at Shoreline Community College, and my mentorship from Charles Dodd, I would have missed the opportunity to ground myself in the fundamentals of place. Place is geography. And geography is essential.

It is essential to ground students in the framework of geography as place-based principles continue to grow not only in the academic world, but also quite rapidly in professional settings. I can personally attest to hiring staff with well-rounded backgrounds which include geography.

As movements grow near and far to not just include, but demand, diversity, equity, and inclusion (DEI), geographic principles are a supporting framework to deliver on these demands. Indeed, it is geographic themes of place and how place shapes and influences people that intersects with DEI principles. Therefore, it would be imprudent to withdraw students the access to learn and engage on the ideas of place.

I trust you will consider my message as former student and continual advocate for the well-rounded curriculum of our local community colleges. I deeply value my time at Shoreline and my experience in geography coursework at SCC. I hope you will maintain the opportunity for others to begin their careers in geography.

With appreciation,

Lamai Cox

lamaisuwan@gmail.com

From: [Peace-Gladstone, Betty](#)
To: [Yonemitsu, Lori](#)
Cc: [Wright, Tim](#); [Roberts, Cheryl L](#); [King, Phillip](#); [Qaasim, Tasleem](#)
Subject: Comment for Today's Board Meeting
Date: Wednesday, October 28, 2020 9:42:03 AM

I would like to communicate my concerns to the Board of Trustees regarding the proposal to eliminate the Education program at our college. I am Betty Peace-Gladstone, one of two tenured faculty in this program, and have been teaching in this program since 2002.

I want it to be clear that I am not trying to protect my job, I am the least senior faculty in a program of only 2 faculty, and stated in public comments for the last Board meeting that if the college sees the need to reduce tenure lines, I do believe the Education program can be successfully taught by one tenured faculty, along with part-time faculty.

There are a number of features about the program that I believe are important to consider while making a decision regarding this program. I am not certain that these have been given due consideration.

There has been no attempt by the Executive Team to reach out to the faculty in this program for comments or feedback or suggestions. As a matter of fact, I only found out that the program was being proposed to be cut because of a phone call from a colleague asking me what my thoughts were on the matter. That was several hours after receiving a phone call from the VPAA offering a tenure buy-out. VPAA King did not communicate at that time that the program was being recommended to be cut, nor that both faculty were being recommended for a RIF. Both of these calls occurred shortly before the last meeting of our Board of Trustees. I was never contacted by my Dean regarding this recommendation, either, nor has any input been requested at any time.

The features of our program that I believe are important to convey include these:

1. The program generates 47 FTEs; surely if one tenured faculty remained with the program, the college would retain those very important FTEs and the program would be cost-effective.
2. Many of our students are working professionals who need the credentials provided by the program to remain in their current professional positions or to advance into a higher position. These include professionals who work at the Shoreline School District Early Childhood Learning Center.
3. Many of our students have work and life circumstances that prohibit them from taking classes face-to-face or hybrid; our program is unique in offering all of the stackable certificates and AAAS degrees fully online. Transitioning many of our students to programs offered by other colleges will not be possible.

4. The program cannot be taught by only part-time faculty. Student advising and approval of graduation applications, course substitutions and waivers, and the complex advising that students need to understand how to choose an appropriate credential for their career goals can only be provided by a full time, tenured faculty member.
5. A number of our students are post-baccalaureate students who are taking prerequisite classes to gain admissions to the UW Masters In Teaching program. While taking Education courses, they often take additional courses in other disciplines at Shoreline to meet Gen Ed prerequisites.
6. Some of our students take our courses for re-certification as public school teachers in the State of Washington. Online classes meet their needs well, considering their work schedules.
7. None of these students, who generate 47 FTEs, will stay at Shoreline. There is no reason for them to study with Shoreline if the program is eliminated. This means there will be fewer students taking the Gen Ed courses required for the Certificate of Proficiency, for the AAAS degrees, for the required course in Child Advocacy Studies, or for admissions to graduate programs in Education.

Thank you for your consideration of these points of fact. It is my belief that the recommendation to eliminate the Education Program did not give due consideration to the needs of students and the community.

Betty Peace-Gladstone
Education Faculty

[Betty Peace-Gladstone, M.S.](#)

Professor of Education and Early Childhood Education
Social Sciences Division

Shoreline Community College
www.shoreline.edu | 206.546.4101
Mobile: 206.123.4567
Pronouns: she, her, hers

Daniel DeMay
360-531-2810

October 27, 2020

Shoreline Community College, Board of Trustees
Shoreline, WA 98133
206-546-4552

Dear Members of the Board,

My name is Daniel DeMay, and I graduated from SCC in 2011. I am writing today to offer testimony as a private citizen as you consider the future of the college budget, including proposed cuts to existing programs.

I came to SCC as a non-traditional student. I was 27 years old, without a high school diploma and without any higher education. I had recently left the construction industry as the housing market tumbled in 2009, leaving me and many other highly skilled tradespeople out of work. I intended to study journalism, but had little idea of how I would achieve such lofty goals.

I stumbled into Shoreline's International Studies program after doing a story about it for the Ebbtide newspaper. The class sounded so fascinating (INTST 201, International Political Economy) that I immediately signed up to take it in my second quarter. Team taught by Chip Dodd, Tim Payne and Kenny Lawson (with appearances by Bob Francis, Terry Taylor and others), the class was immediately gripping. The course hooked me into much deeper study of politics and economics, and when next it was offered, I took the INTST 200 course, also team-taught. It was in the first of those courses where a professor suggested I apply to the honors program, something that would become a focal point of my time at SCC.

The professors in these courses also helped me find my way. They advised me on other courses at SCC, and shared extracurricular events and activities related to my interests and coursework. It was also in these courses where I learned how to be a student -- to be a top student, at that. Dodd, Taylor, Payne, Francis and Lawson provided an environment where it was easy to learn, but also showed us what level of work it would take to get through higher level courses in the future. This education set the basis for what would become a minor (nearly a double major) in political science, a heavy study of economics, and, most importantly, a successful career in journalism and government.

In journalism, I have written award-winning work that has triggered local, state and federal investigations, unraveled complicated stories of water rights, failing mental health systems, skyrocketing housing costs and the ongoing growth of homelessness in Western Washington, among many other things. After reaching the role of editor at the Seattle P-I, I left journalism to work in government and now am the communications manager for the King County Council.

I was not always on track for the level of success I have achieved and I owe a debt to the programs and people at SCC that helped me find and define my goals early on. Programs like International Studies are vital at the community college level not just for the course material, but because they prepare students for the higher-level coursework they will encounter should they transfer on to university.

I understand the budget woes facing Washington state at this time, and realize that cuts may yet be inevitable, but caution that cutting entire educational programs — and in so doing, the important people who teach them — hurts the students and degrades the ability of the college to complete its mission. I hope you will maintain this program and its professors so that future students may have the same invaluable experience I had.

Thank you for your time and consideration of my comments.

-Daniel DeMay

To the SCC Board of Trustees and College Administration

I recognize these are hard and unprecedented times and the college is facing severe budget shortfalls. I also recognize that cuts will be necessary for the college to meet its financial obligations. However, I need to voice my disagreement and bring to your attention some serious concerns I have with some of the proposed budget reductions that I fear may have not yet been considered.

While RIFs to any of the positions targeted will be painful for all individuals affected and will negatively impact the college in many ways, I wish to specifically raise your attention to the proposed elimination of the GEOGRAPHY program.

Firstly, GEOGRAPHY is an essential discipline for a college education and the foundation to understand the world at all levels, especially because geography education is so painfully lacking at the K-12 level in the U.S. Many students who take my geology courses are disturbingly unaware of other parts of the world's location, culture, political and natural systems. Geography is one of the foundations of college education in our globally interconnected world. While this is a catchphrase, it is very apt in this case: "Without Geography we are Nowhere".

The majority of the geography courses at SCC satisfy science distribution requirements for non-science majors and have a natural affinity and complementarity with the other Earth Sciences Courses. Many of them have been also developed and offered online. There is a limited number of science courses for non-majors and there has been historically a great demand (with long waiting lists) that cannot be entirely satisfied by the limited number of sections offered in the Earth and Environmental Sciences department and the few others available in other departments. The elimination of the GEOGRAPHY program would severely impact the ability for non-science major students to complete their transfer and graduation requirements as well as having a negative impact to the other Earth Sciences and the STEM division overall.

Geography courses are included in four pre-majors of the Associate of Science- Track 1 and one AA-DTA pre-major and serve an essential role to satisfy pre-major requirements for transfer at 4-year universities across the country. As we engage in the important work of the Guided Pathways, we cannot make things harder for students who wish to major and transfer in all these disciplines.

Among the GEOGRAPHY offerings, GEOGRAPHY 204, "Weather, Climate and Ecosystems" is the only course focused on climate and climate change at the college. With the urgency of the climate crisis as a true existential threat, it is incomprehensible to me that the college could consider eliminating this course along with the other geography offerings. Today's students have an even greater need for education on climate and its effect on all our planet's natural systems and they are greatly interested and committed to learn about it. We owe it to this generation to provide them with this education and to make sure they can influence future leaders to make better choices for the Environment.

It is also important to know that many students take multiple courses in the Earth and Environmental Sciences. While Geography is not (but should be) administratively part of this department, these two programs work in an interconnected way, share expertise, resources, (including lab space and materials) and most importantly students. This is due in great part to word of mouth recommendations and the extreme popularity and unique charisma of the geography faculty member who is truly unreplaceable.

Finally, the geography faculty member has served and taken leadership roles in all Sustainability initiatives at the college, all iterations of the Sustainability Committee and has invaluable institutional knowledge and commitment to Sustainability which is one of the goals of the College's Strategic Plan.

Keeping in mind our commitment and responsibility to meet the needs of our students and the long-term richness and breath of offerings of our institution, I urge you to reconsider the proposed elimination of the GEOGRAPHY position and program.

Respectfully,

Dr. Emanuela Agosta

Professor of Geology and Earth Science

October 28, 2020

To: The Board of Trustees of Shoreline Community College

On September 24, 2020 I received notification that my department, Geography was being considered for termination at Shoreline Community College hours after being informally offered a tenure buyout by the administration.

“Geography: Over the last 3 academic years, enrollment in Geography have (sic) maintained at approximately 24 FTE. However, students may take courses that fulfill the distribution requirement instead of Geography. And noting that the total FTE is one of the lowest of any unit with a FTF member, this area is overstaffed, and there is an overall revenue reduction. As a result, 1 Full-Time tenured faculty member may be necessary for reduction.”

With no prior notification or concern communicated from any level of management at SCC, the above recommendation came as something of a surprise. I would like to offer a couple of observations to place the assertions of the above RIF recommendation for Geography in context. Geography student/faculty ratios are higher than the College average. Geography enrollments have been essentially constant over the last 3 years, while those of the College as a whole have been declining. Geography revenues exceed costs, and have done so for at least the last 5 years. Moreover, the assertion that Geography curriculum is substitutable is dubious. Geography Lab Science courses fulfill core course requirements for admission to 4-year majors, e.g. Huxley School of the Environment WWU. In addition, Geography Lab Science courses fulfill Natural Science distribution requirements for the transfer degree, two of the few non-Science major lab science offerings at SCC. Geography addresses several themes related to sustainability in all Geography offerings. Geography offers the only dedicated Weather and Climate course at SCC. Geography courses have incorporated Living Lab Projects for the last 10 years. Geography plays an integral part in the International Studies offerings, serving students transferring directly to 4 Year International Studies Programs, e.g. UW Jackson School, Seattle University. Geography has been an important and successful part of the Honors College, including honored course offerings, as well as my personal involvement in mentoring student research projects.

Geography is a single person department at SCC. That person, me, Chip Dodd contributes to SCC in more ways than just teaching Geography courses. I also teach or team teach three International Studies courses, all of which are required courses for the UW Jackson School of International Studies major. Those International Studies courses bring revenue to the school. Since becoming tenured faculty in 2006 (and even prior) I have contributed to many institutional initiatives and student experiences not easily captured in enrollment numbers. I have served on numerous committees, most of which have focused around sustainability and the 3 Es (recently incorporated into Shoreline’s Strategic Plan). I have developed and led a study abroad to Africa, have over a 20 year period been an advisor to 4 different student clubs, and have developed and mentored special projects and internships that have resulted in successful employment for students with employers ranging from The City of Shoreline to Google.

Decisions such as this will only serve, I suspect, to accelerate the demise of Shoreline CC as an institution by removing sources of revenue from the financial equation disproportionate to the reduction in cost and equally important, by sending a message to Shoreline faculty and staff to do the bare minimum effort for the college. It is that extra effort that is necessary to achieve student success, foster community engagement and act on learning opportunities and initiatives as they appear. It is this extra effort or spirit to get involved that makes College communities successful. It is this extra effort or spirit that is not valued by the leadership at SCC.

On behalf of current and future students, I strongly recommend to the Board that Geography be maintained at SCC.

Charles "Chip" Dodd

Professor Geography

My name is Maria Tungol, Academic Advisor for Running Start.

I have been at Shoreline Community College for over 10 years. During this time, the Running Start student population has grown and has generated increasing revenue for the college. Over the last five years specifically, the program continued to considerably increase, while the overall college enrollment has declined. And this significant growth has often been highlighted in the college budget meetings. So, it was a great surprise to be notified of a reduction in the advising position directly involved in cultivating this growth.

As an Academic Advisor, I am involved in all aspects of a Running Start student's journey at Shoreline. I meet with prospective students, their parents/guardians, and/or high school counselors as they explore their dual enrollment options. I assist students in registering for classes, ensuring their high school graduation requirements are being met, to create educational plans, and to help them explore and meet their future academic, career and personal goals. Students must also attend an Information and Registration session, upon entering the program for the first time. I am available throughout each quarter to talk about campus resources available, assist with adding and dropping classes, and following up to Shoreline Early Alerts and Running Start progress reports.

In addition to providing advising services to new and current students, I work collaboratively with High School Counselors: addressing student academic concerns, questions about all things Shoreline related and how we can work together to support students.

The college has indicated this scope of work will now shift to our general Academic Advisors who already support a high student load, in addition to implementing Guided Pathways, which requires orientation for every new student, academic plans and mandatory advising. My colleagues do excellent work and provide student services with the utmost care and professionalism. However, I believe the added Running Start responsibilities is an unfair expectation due to their existing, substantial work load. And how does this plan best serve students? When there is an Advisor dedicated to a student population, it allows for a focus on their unique needs, concerns and goals, which in turn will only help with enrollment and student success. And what may not be necessarily captured in the numbers and data, is the hand holding, extensive time and support we provide to this group of students and their families.

The Running Start Program Coordinator is also a position identified to be laid off at the end of the year, gutting the entire program all together. Given the wide scope of work the Running Start requires, how do we assure our students, their families, and our high schools, the college is making decisions with their best interest in mind? The college has placed a high value on this revenue-generating program and has also emphasized the importance of advising. However, the cuts made to Advising and to Running Start program shows otherwise. I urge you to think about the negative impacts these budget cuts will make to Shoreline students, faculty and staff.

From: [james schulz](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment BOT meeting OCT 28, 2020
Date: Wednesday, October 28, 2020 12:42:32 PM

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Hello,

I'd like to share some thoughts with you about the possibility that my position as a Classroom and Instructional Tech 2 position here at Shoreline Community College might be eliminated by the administration. This news hit me hard, especially after spending the previous 5 months working very hard to allow Biotechnology students back into the lab spaces, all the while doing so according to the latest safety protocols outlined by the State of Washington. This fall quarter I am in charge of four classes instead of two. Two cancelled classes from COVID were pushed from summer to fall. Almost all students who enter the Biotech program for their one year certificate get jobs in industry, well paying jobs. I'd say this program is a success.

For nine years prior to working at Shoreline, I worked full-time as a Chemistry Tech 2 at Seattle Central Community College. I took many of the same Biotech classes at Seattle Central and earned the Biotechnology certificate from that school. Seven years ago I moved to Shoreline CC to join the Biotech instruction. The Shoreline program has far better instrumentation and curriculum than what was offered at Seattle Central. I was impressed by the amount of equipment available. There was much to learn, but I also had much to offer. Many things I learned from my past environmental testing experience, and later working with students at Seattle Central, I brought to Shoreline. I, myself, took classes at the community college at the same time my wife and I started a family; we have two kids; I know how challenging it can be for a full-time worker to also take classes. Many times have I encouraged a student to stick with it; it is a big deal. To Shoreline I brought documentation methods, assurance that the materials students used in lab were high quality and or were themselves documented well for the purpose of later troubleshooting. I brought my mechanical knowledge as well; I dismantled the boiler of the autoclave, cleaned it out, and put it back together. This is but one example of how I saved this college money; there was no need to have a \$300/hr maintenance visit. This last summer, upon learning that an adjunct faculty member would only teach at Shoreline if we could provide an operating Flow cytometer, I spent about six hours per day getting our aged, and I thought never-to-be-used-again instrument operational. This was a monumental task which was not guaranteed to be successful; I methodically cleaned the instrument and spent lots of time and effort getting technical support, no small feat during COVID times, reaching humans on the phone. I had documented this instrument during prior years, and much of this background allowed me to achieve the successful delivery of the in-spec instrument in a short time. My work gave the instructor confidence that she could conduct a successful, meaningful experience for the students.

My workload in the days of COVID 19 are more demanding than ever. With the social distancing required in the lab, there is far more prep required of the tech. Each student now gets their own set of equipment,

chemicals, reagents, mostly set up by the techs. We need to disinfect the areas ahead of time, make sure the labs can be performed in a safe manner, and there is an added PPE requirement that students get a new, laundered gown. I need to coordinate this. COVID rules do not allow us to have work study helpers; this means the tech must get glassware cleaning and other rudimentary task done themselves.

I want to point out that we help get instruction done in the new COVID times like never before. In Biotech labs, students now only get to come in once per week, per class. Furthermore, instruction cannot be done in as close a proximity to the students as before. I realized that in order to show new students how to each use a pH meter and to make their first chemical solution, videos were a good way to convey this to a group. I filmed myself using the balances, calibrating pH meters, and completing a difficult EDTA solution. Since each student works individually, they cannot bounce ideas off a partner. These videos clearly showed what to do.

I came up with the plan to hang plastic partitions in the lab spaces in order to safely get up to 11 students in a lab period. This idea was also used in the Dentistry area. I need to make sure the many refrigerators and freezers are functional as well as keeping our chemicals and reagents stocked. The tech here documents special safety concerns and offers special training to the students and incoming faculty. The biotech program needs a tech. I can't imagine cutting this position and assuming the faculty will take over the duties; they have their hands full getting instruction done. The needs of this position are unique and valuable.

Thank you,

Jim Schulz

Classroom and Instruction Support Technician 2
Shoreline Community College

Does this board realize their hypocrisy in their highly visible BLM signs and statements of disbelief of the killing of George Floyd while they then go ahead and support the narrative of the college president, hoping that her own blackness protects them from promoting budgets and policies that hurt those most vulnerable in our community, including members of the BIPOC community?

Does this board realize the immense responsibility they have, as trustees of this College, to set the college's strategic direction, approve budgets, and represent the public interest and functions to ensure the basic fiscal integrity of the college or does every member of this board simply think that this is “just short of a volunteer job” and that people really shouldn’t hold them to much of a standard as such?

Does this entire board feel that the faculty union president is being simply “divisive” when he provides his perspective on the relationship between the College and the faculty and staff, or is that just the Chair’s feeling?

Does this board question the president’s intent when she states that many college boards operate with fewer trustees than Shoreline and that board vacancy are not of great import?

Does this board realize that the budget crisis we are currently in could have been averted, or at least better mitigated, and is not solely a result of COVID, the impending flu season, and the Boeing layoffs?

Does this board think that they work for this president, or do they think they are work on behalf of the entire College, including the faculty and staff?

Does this board ever reach out to the unions and ask about their objectives and perspectives, or do you rely solely on the narrative provided from the president, the one with all the power and privilege?

Does this board realize that they are enabling a president that uses her power and privilege to literally mute us and push us aside?

Does this board want to ask, right now, how many people are on this Zoom call, watching your performance with dismay and disbelief?

Dear Board of Trustees & President Roberts,

I would like to follow-up on my letter submitted for public comments at the last Board of Trustees meeting re: the recent proposed strategies to mitigate the revenue losses at the College.

I am very disturbed at the need to eliminate any of our faculty or staff positions, and I need to re-iterate that any proposal to eliminate entire programs is extremely short-sighted. These programs are windows, revealing in part how Shoreline has gained its strong reputation, both through the academic rigor associated with its strong faculty and its diversity of offerings. Eliminating them may or may not provide some level of economic relief in the short-term, but in the long-term will only degrade the college's ability to fulfill its strategic goals in serving our students and the community, and ultimately lead to further declines in enrollment.

As my area of instruction lies in the biological and physical sciences, I would like to address in particular the proposed elimination of the Geography program along with its one full-time faculty member. Over the years I have shared many students with professor Chip Dodd – in particular those majoring in environmental science, but also the biological sciences. The two courses offered in physical geography are indispensable for students who need to integrate the principles of climate, geophysical cycles, ecosystem function and other key processes into a complete understanding of environmental and biological sciences. I have gotten rave-reviews from students who have taken professor Dodd's classes regarding the innovative labs, and instructional techniques he has developed. Professor Dodd is also well-known for mentoring students who have pursued degrees in geography and related disciplines at other colleges and have been inspired by his enthusiasm and tireless dedication to teaching and serving the community. The courses offered in geography can NOT be replaced by geology or environmental sciences or any course in biology. What's more, in this time of climate change and its inescapable harsh consequences, we should be expanding, not eliminating our offerings, to help students grasp the underlying scientific and social issues; to understand and learn how governments can deal and prepare for these changes, and the important role that they themselves play in seeking solutions.

I am also extremely concerned about the concomitant loss of one of our most esteemed faculty members who has been instrumental in shaping the college's policies and guidelines to adopt and promote sustainable practices. Sustainability incorporates overlapping and inseparable components of social equity, economic viability and ecological integrity. These are key areas of focus in our courses in social and physical geography, and not replaceable by courses in other disciplines. Integration of the core principles and practices of sustainability and social equity is a key focus of the college's Strategic Plan. In fact, eliminating this program will undoubtedly raise a red-flag to anyone tasked with the process of evaluation and accreditation of this institution. Professor Dodd has served on numerous committees over the last 20 years that have focused on sustainability and related areas. He has been instrumental in getting students involved in habitat restoration, partnering with the City of Shoreline and most recently the daunting task of completing our Tree Campus project, incorporating over 200 different trees and shrubs which are part of the amazing botanical collection that comprises our school's landscape – a collection that inspires students to come to this college. The project incorporates the three components of sustainability by linking QR codes to a database in the Library website, a Lib Guide, that will undeniably raise the awareness and image of Shoreline as a leader in sustainability and the innovative use of the campus as a Living Laboratory. I personally know several faculty from other schools, including those in Edmonds Community College's well-known Horticulture program who

conduct field trips on our campus. This will only increase once this project is completed. The college needs to maintain and enhance its reputation as one of the most beautiful and educational campuses in the state's system – it will only increase our enrollment!

My understanding is that enrollment is not an issue and justification in eliminating the geography program. In fact I am hard-put to even understand the financial justification. By all metrics I am aware of, Geography represents a net GAIN in revenue. Part of the justification for eliminating this program states "Over the last 3 academic years, enrollment in Geography have maintained at approximately 24 FTE." Looking at the data from the past 3 years, the resulting FTE/faculty ratio I believe is equal to or higher than the college average. This appears to contradict the claim that the program is "overstaffed". The same data show that the Geography program is actually profitable, and contributes to college revenue! Eliminating the program not only represents an apparent loss in revenue, it is a significant loss to our current and future students. The argument states that students can fulfill distribution requirements from other disciplines. This seems to imply that students can learn related content taught in this program from courses taught in other disciplines. I strongly disagree. Without this program, there is absolutely no way a student can come close to achieving the competencies associated with geography and related social and physical sciences. They may need to look to other colleges to meet this need, impacting enrollment.

The tragedy is that although the current pandemic has undoubtedly had a significant impact on college revenue, this impact would not be nearly as severe if the college had managed its finances in a fiscally-responsible manner over the past 5 years or more— something that we are all painfully aware has not been the case. Our faculty, staff and the college's academic reputation should not be disproportionately impacted, and tarnished by mistakes made at the administrative level.

As I noted in my past letter, addressing budget shortfalls through elimination of entire programs puts the college on an ever-steepening downward spiral. Reducing the diversity of offerings only diminishes the college's overall integrity as an institution - one that, in the face of adversity, has still managed to enjoy recognition as one of the top community colleges in the nation.

Respectfully,

Matthew Loper
Professor of Biology and Environmental Science
Shoreline Community College

From: [Jane Publik](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment
Date: Wednesday, October 28, 2020 2:46:50 PM

Hello Lori,

Please accept an additional anonymous comment from a different SCC employee for tonight's BOT meeting. Please also confirm receipt of this comment at your earliest convenience:

Dear Board of Trustees,

I do not doubt that you and our Executive Team members care about Shoreline CC, our students, staff and our community. I think you all mean well, and I do not question your love for Shoreline CC, but what I and my fellow colleagues have been questioning is your competence.

I believe you and our Executive team truly all have good intentions for our college, for our community, but your good intentions are not reflected in your actions and in the state of our college today.

If you had been competent:

- we would not be cutting staff and programs that are vital for our diverse community
- we would not be here today pleading with you to save our jobs, save our programs, save our college.

Past actions or inaction matters. The current state of our college cannot be blamed solely (or conveniently) on the current pandemic. This was your work or lack of it in the making for years. You have brought us to where we are today, facing staff and program cuts, you need to be accountable. Your incompetence is causing good honest working people and students their livelihood.

Comments from staff, students, and the community do not seem to resonate with you. Who do we need to contact to let them know of your incompetence? We will be looking into that and spreading the word as "Enough is enough!"

Dear Board of Trustees and Executive Team,

My name is Rebekah Thorne and I am the current Customer Service Specialist and Office Manager of the Counseling Center. In lieu of the recent RIFF selections chosen by the E Team, I am writing this letter to you struggling to navigate the deep sense of loss and anger I feel and endeavoring to convey my heart. Before obtaining the honor of working at Shoreline as a full time professional, I was a student. More specifically, I was a CEO student. In the Summer of 2011 I stumbled into Shoreline's arms with suffocating reservation; I was a high school dropout. My sense of worth was something I could barely measure and it was difficult to give myself permission to dream. Frankly, at the risk of appearing overtly dramatic, Shoreline Community College saved my life. I do not stand before you as the shy 17-year-old teenager who battled to rise from her abusive home and try to leave her mark in the world. I stand as the confident, empowered, and extremely successful 26-year-old woman I am today. My accomplishments and fortitude are absolutely due to the community I found here, to the mentors who saw in me what I can finally see for myself. Most recent of those mentors is my former supervisor and colleague Sheryl Copeland, the woman E Team has proposed to RIFF today. Listen to my voice. Hear my words. I would not be *half* as competent in my unique role of triaging intense crisis situations - students who walk into Counseling and report an attempt to commit suicide the night prior, for example - had Sheryl not coached and passed down the specialized skills necessary to navigate these situations for the past 4 years. I am the first point of contact for so many. I meet students where they are their most broken. To continue to have an impact that is significant with each student that steps through our doors - such as funneling a suicidal student to our dedicated team and preventing them from irreversible harm - Sheryl taught me that it was absolutely imperative to create a space within myself where I operated from calm, compassion, confidence, and bravery. Every decision I make, every student I encounter, must be held from within this space and treated with the upmost care and thoughtfulness. For Counselors, this is multiplied exponentially, as they execute the real work to keep students safe. Therefore, it is no small measure for me to witness my team do what they do best: care for students, create safety for students, lift students up where they need it the most. I cry as I write this. I cannot know if the true severity of this decision that E Team has made will surface from my appeal, but, know this. Mental Health Counseling is a key component to student success. Within the midst of a climate fracturing from civil and political unrest and grieving the loss of those taken from a Pandemic we have yet to breach, I am not alone in believing that rifting a staff member who has strengthened and enhanced our presence in the community through her irrefutable expertise, wisdom, and passion is an egregious and dangerous mistake. Our entire community at Shoreline Community College needs our center as a *completely staffed unit* now more than ever. Please. Do not vote this RIFF forward. I could never do the work I am tasked with now, had Sheryl Copeland not taken me under her wing and guided me from within her vast, incredible knowledge as a Mental Health Professional and her unwavering integrity as a human being.

Rebekah

From: [Esquibel, Elena](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment
Date: Wednesday, October 28, 2020 3:24:15 PM

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Hi Lori,

Here is my public comment for the BOT meeting 10/28/20.

Thanks,
Elena

Public Comment:

To the Board of Trustees,

My name is Elena Esquibel and I have worked as a full-time faculty member in the Department of Communication Studies since 2015. I would like to draw your attention to some of the unintended consequences of eliminating the Education Program. Shoreline's Strategic Plan Goal 3, specifically states that "We ensure that a climate of intentional inclusion permeates our decisions and practices which demonstrate principles of ecological integrity, social equity, and economic viability." Our College's emphasis on inclusion, decisions, practices, and social equity does not align with cutting the Education Program and therefore, losing two outstanding women of color faculty members. We know that not only do students from underrepresented groups benefit from having faculty who look like them, but studies have shown that all students prefer a racially diverse faculty. As an underrepresented faculty member on our campus, I can personally attest to the invaluable mentorship I've received from both full-time women of color faculty members in the Education Program. I ask that the Board of Trustees and administration reconsider our college's strategic goals of equity and inclusion.

Sincerely,

Dr. Elena Esquibel

From: [Hoffman-Robinson, Gwynith](#)
To: [Yonemitsu, Lori](#)
Subject: BOT Public Statement
Date: Wednesday, October 28, 2020 3:37:22 PM

Dear Board of Trustees and Executive Team,

My name is Gwyn Hoffman-Robinson, and I am a faculty counselor at Shoreline’s Counseling Center. With this statement, I would like to provide context for the college’s current plan to reduce counseling faculty from 2.5 to 1 and share concerns about the serious repercussions of this decision. Our Counseling Center is already understaffed and well under the recommended ratio of one F.T.E. professional staff member to every 1,000 to 1,500 students. In addition to personal/mental health counseling, career counseling, consultation, outreach, training, and teaching, counseling faculty play a central role in responding to concerns about students and crisis intervention. Counselors support the college’s CARE Team and respond to over 50% of CARE reports. Counselors are tasked with responding to students in crisis, which often involves imminent risk of suicide. Immediate consultation in real-time is a vital component of forming an appropriate response. Counselors work as a team in crisis situations, as they are often quite literally life or death. While I cannot share details about the many students my co-counselors and I have served during what is often the worst and most painful time in their lives, I can assure you that having counselors on campus saves lives. Nearly 15% of students seeking services at Shoreline Community College Counseling Center currently report positive for suicidal thoughts. It is well established that the ability to consult and coordinate care in real-time with another trained and licensed mental health professional is key in reducing suicide risk as well as legal liability. Having an experienced, well-trained, caring, and dedicated colleague has been essential to my ability to intervene and provide care for students who are suffering. When a student’s life is at stake, making decisions in isolation is unacceptable. The current RIF plan will leave me with no opportunity to consult or coordinate care in high-risk situations, reducing my ability to respond in line with best professional practices and increasing legal liability for the college. Additionally, the current RIF plan will leave the college with significant gaps in coverage during the academic year, with no faculty counselors on contract over summer quarter to sit on or support CARE Team or provide crisis intervention, increasing student suicide risk and legal liability for the college. This decision is coming at a time when serious mental health concerns and suicide risk are on the rise. The Centers for Disease Control and Prevention recently reported that 11% of U.S. adults seriously considered suicide over the summer, a number that rose to 25% for people ages 18-24. I urge the Board to consider what these statistics mean for our students, and the very real consequences the current decision will have on the lives of our students and the legal liability for the college. Please protect our students and the college by reconsidering the current plan.

Thank you,
 Gwyn Hoffman-Robinson, Ph.D.

<p>Gwynith Hoffman-Robinson, Ph.D., Licensed Psychologist <i>Counselor</i> Counseling Center - FOSS 5245 www.shoreline.edu/counseling-center/</p> <p>Shoreline Community College 16101 Greenwood Ave N Shoreline, WA 98133-5696 P: 206.533.6613 Appointments: 206.546.4594 gehoffman@shoreline.edu</p>	<p>Counselor Schedule</p> <p>Fall, Winter, and Spring Quarters (out of office during quarter breaks) Monday – Friday 8:30am – 4:30 pm</p> <p>Summer Quarter Out of the office, please call Counseling Center front desk at 206.546.4594 for assistance</p>	
<p>Email is not to be used for urgent or emergency messages.</p> <p>For 24/7 emergency counseling, referral, or assistance please call:</p> <p>King County: Crisis Clinic(Crisis Line) 866.427.4747</p>	<p>Email is not a confidential form of communication.</p> <p>The Counseling Center cannot guarantee confidentiality when email is</p>	<p>Email Exchange</p> <p>In order to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), I will only email from gehoffman@shoreline.edu and will only respond to students via their go.shoreline.edu accounts.</p> <p>For information on FERPA, please visit: http://ed.gov/policy/gen/guid/fpco/ferpa/students.html.</p>

Snohomish County: Volunteers of America Care Crisis Response Services (Crisis Line) | **800.584.3578**

Live Chat: Go to [\[carecrisischat.org\]](https://carecrisischat.org)carecrisischat.org

Crisis Text Line: Text **741741**
911 (for immediate safety or health-related emergency)

If there is a sense of urgency during normal business hours, please call the **Counseling Center front desk at 206.546.4594.**

used.

In order to discuss concerns of a personal nature, please contact the **Counseling Center front desk at 206.546.4594** to schedule an appointment or leave a message for your counselor.

This email message, including any attachments, is intended solely for the use of the intended recipient and may contain *confidential and privileged* material. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this information is prohibited. **If you believe you have received this email in error, please immediately notify the sender by reply email and destroy all copies of the original message.** If you are the intended recipient but do not wish to receive communication through this medium, please so advise the sender.

Shoreline Community College Administration: Cheryl Roberts, President; Marisa Herrera, VP of Student Equity and Success; Philip King, Executive VP of Student Learning & Success; Dawn Beck, VP of Business & Administrative Services; Veronica Zura, Executive,

227 people have signed a petition on Action Network telling you to Stop Cuts to Shoreline Community College.

Here is the petition they signed:

We the undersigned are students, parents, faculty, staff, and community members who are greatly concerned about the future of Shoreline Community College (Shoreline CC). The Shoreline CC Administration has recently announced several lay-offs and program closures because of reported budget shortfalls. These cuts are an unacceptable disinvestment in our future workforce, our community, and our families.

This is an unconscionable time for the school's administration to attempt to shrink Shoreline CC when we are fighting a pandemic, high unemployment, and threats to our healthcare system and insurance.

Students are already struggling to overcome significant obstacles to their educational goals with the necessity of online learning in the time of COVID, and they are looking for more support from Shoreline CC, not less.

Reductions in Enrollment Services will make it more challenging for students who depend on our frontline employees and will ensure lower enrollment in the future.

The intended cuts will reduce the number of our already grossly underrepresented faculty and staff of color, including programs, departments, and services that historically provide instruction and support for our Students of Color and our marginalized students.

Current programs targeted for elimination and layoffs/reductions in the programs include:

- Business Technology-- professional-technical program
- Education--Transfer and professional-technical programs
- Geography--transfer program

Other programs that would see Layoffs/Reductions include:

- Advising for our Running Start students
- Counseling
- Humanities
- Biotech
- Technology Support Services

Other programs that have been identified for potential layoffs/reductions:

- English
- Mathematics
- Art
- Music Technology
- English as a Second Language (ESL).

We call on the Shoreline CC Administration to stop the cuts, protect our programs, and work

with our local unions, students, and the community constituents to strengthen Shoreline CC's commitment to affordable, accessible higher education for Shoreline students today and in the future.

You can view each petition signer and the comments they left you below.

Thank you,

Washington Federation of State Employees (WFSE)

1. Bonnie Madison (*ZIP code: 98026*)

A mind it trouble thing to waste.

'Good Trouble'

2. Debora Sztain (*ZIP code: 98155*)

3. Danielle Mapes (*ZIP code: 98125*)

4. Ashley Gritman (*ZIP code: 98117*)

5. Andrew Omdahl (*ZIP code: 98501*)

To even consider these cuts is an affront to our children and our communities who depend on higher educational stepping stones.

6. An anonymous signer (*ZIP code: 98026*)

7. Aaron Leavitt (*ZIP code: 98092*)

8. Aleksey Koval (*ZIP code: 98036*)

9. Alicia Zweifach (*ZIP code: 98026*)

10. Alana Llacuna (*ZIP code: 98506*)

11. Amanda Jarman (*ZIP code: 98092*)

12. Michael Bryant (*ZIP code: 73501*)

13. Amelia Hu (*ZIP code: 98059*)

14. ANGELINA KING (ZIP code: 98038)

15. Amy Sedor (ZIP code: 62025)

16. Anne Richards (ZIP code: 98043-3087)

I am especially concerned about cuts to technical support and counseling at this time because it will make it more difficult for the school to be equitable to students with disabilities, loss of income, and long term stress responses.

17. August Detering (ZIP code: 98117)

18. Anna Sterner (ZIP code: 98177)

19. Parvaneh Ahmadi (ZIP code: 98087)

Stop cuts to shoreline Community College

20. Barbara Moreland (ZIP code: 98026)

Cheryl Roberts needs to be fired for general incompetence and financial mismanagement over the past several years.

21. Brien Dickey (ZIP code: 98133)

22. Madeleine Bloch (ZIP code: 98103)

23. Btandi Okano (ZIP code: 98026)

24. Richard Burton (ZIP code: 11106)

25. Caitlin Alcorn (ZIP code: 98118)

26. Calob Peoples (ZIP code: 98208)

27. Catherine Cornwall (ZIP code: 98103)

28. Catherine Treadgold (ZIP code: 98103)

I was an adjunct professor at Shoreline in for 5 years. The music department then was the envy of community colleges everywhere. Please don't let it deteriorate any further. There's never been a time when the threat to the arts has been more dire.

29. An anonymous signer (ZIP code: 98012)

30. Carolyn Brotherton (ZIP code: 98122)

31. Claire Fant (ZIP code: 98133)

32. Kaelyn Barnes (ZIP code: 98201)

33. Karli Barnes (ZIP code: 60468)

34. Chris Tack (ZIP code: 98203)

Now is the time to double down and prepare for careers of the future!

35. chaunte kashiwa (ZIP code: 98026)

36. Claire Putney (ZIP code: 98108)

37. Claudia levi (ZIP code: 98136)

38. Courtney Llacuna (ZIP code: 98011)

39. Christine Shafner (ZIP code: 98040)

40. Damian Grava (ZIP code: 98126)

41. Danaline Bryant (ZIP code: 98133)

42. Kirsten Zeller (ZIP code: 98043)

43. Diana Knauf (ZIP code: 98133)

44. Diane Pfeilsticker (ZIP code: 60449)

45. Dinnen Cleary (ZIP code: 98115)

SCC is an important educational and community resource that must be nurtured, especially in difficult times such as these. It is critical that decisions to make short term cuts to vital programs do not cause long term damage to these programs and to the college as a whole.

46. Donald Christensen (ZIP code: 98034)

47. Madison Smith (ZIP code: 98177)

48. Dennis Peters (ZIP code: 92129)

49. DuValle Daniel (ZIP code: 98133)

50. Sarah Dunkinson (ZIP code: 98026)

51. Amy Easton (ZIP code: 98125)

Consider that proposals were made in a way that did not solicit real input from staff. Under-utilization of staff leaves real solutions on the table.

Cuts that involve remaining staff only after the fact leave inefficient redistribution of duties and many missed opportunities for a true reckoning of the costs of cuts.

52. Elizabeth Emory (*ZIP code: 72758*)

53. Elizabeth Hanson (*ZIP code: 98248*)

I live for the day when the tax structure is progressive instead of regressive and we quit with the corporate tax exemptions... and when there isn't such a huge difference between the pay of staff, faculty and admin. Things would run more smoothly, and I think if the hierarchy were flattened, the happier we all would be. Let's fight for every job. Let's fight for the dignity of work.

54. Elijah Haynes (*ZIP code: 98105*)

My mom is an employee at Shoreline Community and I'd like to say I am very disappointed with how the Administration at her school has mismanaged the schools money. Due to mismanagement of funds they have been experiencing a HUGE layoff and many are forced into retirement and its being covered up by the COVID-19 pandemic. Huge programs are being cut preventing them from being able to service their students. Being a recent graduate I can appreciate completing my program as planned without getting behind because of someone else's failures. Please do something!!

55. Kirstie Llanillo (*ZIP code: 98201*)

56. Eli Chiaviello (*ZIP code: 98108*)

57. Elizabeth Longo (*ZIP code: 98092*)

It is essential to seek other ways to save money, not at the expense of people's livelihoods. ECE provides a pathway to the middle class for so many and should be supported, not eliminated! A 15% budget reduction can be implemented without cutting programs if all stakeholders are allowed to participate in the process. No sweeping cuts should be enacted at this terribly difficult time.

58. Emanuela Agosta (*ZIP code: 98125*)

59. Em Rodriguez (*ZIP code: 98112*)

60. Charles Enlow (*ZIP code: 98026*)

Now is not the time to be cutting educational resources and people's jobs! This college administration has NOT been held accountable for their financial missteps and mismanagement made prior to the COVID-19 pandemic. While the pandemic has made the financial situation worse, the fact remains that administrative malfeasance and incompetence is at the root of the current budget crisis. Their solution to supposed budget shortfalls is to cut staff, faculty and programs all during a time when many lack essential healthcare insurance and unemployment benefits. Make these public employees accountable for their missteps and incompetence!

61. erica (*ZIP code: 98020*)

62. Fabian Fuentes (*ZIP code: 98155*)

63. Joyce Fagel (*ZIP code: 98133*)

64. Leanne Farley (*ZIP code: 60443*)

65. Fiel Cheever (*ZIP code: 98133*)

66. Federico Marchetti (*ZIP code: 98034*)
Longtime adjunct faculty at SCC, for 5 years +

67. Gary GEORGER (*ZIP code: 98117-2202*)

68. Gail Dalton (*ZIP code: 98258*)

69. Jessie Galan (*ZIP code: 98117*)

70. Gwyn Hoffman-Robinson (*ZIP code: 98011*)

71. Gregg Farley (*ZIP code: 60443-2725*)

72. Glen Martin (*ZIP code: 98092*)

73. Valerie Goudarzi (*ZIP code: 98177*)

74. Tasleem Qaasim (*ZIP code: 98056*)

75. Hannah Berry-Chee (*ZIP code: 98092*)

76. Heather McAfee (*ZIP code: 98663*)

It is unfortunate to see this department under threat. Sadly, it also demonstrates the ways administration is ignorant to real career trends around the globe. Geographers are hired everywhere and across industry. Shoreline should look to empowering the department under program viability models instead of shooting themselves in the foot.

77. Henry Galmish (*ZIP code: 80452*)

This program is essential for the community. Please do Not eliminate it.

78. Ian Messerle (*ZIP code: 98105*)

This is a terrible outcome for students. Surely there are other ways to solve financial problems that will have less impact on students.

79. IAN WALKER (*ZIP code: 98028*)

80. Jeannette Green (ZIP code: 98036)

81. Jacqueline Farley (ZIP code: 60443)

82. Isaac Tchao (ZIP code: 98177)

83. Jackson Gutting (ZIP code: 98036)

84. Jacqui Cain (ZIP code: 98466)

85. Jade Lucas (ZIP code: 96367)

86. Jaeney Hoene (ZIP code: 98126)

87. Juliet Lovejoy (ZIP code: 98133)

88. Jack Bryant (ZIP code: 98133)

89. Jedidiah Zutz (ZIP code: 98012)

90. Jim Elenteny (ZIP code: 28779)

91. Jennifer Carnahan (ZIP code: 98043)

As a former employee, I know the challenges of being understaffed at SCC and the impact that has on the departments and students when staff are already required to wear several hats. Further cuts to staff will be devastating to the remaining staff, their ability to serve students efficiently and effectively.

92. Jennifer Gill (ZIP code: 98026)

Pres. Roberts is the worst thing to ever happen to this once-respectable school. The financial trouble SCC finds itself in is due to her short-sighted hiring practices in place long before COVID-19 hit. And yet, after the latest cuts were made, she created another expensive executive position at a cost of \$150K/year.

93. Jennifer Knauer (ZIP code: 98107)

Running Start is a vitally important program to fund and support, as it serves a diverse array of college bound students who are not best served by the public high school system. Please do not defund Running Start Programs.

94. Jessica Levey (ZIP code: 98103)

95. Jessica Gonzalez Nissen (ZIP code: 98337)

96. Jessica Gibson (ZIP code: 98103)

97. Jessica Cain Cain (*ZIP code: 98012*)

98. Jim Howe (*ZIP code: 98072*)

Even cuts in hours for Adjunct Faculty and part-time time staff results in denying Healthcare in the middle of a pandemic. You're better than this.

99. Janel Middleton (*ZIP code: 98498*)

I am an employee at Shoreline Community and I'd like to say I am very disappointed with how our Administration has managed the schools money. Due to mismanagement of funds we have been experiencing a HUGE layoff and many forced into retired and its being covered up by the COVID-19 pandemic. Huge programs are being cut preventing us from being able to service our students. They are scrambling to find some where else to go because we are not teaching the courses they signed up for with us. Please intervene and make our Administration and our school board who has become passive about our President's irresponsibility. Thank you for looking into this.

100. Joseph Andolina (*ZIP code: 98082*)

101. Jennifer Rohan (*ZIP code: 98148*)

I understand that colleges are facing tough budgets this year. However laying off faculty and staff will cut Shoreline off at the knees - not only will you lose a strong workforce, but students will be denied access to programs and faculty vital to their academic success. These types of cuts may seem necessary in the short-term, but their impacts will be devastating for Shoreline in the years to come. It would be exceedingly difficult to rebuild both the reputation and quality of Shoreline as an educational institution after cuts such as these. Please look for other solutions... it is not easy, but it is possible.

102. John Tankersley (*ZIP code: 98133*)

103. Julian Barr (*ZIP code: 98133*)

104. Justine Winnie (*ZIP code: 98501*)

105. Kaite Mark (*ZIP code: 98118*)

106. Karen Bretz (*ZIP code: 98177*)

107. Kat Rodriguez (*ZIP code: 98093*)

108. Katie Robak (*ZIP code: 48327*)

109. Kent Hill (*ZIP code: 98133*)

110. KATHLEEN BROWN (*ZIP code: 98038*)

111. Kathie Hunt (*ZIP code: 98133*)

112. Kim Sharp (ZIP code: 98133)

113. Kirsten Nelson (ZIP code: 98203)

114. Kelly Blackard (ZIP code: 98037)

115. Kachouaz Lyfoung (ZIP code: 98203)

116. Kristen Ellington (ZIP code: 98036)

117. Sera Han (ZIP code: 98155)

118. Krystal Koop (ZIP code: 98155)

119. Kurt Archuleta (ZIP code: 98012)

As a former teacher of 38 years, I find it unconscionable that this threat to education, the Shoreline CC staff, community, and STUDENTS is being perpetrated. STOP. FUND EDUCATION. The music department, for example, produces top quality musicals and opera workshop performances. The students are enriched by these, and the community values, appreciates, and looks forward to these local, first class productions. RECONSIDER.

120. Lacey Ostbye (ZIP code: 98375)

121. Lance Farley (ZIP code: 60443)

122. Laurie Rinn (ZIP code: 98103)

123. Katherine Lawson (ZIP code: 98058)

124. Elizabeth Brown (ZIP code: 98155)

Hold President Roberts accountable for her overspending. Faculty and staff shouldn't pay the price for her irresponsibility.

125. E. Chi (ZIP code: 98043)

126. L.J. Bothell (ZIP code: 98133)

Despite budget update meetings over the past couple of months, a few things have become very clear. 1) The budget is not being revealed in enough detail to accurately show items that can be trimmed and revised besides the faculty being cut; 2) the College is not working closely or accurately with the Union regarding the planned cuts to all relevant faculty (especially part-timers); 3) The College has recruited/retained an expensive top-heavy self-evaluated executive administration with high (non-reduced) salaries, while seeking to reduce student success and support through eliminating necessary courses, student support, and faculty; 4) Entire departments with coursework needed by other course/department prerequisites, and which also bring in substantial revenue, are being eliminated with no solid reasoning or bargaining by Spring 2021; 5) Students are being told they will

just have to do some work at other colleges then come back, which is not an appropriate step for success and inclusion and which will cost Shoreline reputation and needed revenue; 6) College responses to repeated faculty concerns and requests for information are vague or altogether ignored. Too much is being demanded through these budget cuts without appropriate budget data / detail, and faculty are being cut off like employees of a corporate shake-up. This is a public institution for our students, and our students are being considered and treated not like the valuable academic customers they are, but like consumers to be pushed aside for the corporate fiscal benefit of the College Administration's unexplained goals.

127. Roberta Lord (*ZIP code: 98107*)

128. Lauren Greathouse (*ZIP code: 98155*)

129. Matthew Allison (*ZIP code: 98125*)

130. Marc Barrington (*ZIP code: 98117*)

131. Maria Luisa Robertson (*ZIP code: 98155*)

Please help our college- our students and staff needs your valuable attention.

132. Mark Gorecki (*ZIP code: 98532*)

133. Mary Lessig (*ZIP code: 98177*)

134. Mary Lou Ames (*ZIP code: 98155*)

135. Mary Blanchett (*ZIP code: 98133*)

136. Matthew Skeel (*ZIP code: 98133*)

137. Maya Smorodinsky (*ZIP code: 98144*)

138. Maya Kilmer (*ZIP code: 98249*)

139. Michael Boggess (*ZIP code: 98403*)

140. Gloria Anderson (*ZIP code: 98042*)

141. Mimi Van Patten (*ZIP code: 98133*)

142. An anonymous signer (*ZIP code: 98133*)

143. Missy Anderson (*ZIP code: 98023*)

144. Michelle Kleisath (*ZIP code:*)

145. Martha Shannon (*ZIP code: 20812*)

146. Matthew Davenhall (*ZIP code: 98270*)

147. Claire Murata (*ZIP code: 98155*)

148. Maria Tungol (*ZIP code: 98031*)

149. Daniel Bracy (*ZIP code: 98208*)

150. Nancy Amidei (*ZIP code: 98105*)

PLEASE: do NOT cut these positions.

Help the many students who depend on the teachers/classes to continue their education in these difficult times.

151. An anonymous signer (*ZIP code: 98012*)

152. thuy nguyen (*ZIP code: 98036*)

153. Nicolette Jimenez (*ZIP code: 98201*)

154. Norah Peters (*ZIP code: 98133*)

155. Nathan Torrez (*ZIP code: 98087*)

156. Kevin Holtz (*ZIP code: 98103*)

157. Paul Fernandez (*ZIP code: 98026*)

158. Peter Chi (*ZIP code: 19129*)

159. Kevin Bressler (*ZIP code: 98117*)

160. Peter Pickering (*ZIP code: 98204*)

161. Patti Kashiwa (*ZIP code: 98107*)

162. Eric Hamako (*ZIP code: 98177*)

163. Mary Sheaffer (*ZIP code: 98021*)

Stop the cuts before we have no school. Classified staff are the pillars that hold it together

164. Peter Dobrow (ZIP code: 98177)

165. Rochelle Roldan (ZIP code: 98012)

166. Rachelle Eskridge (ZIP code: 98203)

167. Rachel Kunert-Graf Kunert-Graf (ZIP code: 98101)

168. Steve B (ZIP code: 98133)

169. Rebekah Thorne (ZIP code: 98125)

170. Rochelle Yasine (ZIP code: 30002)

171. Amin Fuson (ZIP code: 94804)

172. George Bryant (ZIP code: 98133)

173. Russell Dodson (ZIP code: 98125)

174. Rosemary Whiteside (ZIP code: 98117)

175. Jen Bryant (ZIP code: 98133)

176. Sam McAfee (ZIP code: 98270)

177. Sam Thiersch (ZIP code: 98107-2641)

178. Susan Batchelor (ZIP code: 98144)

Stop budget cuts that hurt the underrepresented!

179. Steven Bogart (ZIP code: 98107)

180. james schulz (ZIP code: 98103)

181. Shaina Cochrane (ZIP code: 98037)

As SCC Alumni, I am deeply concerned about the programs targeted for cuts or RIF. Please continue to invest in your students and their success. Students need support and access to resources, now more than ever.

182. Sean Burke (ZIP code: 98203)

183. Sharon Knechtel (ZIP code: 98026)

184. SHERYL COPELAND (*ZIP code: 98036*)

185. Sue Ann Wolf (*ZIP code: 89429*)

Investing in our youth is more important today than ever! We need to support them with skills that will continue to allow our country to prosper.

186. Brenda Taylor (*ZIP code: 98036*)

187. Susan Pope (*ZIP code: 60177*)

I have family members who work there and go to school there.

188. Sophia Smith (*ZIP code: 98115*)

I am a proud and grateful graduate of SCC - with a degree in Classical vocal arts. I had just taken early retirement and decided it was time to do something for myself. I enjoyed my classes in the music department and found them immensely helpful in developing my vocal strengths and style. I also performed in several Music Dept. productions: including operas & theater, and was able to tour both Ireland & Spain with the Chorale. I wouldn't have had those wonderful & fulfilling opportunities at the University of Washington's Music School! After SCC I went on to perform in musicals at local theaters and improved as soloist in local jazz combos. I also developed life long friendships & musical connections which are to this day helping sustain me through Covid live performance shutdowns. I suggest you take a serious self-check at the level upon level of administration the Covid
Please support the vocal arts program!

189. Spencer Harris (*ZIP code: 98177*)

190. Samuel Perez (*ZIP code: 98115*)

191. Shelby Sleight (*ZIP code: 98117*)

192. Trevor Pelletier (*ZIP code: 98117*)

193. Stephen Bretz (*ZIP code: 98177*)

194. An anonymous signer (*ZIP code: 98133*)

195. Steven McAnulty (*ZIP code: 98108*)

196. Steven Seki (*ZIP code: 98208*)

197. Steven Hoffman (*ZIP code: 98144*)

198. Stephen Rostkoski (*ZIP code: 98117*)

199. Suzanne Gugger (ZIP code: 98177)

200. Sherri Walley (ZIP code: 98093)

201. Sierra Walley (ZIP code: 98498)

202. Torrey Stenmark (ZIP code: 98133)

Higher education is a vital piece of our state's economy and wellbeing. Shoreline Community College brings value and builds community in our area. It's a shame to see administration damage such a vibrant institution by cutting faculty and staff.

203. Alan Knue (ZIP code: 98026)

204. thomas middleton (ZIP code: 98405)

My sister is an employee at Shoreline Community and her school is hurting because the Administration at the school has mismanaged the school's money. They are experiencing HUGE layoffs and cut back in hours for many. Many are being forced into retirement. My sister's job is on the line daily. Please help make the Administration and the school board accountable. Huge programs are being cut preventing them from being able to service their students. Please do something. Thank you.

205. Thomas Peters (ZIP code: 98133)

206. Allison Zutz (ZIP code: 98012)

207. Tiffany Meier (ZIP code: 98043)

208. Tim Scharks (ZIP code: 98106)

Shoreline College has suffered from mismanagement for years. Maybe it's time for the administration to take responsibility and resign, saving the college some money and letting the faculty and staff do their jobs without a climate of fear.

209. Thabisa Mazur (ZIP code: 98155)

210. Tracy Lovejoy (ZIP code: 98133)

211. Terry Taylor (ZIP code: 98133)

There was no consideration of the impact that these cuts would have on related programs and departments that depend on these colleagues. Much of what faculty do to support each other is not defined in just their base position. They provide support for other programs, committees, and students on a volunteer basis and that contribution can't be replaced by other existing programs. It still makes no sense whatsoever to cut programs that increase revenue through state allocations for FTEs and tuition dollars. How does that solve the deficit problem? It, in fact, makes a death spiral a certainty.

212. Margaret Bryant (*ZIP code: 73501*)

213. Dylan Jackson (*ZIP code: 98118*)

214. Vik Bahl (*ZIP code: 98005*)

215. Vince Barnes (*ZIP code: 98026*)

216. Ginger Villanueva (*ZIP code: 98155*)

During this period of economic and social crisis, experienced college faculty and staff are more essential than ever. Shoreline has wonderful, supportive employees to help students stay on track and fuel our economic recovery. If these cuts are made, essential programs will be gutted. This is a time when colleges need a clear and transparent vision for the future, not decisions made without input and behind closed doors.

217. Anthony Warnke (*ZIP code: 98122*)

218. Dannica Totten (*ZIP code: 98133*)

Please preserve our jobs! We want to help our students reach their dreams!

219. Shawn Farley (*ZIP code: 98236*)

220. Yoav Duman (*ZIP code: 98107*)

221. Zane Nelson (*ZIP code: 98166*)

222. Nicole Hoover (*ZIP code: 98155*)

From: [Sara Betnel](#)
To: [Yonemitsu, Lori](#)
Subject: Public comment
Date: Wednesday, October 28, 2020 4:19:30 PM

[CAUTION: This email originated from outside Shoreline Community College. Do not click links or open attachments unless you recognize the sender and know the content is safe.]

Dear Esteemed Colleagues,

I am writing to encourage you to do whatever may be in your power to save the Early Childhood Education program at SCC.

As a current School Board member for Shoreline Schools, I know how very difficult financial and operational decisions are in this time. I know there are no easy choices and funding is increasingly difficult as the economic fallout of the pandemic continues to hit public institutions.

That said, I also know the commitment Dr. Roberts and so many at SCC have to racial equity and excellence in education; and it is in that interest I write to ask you to look for creative solutions that can keep the ECE program alive through this time.

The ECE is one of the few educator training programs led entirely by tenured educators of color, and teaches more students of color (and notably, also more men) than is generally found in education programs elsewhere. These are both highly sought for hiring in early and elementary education. Having teachers who look like, and come from similar backgrounds, is one of the top requests we have heard both from our students as well as recent research in educational justice for what would make a substantial difference in creating an educational environment where every student will thrive.

In 2017, when Shoreline Schools hired Dr. Tanisha Brandon-Felder to lead the Equity & Family Engagement department for the district, she convened an Race and Equity Committee whose charge was to draft a recommended equity policy for the District. This was many months of intensive work by a diverse group of staff and community members. The result was our now adopted Race and Equity Policy which states in it:

"The Shoreline School District acknowledges that institutional racism exists within public school systems and is committed to working until race is no longer a predictor of overall student outcomes.

It is unacceptable that opportunity gaps continue to exist because of historic, current, and institutional racism. Shoreline School District values diversity in our student body and our community. We are dedicated to fostering diversity in our staff at all levels including classified, certificated, administrative, and the school board."

It then goes on to direct the Board to make appropriate efforts within existing legal frameworks to recruit, hire, support and retain racially and linguistically diverse staff, and to make staffing and budgetary adjustments as needed to do so.

The ECE program exists within our same district where we aspire to fulfill this charge and create a more diverse workforce to serve our students who then, in turn, have the opportunity to learn at your institution through Running Start or following graduation, where they have an opportunity to learn from two tenured educators of color in the ECE. Your choice in preserving this program sits in direct relationship with our work to make this a lived reality for our students as well as yours..

An education colleague shared with me recently that two other notable aspects of the program is the culturally inclusive environment cultivated by the program and staff, as well as that the program is already available fully online (a critical operational need for educational success in these difficult times).

These are both essential in this time of responding to our students' needs in both identity and access.

The ECE program is unique and vital to our area, our state, and the field of education overall. Thank you for considering carefully how you might be able to retain it and its staff to continue to provide the groundbreaking and field leading work that they do.

I am grateful for all you do to guide and support SCC through this time, as well as to Dr. Roberts and others who must do the hard job of determining how to best serve your students and staff. You are an essential organization that gives so much to our community and state. Thank you for considering how you can keep ECE alive to continue giving educators and students of color a place to thrive for now and generations to come.

Sincerely,
Sara Betnel
(she/her)
Lake Forest Park, WA
sarabetnel@gmail.com

Good evening Board Chair and Trustees and Members of our College Community

The College has experienced a tremendous amount of disruption this year and I'm so grateful how amazing our faculty, staff, and administrators have been at such a pivotal time in the lives of our students and the College. When the COVID-19 pandemic came and turned our financial world on its head...we demonstrated our core values of the College and our deep commitment to our students and each other.

Last year, the College took on and accomplished, the challenge of aligning our revenue and expenses in a pre-COVID environment. This year, we must now prepare for the unanticipated and **permanent** loss of state funding and tuition revenue for the 2020-21 fiscal year resulting from the enrollment declines associated with the COVID-19 pandemic.

This will be a challenging quarter. The solemn decisions surrounding budget reductions are extremely difficult to make and are not ones any of us imagined we'd have to do. The Executive Team does not take any reductions lightly and we are keenly aware these changes will affect our colleagues' lives and livelihoods, as well as the College as a whole.

Shoreline is a caring community, and we will need to lean on each other as we create the best course forward in these historically difficult economic times.

Thank you, Board Chair D'Ambrosio. This concludes my Report.

October 2020 Enrollment Update



SUMMER 2019 to SUMMER 2020 (Quarterly FTE)

	Sum 2019	Sum 2020	Difference	% Change
Quarterly FTE	1946	2120	174	9.0%
International Contract	349	428	79	22.6%
State-Supported	1484	1568	84	5.6%
CEO	67	106	38	56.9%
Running Start	N/A	N/A	N/A	N/A
Other	46	19	(27)	-59.0%
New to Shoreline	346	347	1	0.3%

FALL 2019 to FALL 2020 (Quarterly FTE, Year-to-date)

	Fall 2019	Fall 2020	Difference	% Change
Quarterly FTE	4805	4224	(581)	-12.1%
International Contract	825	669	(156)	-18.9%
State-Supported	3411	3017	(394)	-11.5%
CEO	200	179	(21)	-10.4%
Running Start	311	336	25	8.2%
Other	58	22	(36)	-62.6%
New to Shoreline	1509	1119	(390)	-25.8%

Accreditation Visit Update

Board of Trustees, October 2020



Reminders

- ▶ Self-study addressing standards submitted September 14
- ▶ Visit will occur November 2 - 4
 - All interviewees have been notified, calendar invites sent
 - Almost all meetings will be completed by 1:30pm, November 3
 - **NEW: Public meeting for report-out, November 4 at 12:00 PM**
- ▶ After the visit:
 - Draft report, errors of fact
 - Report submitted to the Commission, opportunity for response
 - Action taken by the Commission

Open Forums

- ▶ **Student forum:** Monday, November 2 12:30 – 1:20pm
Zoom: <https://us02web.zoom.us/j/82833191368> (Links to an external site.)
- ▶ **Classified staff forum:** Monday, November 2, 1:30 – 2:50pm
Zoom: <https://us02web.zoom.us/j/82726698331> (Links to an external site.)
- ▶ **Faculty forum:** Monday, November 2, 3:00 – 4:20pm
Zoom: <https://us02web.zoom.us/j/85193724267>

RSVP (not required): https://shoreline.formstack.com/forms/nwccu_rsvp



Preparation for all

- ▶ Shoreline’s Core Themes (2019)
 - Transfer Education
 - Professional-Technical Education
 - Basic Education for Adults
 - Community Education
- ▶ Assessment of Mission Fulfillment
 - Need to focus on student progress & equity
 - Guided Pathways & Opportunity Gap



Additional Requests

- President
- Board of Trustees
- Accreditation Liaison
- Executive Team
- Steering Committee Chairs (IESC, DESC, EISC, CMCE)
- Organizational Change and Project Manager
- Core Theme teams (SLLT, faculty)
- Student Learning Leadership Team
- Associate Dean of the Library
- Librarians (faculty)
- Library Staff (paras/classified)
- VP-BAS (alone)
- Acting Director of TSS (alone)
- Director of Facilities
- Director of Safety & Security
- Directors of Budget & Financial Services
- Technology Support Services Team
- Strategic Planning and Budget Council
- Students, Equity & Success VP & Deans
- Prof/Tech Deans
- Learning Outcomes Assessment Steering Committee
- Curriculum Committee
- Prof-Tech faculty
- Prof-Tech advisory committee members
- Prof-Tech students
- Human Resources
- Financial Aid
- Safety & Security
- Auxiliary Services
- Instructional and Student Support Services (SESL)
- Faculty Senate Council

Dental Hygiene Future Partnerships October 28, 2020



Rosie Bellert
Director, Dental Hygiene
Shoreline Community College



2019-20 DH - Updates

- College identified that the upcoming Health Sciences building could not house the DH program
- Spring 2019 - Spring 2020 – search for:
 - New Site
 - New Partnerships
 - Funding Support
- **New Partnership Emerges....**



UWSOD Partnership

- In spring 2020, partnership emerges with University of Washington School of Dentistry.
 - Dean Chiodo and Cheryl Roberts initiate:
 - Conversion of program site from Shoreline to UWSOD
 - Approved by the Commission on Dental Accreditation (CODA)
 - Start with pilot (smaller) class
 - Allows for reopening of admissions for current year (opened in summer and admitted 10 students)
 - Remains a Shoreline program, but taught at UWSOD
- Announced transition and signed MOU in summer 2020
- ...fall quarter 10 Shoreline second-year DH students began first affiliated clinic cycle, 2 Shoreline faculty accompanying the group at UWSOD.

Admissions Over time

Year	Number Applied	Number Accepted	% of Acceptance
2020-21	72	10	7.2%
2019-20	152	24	6.3%
2018-19	164	24	6.8%
2017-18	107	24	4.5%
2016-17	112	24	4.6%

Impacts due to COVID-19 At Shoreline Site

The clinic was retrofitted with plastic barriers around 15 clinical chairs, HEPA air purifier in each operatory, plastic face shields provided when using aerosols, all faculty and students fitted and medically approved for N95 masks (thanks to the SKCDS for volunteering to perform the fittings), gowns for students are now provided by laundering service.

- Students are not reporting impacts to access
- PPE and distancing are working in clinic
 - Companion theory (related to clinic) instruction is set up in classroom space (adjacent to clinic with 6 feet distance and wearing masks).
- All other forms of instruction are still online.
- Students outcomes are being monitored regularly, some are still behind
 - Due to loss of all in-person clinics and labs Spring quarter
 - Summer quarter minimal use of the clinic and labs with rotation of students in 15 chairs

Impacts Due to COVID-19

Will there be an impact if we compare numbers and demographics of clients served with COVID-19 impacts in 2020-2021 and change of clinic location in 2021-2022?

- Very early to report on this. The program is serving less patients due to smaller group (15 students at Shoreline and 10 students at the UWSO).
- Current practice has less students (15 at Shoreline), 10 students at the UWSO.
 - Demand appears to be the same.
 - Community still continue to call for appointments.
 - DH Students are not experiencing concerns in getting patients.

Transition to UWSO

- **Student Perspective on the site transition**
- **Faculty Perspective on the site transition**



Shoreline BOT Dental Hygiene presentation 10-28-2020

The partnership between SCC and UW will set both dental students and dental hygiene students up for success for the collaboration in a private practice dental setting. We are excited about this opportunity and the future growth of both programs. Dr. Schwedhelm has been a positive support person throughout the process so far. He keeps lines of communication open and has shared positive feedback from different staff from the UW about our DH students. For example, the students have a rotation in the radiology lab, and the technicians mentioned they appreciate our students' attitudes and willingness to learn while in the lab.

Our first weeks in the dental school presented with challenges on both sides. Although faculty and staff were informed of the Shoreline arrival, many were surprised by our appearance in the clinic, and often territorial over their department. As the weeks went on and we shared our goals, we are finding more and more staff and faculty are excited about us being there. The transition for students left them concerned about specific requirements and types of patients scheduled for them. Weekly communication as to specific dental hygiene requirements and working with several departments to infuse the Shoreline program into the clinical process at the SOD has led us to better success in scheduling these specific patients.

We have been asked to improve the recall system, including the implementation and billing of the periodic exams as they are often missed or done with periodic maintenance appointments and not billed separately. Thus far, we have been successful at billing periodic exams and emphasizing the importance of routine care for patients.

The dental hygiene students are doing amazing navigating a new environment, patients, dental software and working with 4th year dental students. Students and faculty are now more familiar and confident with using Axium. As the students are becoming more familiar with UW and Axium, their pace for exam completion and treatment is becoming quicker. At first, completion of care in one appointment was a concern for the patients, they stepped up to the challenge of providing high quality care without rushing the process. The patients have been happy with the care provided, many voiced their appreciation for the attention to detail and thorough examinations, although it took more time than they expected.

Communication is going out to patients to provide more information of the dental hygiene students now being a part of the SOD.

The students just received access to schedule patients on Axium and have received training on using the recall system to schedule their own patients. Currently, Shoreline faculty, UW faculty and dental appointment scheduler are working out solutions to provide the DH students with more advanced moderate to heavy calculus cases and perio cases. A referral system is in the works, and we are confident this will get worked out successfully, in order to provide the specific patient categories so the dental hygiene students are able to complete requirements.

Our biggest priority is to get the DH students collaborating with the dental students and building confidence to communicate needs to dentists. This process has smoothed out over the past few months. The dental students have been super helpful and professional, and have really enjoyed their DH rotation. I have provided them with the dental exam process and expectations of the SCC students to set them up for success for these rotations with our group.

The UW has provided a functional and safe clinical space for us and we are pleased to be a part of UWSOD. We look forward to ironing out the wrinkles in the upcoming weeks to improve patient care and flow. Katie and I are optimistic that the SCC DH students will have their requirements met with all patients are accessible to their schedule.

Ashley Castaneda, RDH, BSDH

UW experience Student

Overall my experience at UW has been great. I have learned a lot in the past month. At UW I was able to see a variety of different patients compared to what I might have seen at SCC. At SCC I was mostly just seeing family members or close friends that are pretty healthy and I felt comfortable around, but at UW I am seeing patients that I have never met before and are more periodontally involved or medically compromised. This experience was very helpful in expanding my knowledge and preparing me for the future.

Thank you,
Kirnjit Ghag

Operating Financial Results FY 2019-20

	FY 2019-2020		
	Budget	Actual	Change
REVENUES		(a)	(b)-(a)
State Allocation	28,348,279	28,330,786	(17,493)
Other State Reimbursement	276,314	276,314	0
Tuition Revenue	10,774,260	10,718,501	(55,759)
International Education	5,010,974	5,010,974	0
Running Start	1,430,413	1,430,413	0
CEO	718,589	718,589	0
TOTAL REVENUES	46,558,829	46,485,577	(73,252)
PERSONNEL			
Administrative	4,533,752	4,430,362	103,390
Full Time Faculty	10,135,896	10,268,142	(132,246)
Part Time Faculty	7,139,669	9,000,546	(1,860,877)
Classified	7,754,545	7,290,811	463,734
Benefits	10,224,356	10,027,682	196,674
TOTAL PERSONNEL	39,788,218	41,017,543	(1,229,325)
OPERATIONS			
Contracted Services	73,000	499,364	(426,364)
Goods and Services	5,065,026	4,460,121	604,905
Travel	197,447	114,094	83,353
Equipment	803,458	665,292	138,166
Computer Equip & Software	267,842	112,142	155,700
Student Aid	863,129	862,110	1,019
Principle and Interest	392,419	392,419	0
Inter-Agency Reimbursement	(368,200)	(534,005)	165,805
TOTAL OPERATIONS	7,294,121	6,571,537	722,584
TOTAL EXPENDITURES	47,082,339	47,589,080	(506,741)
CARRYFORWARD/(DEFICIT)	(523,510)	(1,103,503)	(579,993)



SCCFT President Eric Hamako
Statement to the SCC Board of Trustees
2020.10.28

I ask that my comments be read into the record.

Trustees of the Board:

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

There is a saying: When the axe came to the forest, it was clever; it convinced the trees that, because its handle was made of wood, it was one of them.

At the Board of Trustees' Retreat in early September, Trustee Jackson referenced Critical Race Theory (CRT), a body of academic work currently much maligned by the Far Right for its analysis & criticism of power. The reference to Critical Race Theory's analysis of "narrative" initially sounded appealing; I happen to use Critical Race Theory in my own teaching. Trustee Jackson's further comments suggested that "diverse people" bring to the College different narratives, different stories. But, upon further consideration of Trustee Jackson's comments, I found that that nod to CRT's theorizing of narrative seemed to lack one of CRT's core components: an analysis of power. Critical Race Theory is explicitly critical of the sort of neoliberal multiculturalism that proposes a regime in which there are many faces, but only one story. That is, it is possible for a College to bring in a diversity of people, while having selected for those who already agree with the established narrative.

Instead, Critical Race Theory proposes the ideas of "master narrative" and "counternarratives" or "counter-storytelling." CRT teaches that the powerful tell and promote stories in which they, the powerful, look good; stories that justify the status quo and explain problems in ways that rhetorically excuse the powerful from their culpability. Critical Race Theory refers to such stories as "the master narrative." Those stories that challenge or disrupt the master narrative, CRT calls "counternarratives" or "counter-stories." Critical Race Theory proposes that, in the conflict between the powerful and the oppressed, there is also a war between stories -- between the master narrative, which glorifies the powerful, which justifies oppression or laments that it is inevitable, and counternarratives, which

challenge the rationales of the powerful, which propose that oppression is not the only way and that a different world is possible.

The master narrative need not always be blatantly false. As I teach my students, "How you frame the story will change the story." Sometimes what is included and what is cut out is more powerful than a demonstrable falsehood.

We need not look far to find the master narrative -- it echoes in the stories that we hear from the College's Administration and from you, the College's Board of Trustees.

When you, the Board of Trustees, give yourself high marks in your self-evaluation -- the only evaluation you so explicitly sought? That is the master narrative. We, faculty, know that self-evaluations provide only one perspective -- and we tell a different story about your performance, though the College does not welcome our evaluation of your performance so readily.

When you, the Board of Trustees, laude yourself for "saving the College's Dental Hygiene program," calling it one of your highest achievements of the past year? That is the master narrative. That story, relayed to workers, elected officials, and community members, has prompted shocked laughter and chagrin, so selectively edited and different is it from the story we witnessed.

When the College said that a new residence hall will be a boon to the College, over the questions and objections of workers? That is the master narrative. And when the College blames millions of dollars of related debts on "external factors," including blaming the City of Shoreline for trying to "milk" the College? That is the master narrative.

When the College focuses its financial troubles on "external factors," while conveniently excluding from the frame years of lax and suspect financial practices? That is the master narrative. Here, a narrative so threadbare that one need not look farther than the College's own student newspaper for more expansive accounts than we receive at the College's All-Campus meetings.

When suspect financial practices, such as a lack of financial statements or audits for years, become too glaring and the College implies that such systemic problems were the fault of recently & suddenly departed administrators? That is the master narrative.

When the College presents a handful of Powerpoint slides as evidence that it has presented clear and transparent, responsible budgets? That is the master narrative.

When the College says it is "involving" our labor unions in the processes -- by doing close to the bare minimum of what is legally or contractually *required*? That is the master narrative. Elected officials recognize this story and have a different name for it, "Decide, Announce, Defend."

When the College says that layoffs are required because it would be irresponsible to engage in deficit spending -- after more than four years of purposeful deficit spending? That is the master narrative.

When the College professes its values of diversity, equity, and inclusion -- while executing cuts that disproportionately affect workers who are already marginalized along multiple axes of oppression? That is the master narrative.

When the College says it cares about student access and success -- while cutting programs that disproportionately serve and are needed by marginalized students, programs such as ESL, Education, Counseling, and Advising? That is the master narrative.

When the College says it is benevolently and compassionately spending from reserves to save jobs -- when our legal and contractual rights prevent the College from cutting those jobs on an earlier timeline? That is the master narrative.

When the College solemnly affirms that “we” will get through this -- cutting out of the frame those of us who will not get through this, but will be cut away from the College during a pandemic? That is the master narrative.

The Master Narrative not only promotes the interests of the powerful and justifies the status quo, it also confuses the oppressed about the nature of our oppression. But, when the contradictions between the Master Narrative and reality become too obvious, counternarratives that provide a clearer story gain traction -- among our members, among our students, among the community, among elected officials.

The College has pleaded to end “divisiveness” and professed a need to “come together.” But, when that “coming together” is the coming together of the axe and the trees, that is a coming together that benefits the powerful few and harms the many. And, it is not the trees, but the axe that does the dividing.

So, to the Trustees of the Board, Trustee Jackson, Trustee Lux, Trustee Pobee, and Chair of the Board of Trustees D'Ambrosio: Your handle may be made of wood, but your hacks show that we are not here for the same purposes, regardless of what story you tell while you cut us.

Good night.

###

Hello,

My name is Paul Fernandez.

I am the Media Maintenance Technician here at Shoreline Community College and I am also the Chief Shop Steward.

I am proud to be representing my fellow Classified Staff members.

We are Members of the Washington Federation of State Employees, WFSE Local 304.

I would like to thank and congratulate all of my fellow Classified Staff Members who all won the Star of the Year Award – We are a Team.

I would also like to thank Mary Bonar and others for putting together this year's Opening Week Classified Staff Training Event.

Classified Staff have had weekly lunch meetings over the last couple of months. The attendance at these meetings have been quite large, ranging from in the 50s to over 100 people attending.

The vast majority of our members want to help the college get out of the current problem that we find ourselves in. But there is also a growing number who want to take a no confidence vote. And there is a growing number of members who even want to go on strike because of how the upper management is treating Classified Staff.

So I am going to talk about how members are reaching out to help.

I must also talk about the growing anger because of the treatment of staff by upper management.

And I will also talk about what we the Classified Staff see as possible actions that the Board of Trustees should take.

We want to help:

Classified Staff are contacting their State Legislators daily.

- **Members are contacting their State Representatives, Senators and our Governor to let them know about the importance of Community Colleges, to let them know about how the administration's planned cuts will cause serious damage to Shoreline Community College's students, to its faculty and to its staff, and to also discuss our state's tax structure – we are asking that large corporations and the 1% be taxed appropriately.**
- **Some of us have meet with quite a few Legislators, via zoom of course. We have shared our concerns about Shoreline's Leadership, including the Board of Trustees.**
- **And some staff have taken Voluntary Furloughs.**

There is growing anger because of the treatment of staff by upper management:

Classified Staff have been talking about the fact that the reductions to front line faculty and staff have been unequally shared so far, when compared to Administrative Exempt.

- **In June, Shoreline's Administration removed or furloughed 26 Classified Staff Positions: There were 12 Permanent Reductions in Force / Lay-offs and 14 Temporary Reductions / Furloughs. The college, before these reductions, had 180 Classified Staff position. These reductions affected over 14% of Classified Staff positions.**
- **Now the College's Administration is again asking to reduce another 21 Classified Staff Positions. So in less than a years' time, these reductions affected over 26% of Classified Staff positions and that is not counting the Classified Staff who are taking Voluntary Furloughs.**

- On October 14th at 3:17 PM, WFSE received a Notice of Proposed Layoffs of Classified Staff at Shoreline Community College.
WFSE will be submitting a Demand to Bargain to the Office of Financial Management by the end of this week.
We will also be submitting informational request, to Shoreline's HR, prior to the meeting and possibly additional informational request during that meeting.
At this future meeting, we will be negotiating the impacts of these layoffs.
- These cuts will impact the remaining workforce's well-being due to increased workloads and may also place students in unsafe science labs.
- When it comes to budget decisions on this campus, as the letter from our state legislators says, Shoreline's Administration has used a decide, announce, defend approach instead of an inclusive and collaborative approach that would truly bring everyone to the table.

Possible actions that the Board of Trustees should take:

- Please consider being fair and equal before you okay what the administration proposes. Prior to today in the last college budget, you agreed to reduce or eliminate Classified Staff positions, which provide direct services to our students at a rate of four times higher than Administrative Exempt positions, that do not provide direct services to our students. Please consider reducing Administrative Exempt positions, if not permanently, then temporarily until the state allocation improves.
- Classified Staff continue to ask about the need for additional layers of management. This refers to the adding of executive deans and associate dean positions.
- Do not balance the budget on the backs of Classified Staff.
- It is beyond time for true two-way conversations between the Executive Team and the Classified Staff, The Faculty and Our Students. Meetings should be on-going, to hopefully improve communications between management, Classified Staff, Faculty and Students. Which should, in turn, improve transparency and be a step in the right direction when it comes to inclusion and collaboration.
- Classified Staff have a lot to offer. We want true honest input.

Board of Trustees

Legal power and responsibility for the operation of Shoreline Community College rests with the board of trustees. The trustees establish and review college policies and oversee the general management of funds and properties.

- So, we are also asking you to listen to our State Legislators and adopt a comprehensive collaborative process prior to making decisions about the 2020-2021 College Budget.
- Why is it that the Seattle District is making a much small percentage of a cuts then Shoreline is?
- Why is it that Green River College is not making any cuts at all?
- Remember it is the Board of Trustees that hires or reduces the top management position.

I would like to thank you for listening.

Trustees of the Board, good evening.

The associated student government has been operating remotely, conducting all of our meetings via Zoom, and have been exploring various ways to engage and interact with our student body as well as different platforms to streamline our processes digitally. This quarter we've approved funding for new car charging stations, the distribution of free, reusable cloth masks, and for further development of the Tree Campus project.

The investments students make into our campus via quarterly fees are not only investments into keeping our campus safe and healthy, but investments into building up our community. After all, this is what our college is - a community - and it is disheartening to feel as though our decision making has not been reflective of a college that values this at its core.

While we are facing unprecedented times and the college is having to navigate murky financial waters, for many of us, community colleges are the only means of closing institutional opportunity gaps. To take away from student resources and services is to diminish the integrity of our education, and to turn our backs on the principles of equity and inclusion. As president, I feel heartache for the uncertainty and confusion of my peers. As a student, I feel betrayed, deprioritized, and demoralized by the loss of faculty and educators who have touched my life in so many ways, and to whom I owe so much.

When I first enrolled here as a first generation student, Shoreline Community College represented a reclamation of my life, and a promise that my future would not be predetermined by circumstance or status. I can only hope that the choices that our college makes moving forward will be ones that give other students the chance to say the same.

Thank you.

In a spirit of care and concern for our College and for all of us who work to bring rigorous empowering education to the people, I am writing to you what I hope is a communication bridge from a staff member to administrators.

Leaving aside the emotional impact on individuals as their work or position is reviewed without their input, consider the rational impact to the college of not involving all who are affected in the reorganization process.

Is the Board aware of the depth of the decision-making process when it comes to the present cuts? I ask that the board not be in error as to the thoroughness with which these cuts have been explored.

Have the President and, on her behalf VP King asked the administrators in charge of each area for the written effects on their departments of the positions slated for elimination? Are there detailed written plans for dealing with changes in service and redistribution of duties?

Are the administrators in charge directed to be in consultation with those under them as cuts are contemplated?

As far as I know the answer to these questions is no. So at the least, written plans have not been shared with workers.

The people who have been called by HR and told their positions may be going away as of January 2021 have, as far as I am aware, not been consulted in any constructive way by those making the recommendations.

Those left behind will be dealing with students and faculty who no longer have access to the same level of support or programs. The people who will be expected to take up the duties of the dismissed employees have likewise not yet been consulted and in many circumstances have not even been told.

Not talking to people as these decisions are being formulated at best gives an impression of benign neglect. Lacking a seat at the table leaves apprehension as to what will be asked of us in the future while leaving us no way to help with any work redistribution process. Or, if unfair labor practices are being contemplated, (such as hourly and exempt employees given duties formerly done by classified employees) no way to correct errors before costly mistakes are made or gaps of service are felt.

I ask you to consider that employee input on the ground level, -that is, in discussion with others in their departments and with supervisors-could lead to money saving, efficient, humane, and well-received solutions. At the very least, although time is spent without any changes to administrator recommendations, all changes would be well understood in a timely manner.

The vision presented to us and requests for input so far have been -to use a business metaphor- at the 30,000 feet level. We have been shown big picture charts and graphs to explain what must be done. A free form amorphous forum for submitted questions is set up. But without actual plans being written out and discussed before the changes are made, the college employees are not given what they need to be successful.

I ask you to think about departments in the wake of changes and cuts made so far. As an example, a private company taking over bookstore duties. How much communication happened only after

decisions were made with those who now do each part of the work left?

How is that working for the college? There is information and there are experiences that suggest rough transitions and gaps in service. This could be mistaken information but does the board know? I ask that the board not be mistaken moving forward.

I ask you to direct administrators to bring people together to discuss how things are run and to help hammer out who needs to do what. Direct us to have the difficult conversations about structure and work redistribution before final decisions are made. If you do not have detailed plans for how the work will be done and by whom, please consider asking for such plans. If you do have these plans, consider who was involved in making them and consider no input from very effected employees.

For the good of the college I ask you to more fully use the resources at your disposal to make the decisions before you.

Anonymous please.

The SCC staff are desperately trying to create institutional stability from a powerless position. The administration's strategy for solving problems at this college is to unapologetically pile even more responsibility onto the backs of those who already do everything to support student success. Do they offer you more money for doing it? No. Year after year, we work beyond what is expected of us, simply because the need is so high, and we do it for the lowest level of pay in a city that is out of our price range. Whenever the sirens go off about SCC's budget problems, we know that means we'll have to justify the value of our positions AGAIN. We also know that if the positions of our colleagues are cut, we will be taking on even more work at the same level of low pay. Being told that your position isn't going to exist anymore is incredibly jarring and unsettling, especially during a global pandemic. We don't make enough money working at this college to live off of our savings. Being told your position has to be cut without an explanation about how your department or program is going to function without support just creates more worry for your colleagues and even more concern for the students. How are we supposed to walk away from everything that hasn't been addressed when it's obvious the administration, doesn't care about anything but the empty number next to your job title on a spreadsheet? It's a painful reality for those who has worked at this college for years: the majority of promises that are continuously made to SCC staff are never going to be honored. You want to believe the smiling face that is lying to you, but deep down, you know that nothing is ever good news for staff. Nothing can be done. Nothing can be negotiated. Nothing could be less important than adequately staffing this college in support of student success. The business model here is so broken that SCC has become unrecognizable to us. How long are we expected to survive by treading water and holding our breath when the administration keeps all of the lifeboats for themselves?

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
(VIRTUAL) SPECIAL MEETING OF OCTOBER 30, 2020

MINUTES

The special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine D'Ambrosio at 3:08 PM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

MEMBERS PRESENT

Trustees Catherine D'Ambrosio, Douglass Jackson, Tom Lux, and Eben Pobee were present via audio/visual conference.

Assistant Attorney General (AAG) John Clark represented the Office of the Attorney General via audio/visual conference.

COMMUNICATION FROM THE PUBLIC

Per the notice and agenda for the October 30, 2020 (virtual) special meeting of the Board of Trustees:

All Board of Trustees meetings include opportunity for public comment. Due to the continual and changing information related to COVID-19 and the October 30, 2020 special meeting to be held remotely, please email public comments to the Board Secretary at lyonemitsu@shoreline.edu by 2:45 PM on Friday, October 30, 2020. Please place "Public Comment" in the subject of your email. Public comments sent to the Board Secretary at lyonemitsu@shoreline.edu by 2:45 PM on Friday, October 30, 2020 will be read aloud by Chair D'Ambrosio. The total public comment period will be no more than five (5) minutes and up to one (1) minute of each public comment received, will be read, with adjustments made if more than five (5) public comments are received. All public comments received will be entered into the record, and attached to the minutes of the October 30 special meeting.

Six (6) public comments (attached) were received by 2:45 PM on Friday, October 30, 2020. Chair D'Ambrosio and Secretary to the Board Lori Yonemitsu alternated reading the public comments aloud.

EXECUTIVE SESSION

At 3:18 PM, Secretary to the Board Lori Yonemitsu stated that the Board would convene in executive session for forty-five (45) minutes to discuss matters of litigation or potential litigation, and to evaluate the performance of a public employee. She added that the Board would reconvene in open session following the executive session, to adjourn.

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
(VIRTUAL) SPECIAL MEETING OF OCTOBER 30, 2020

The executive session commenced by audio/visual conference at 3:21 PM.

At approximately 4:06 PM, the Zoom host of the October 30, 2020 meeting, Randy Gottfried, announced that the Board was extending its executive session by fifteen (15) minutes.

At approximately 4:21 PM, the Zoom host of the October 30, 2020 meeting, Randy Gottfried, announced that the Board was extending its executive session by five (5) minutes.

ADJOURNMENT

Chair D'Ambrosio, Trustee Jackson, and Trustee Pobee returned to the open session via audio/visual conference.

Motion 20:62: Motion made by Trustee Pobee to adjourn the special meeting of October 30, 2020.

Motion seconded by Trustee Jackson. Trustees present (Catherine D'Ambrosio, Douglass Jackson, and Eben Pobee) voted *aye* to approve the motion.

Chair D'Ambrosio adjourned the meeting at 4:30 PM.

Signed _____
Catherine D'Ambrosio, Chair

Attest: December 3, 2020

Lori Y. Yonemitsu, Secretary

From: [Taylor, Terry](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment for Oct. 30
Date: Thursday, October 29, 2020 2:06:42 PM
Attachments: [image001.png](#)
[Outlook-51eyb4gd.png](#)

1

I would like to reiterate the remarks of Board member Lux last night. Can't we find a way to save Geography? Eliminating one person departments means we can't teach that entire discipline for years. Geography makes money for the college above expenses, eliminating it does not save the college money. This makes no sense, and it damages the reputation of the college as an outstanding transfer institution. It does collateral damage to other areas and deprives our students of unique opportunities.

Terry L. Taylor

President of [FACTC](#), 2019-
Assistant Dean, The Honors College
Professor of History, Political Science, and International Studies

Shoreline Community College

5343 FOSS
16101 Greenwood Ave. North
Shoreline, WA 98133 USA
ttaylor@shoreline.edu | 206.546.4589



Dear President Roberts and Honorable Trustees,

I write to you today not as the part time employee of Shoreline Community College but as Alumni and a member of the community. In regards to the employment of Professor Charles Dodd aka Chip;
And the International Studies Program of Shoreline Community College and how I see it paying a role both in the success of the College but like it so beautifully says in the college's name community.

As a student of Professor Dodd, he is what I want from any teacher. Somebody with a deep knowledge not just of the course material but a very rounded person overall so it makes being in their class always fun and hurts if you are on able to make one since every minute is worth it. As well the fact Chip is tough and fair which as a student made me dig deeper and try harder on future assignments and as a result some of my best work ever in college came from it. Not just at Shoreline but when I went on to Central Washington University. Where never the work was as challenging cause of the standard of excellence that Professors at Shoreline instilled in me. Without people like Chip I would have been more afraid in those early quarters at the work load which was not as scary since I had been given a first rate education and training at Shoreline. Additionally, Chip is part of a team that co-teach some classes at Shoreline that is a true enriching adventure and has made me always trying to see issues from as many lens as I can. Since seeing it from many disciplines can help you not only make the informed choice but being able to back it up with many sources as show why you are right. Chip's humor and attention to detail ensure you sitting in his class do not ever feel your time is wasted. We can't loose this at a time when COVID makes like stressful enough with out having a dull class. Finally Chip was a fantastic club advisor when I had the honor of being President of the Worldly Philosophers and Dismal Scientists Society or W.P&D.S.S helping us in my first term help us when we had our ambitious Earth Week Program for our fellow students where we planned to have 150 students take part in events over six days and instead had 734 students. He also helped us with our student sponsored debates in which topics included "Who will be the better Foreign Policy President? President Obama or Gov. Romney" before the November 2012 Election or "United States and Drone Policy in the 21st Century" in both examples Chip helped us get Faculty Advisors for both sides and help our moderator out. As well when he stepped back to being the backup advisor in my second term he was a great sounding board as I rewrote the W.P&D.S.S constitution for the first time in ten years.

Moving on to why loosing him I feel hurts the International Studies Program of the college. As I mentioned above co-teaching is something I had at Shoreline. This was in the classes that fell in the International Studies Program. This is a jewel of the college and makes it an example to the rest of the state. The creative and innovated way it is taught inspired not only myself but some of my closest friends. Today more than ever we need to not turn somebody who comes from far away or looks different as the dangerous other. We can avoid this Faux Pas by learning about the world and our sisters and brothers of humanity. I was proud to be the First Student to earn the full 30 Credit Global Studies Certificate when it was still offered by the college. We need people learn

about the world so we have less war and less hate. This is important that even community colleges have robust programs like this. But since it is an intense subject you can not just see it from an Economics or Political Science or History point of view. It is needed to have Geography as well. These four are the four strong legs of this table to help balance the guest lectures of Philosophy, Public Health, Gender/Women Studies and more. This program helped me find myself while at Shoreline and lead me to keep learning about the world and read works of scholarship on International Affairs to this day. And even writing essays with the hopes of publication one day. Where I have received warm letters from Editors who tell me while they love my writing and feel it is insightful it would not work in the next publication but to keep writing and if they find a use for one of my Essays they will reach and see if I can either update it to fit the issue coming up or make an offer to publish it. All of this would have been moot if I had not by the time I graduated from Shoreline as Pre-Law/ International Studies Student. Keeping this program viable will make Shoreline a leader of Community Colleges in the state and I feel we can all agree that we want to be leaders and not followers in education. We need to keep this program intact to get through Covid and support those teaching it. Finally need to work with them when it is time for them to retire and find the next generation to take the torch knowledge to the next generation and make us all proud.

So I ask you to keep Professor Charles “Chip” Dodd around for many more years so he can inspire and make the college a leader on why people should study here. I’m proud to call myself one of his former students and even now when I have seen him around campus I still learn from him now as a part time colleague. And to not do anything to risk hurting the international studies that makes Shoreline a leader as both as an Alum and member of the community this could not make me prouder. I would be happy to speak to any of on any of subjects at any time. I know times are tough and scary but we can’t loose sight of the fact we are in field of education and creating a place where our education is second to none then we will create the world we all want to live in.

Thank you,

Alan Charnley

This past Wednesday, you and over 100 people attended the Board of Trustees Special Session, where we heard almost three hours of public comment imploring you to pay attention and do your job regarding the financial situation at Shoreline. You heard from staff, faculty, students, the larger community, and lawmakers across the delegation.

Did that move you to pay attention? It did not. There was one question regarding the budget from Dr. Jackson asking if the budget that the Board was about to approve included the staff cuts that the public was adamantly against.

And what did Roberts do? She LIED to you. She said that the staff cuts were a separate item for approval and not in the budget request. Do you realize that? Did you happen to notice that there was not an additional approval item specifically for staff cuts? Congratulations, you have now successfully gutted the college.

I'm sure that you were all tired after three hours of scathing public comment about your performance and the performance of Shoreline's administration. That fatigue is just a fraction of how the Shoreline community feels about the antics of this administration and the ineptitude of the Board.

Roberts should be fired for lying about such a serious question to her boss and to the larger community. You all should be fired for not paying attention to the fact that you were lied to. Follow-up meetings are scheduled with all lawmakers and the Shoreline community will continue to contact your boss, Governor Jay Inslee. This level of incompetence from the Board and the level of corruption from the President is unprecedented and unacceptable.

From: [Jane Publik](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment 10-30-20
Date: Friday, October 30, 2020 1:45:40 PM

4

Hello Lori,

Here is another public comment from another SCC employee that would like to remain anonymous:

Dear Cheryl Roberts,

I regret to inform you that the earth is not flat and this college is not an elaborate mirage of one dimensional form that you can manipulate by pretending the rest of us can't see through you.

Thank you.

During public comment at this week's Board of Trustees meeting, you received a community petition from current students at Shoreline, alumni, community members, and members of the Washington Federation of State Employees and American Federation of Teachers-Washington. At the time of the petition reading on Wednesday night, there were approximately 224 signatures. As of the reading of this public comment today, there are 313 signatures-over 100 more since the first reading on Wednesday night. When are you going to start listening to the larger community as opposed to the singular narrative of the President?

I have attached the petition link for your review, as we will continue to collect signatures and you may want to watch the number grow in response to the unethical and short-sighted choices being made by Shoreline's administration and by you, the Board of Trustees.

https://actionnetwork.org/petitions/stop-cuts-to-shoreline-community-college?source=direct_link&

From: [Jane Publik](#)
To: [Yonemitsu, Lori](#)
Subject: Public Comment 10-30-20
Date: Friday, October 30, 2020 2:23:12 PM

6

Hello Lori,

Another anonymous public comment for today's meeting. A lot of staff are feeling fear around retaliation with this administration. Here is the public comment:

The RIFs that you didnt approve have already started, as employees are getting calls about their RIF status. Tom Lux, while I appreciate your sentiment around not wanting to see Shoreline go the way of Boeing, your comment tells me that you do not realize that Shoreline has already been going the way of Boeing. And as long as you have that narcissist Roberts and her team of brown nosers running this shop, it will continue.

Thank you.

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
(VIRTUAL) SPECIAL MEETING OF DECEMBER 3, 2020**

TAB 1

FIRST READING

Subject: 2020-2021 Services & Activities (S&A) Budget & Winter 2021 Allocations

Background

At the June 24, 2020 Board of Trustees meeting, the Board approved an S&A fee increase and budget allocation of \$593,842 for the first half of FY 2020-2021 (July-December). As of November 23, 2020, S&A fees have generated \$542,417 in revenue and a total of \$232,226 has been used by eighteen (18) programs, ten (10) currently active student clubs, and other discretionary budgets.

As the Shoreline Community College continues remote operations and the outlook for enrollment remains unknown, the S&A Committee has decided to allocate funding for the remainder of FY 2020-2021 on a per-quarter basis. All programs were asked to submit requests for winter 2021 funding in early October 2020. A total of \$373,818 was requested and of that, S&A approved \$298,032 in allocations. Programs whose funding was not approved during the fall 2020 formal process may request funding through the Associated Student Government's (ASG's) mini-grant process, beginning in early January 2021.

To Follow

- S&A Fee FAQ
- Winter 2021 Services and Activities (S&A) Fee Allocation Proposal

Prepared by: Sundi Musnicki
Director, Student Leadership & Residential Life
Shoreline Community College
December 1, 2020

S&A Fee FAQ

Can you provide a quick summary of S&A revenue and spending to date?

- As of November 23, 2020:

Revenue	Expenses	Remaining	W21 Allocation
\$542,417	\$232,226	\$310,191	\$298,032

Why was the decision made to allocate funding on a per-quarter basis for the remainder of the year?

- The S&A Committee believes that this will allow for the most flexibility in response to the evolving status of the College's enrollment and operations. Programs have/will be asked to submit an abbreviated request in order to minimize any negative impact on them.
- Allocations will continue to be informed by updated enrollment information and the status of campus, with input from programs about their spending up to that point and future needs.
- No decision has been made regarding the timeline and process for the 2021-2022 academic year. An announcement about the 2021-22 S&A fee application process will be sent out to S&A programs by January at the latest.

What is the mini-grant fund used for?

- Clubs and programs can request mini-grant funding for events or projects that they are working on. Additionally, any programs that did not receive the full amount they requested can request additional funding through the mini-grant process during winter quarter.
- ASG will consider updated College enrollment and fee revenue information and the updated COVID-19 related status of the College in instructional/service delivery in all mini-grant decisions.

How many clubs are currently funded by S&A?

- Typically, S&A supports 40-50 clubs throughout the academic year. However, due to remote operations, there are currently 11 clubs that are virtually active with 2-3 working on requests for winter quarter.



Winter 2021
Services and Activities (S&A) Fee
Allocation Proposal

Shoreline Community College
Associated Student Government

Shoreline Community College
16101 Greenwood Avenue North
Shoreline, WA 98133-5696

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Executive Summary

At the June 2020 Board of Trustees meeting, in order to allow the committee flexibility in responding to the evolving situation around enrollment and remote operations, the Board approved an S&A allocation for 18 programs, student clubs, and discretionary funds for summer and fall quarters only. A revenue of \$1 million was projected for the 2020-2021 academic year, and the Board approved accessing if needed an additional \$200,000 from S&A reserves. At that time, \$593,842 was allocated to 31 budgets for summer and fall quarters; as of November 23, 2020, a total of \$232,226 has been spent. To date, the S&A fee has brought in a total revenue of \$542,417.

Table 1: Summer/Fall 2020 S&A Expenses to Date

Programs	Summer/Fall 2021 Allocation	Summer/Fall Allocation Spent	Summer/Fall Allocation Remaining
Arts & Entertainment	\$68,400	\$34,396	\$34,004
Art Gallery	\$0	\$0	\$0
Assoc. Student Gov.	\$40,586	\$2,375	\$38,211
ASG - Student Clubs	\$35,000	\$0	\$35,000
ASG - Mini-Grant	\$25,000	\$3,000	\$22,000
Athletics-Total	\$216,020	\$36,638	\$179,382
Choral Groups	\$3,833	\$0	\$3,833
Concert Band	\$1,100	\$0	\$1,100
DECA	\$150	\$0	\$150
Ebbtide	\$11,520	\$6,682	\$4,838
Gender Equity Center	\$7,904	\$1,000	\$6,904
Instrumental Music	\$3,114	\$0	\$3,114
Multicultural Center	\$10,762	\$8,395	\$2,367
Opera & Musicals	\$0	\$0	\$0
Parent/Child Center	\$26,500	\$26,500	\$0
Plays & Video	\$3,745	\$565	\$3,180
Spindrift	\$4,231	\$11,005	(\$6,774)
Student Life	\$97,742	\$74,342	\$23,400
Theater Tech	\$0	\$247	(\$247)
Tutoring	\$38,235	\$27,081	\$11,154
TOTAL	\$593,842	\$232,226	\$361,616

Please Note: A detailed breakdown of budget expenses and requests begins on page 7.

Based on the announcement made by the college that winter quarter would continue to be remote, all S&A programs were notified that allocations for the remainder of the year were

going to be made on a per-quarter basis to allow for continued adaptability. Budget managers were asked to provide updates regarding their spending up to that point and to submit a projection as to their anticipated costs for winter quarter. 16 programs responded, 2 of them asking for no funding at this time. S&A committee made decisions based on the information provided and available at the time; programs will have the ability to request mini-grant funding from ASG for any budget items not funded through this process. During the mini-grant process, programs and student clubs are required to provide an overview and budget breakdown for their event/project, which helps keep ASG apprised of events and initiatives taking place on campus and allows them to provide support and promotions to the greater student body.

Of the \$373, 818 requested for winter quarter, \$298,032 was approved. A breakdown of funding for each program is provided in the following pages.

Table 1: Winter 2021 S&A Request & Allocation

Programs	Winter 2021 Requested	Winter 2021 Allocation
Arts & Entertainment	\$62,398	\$62,398
Art Gallery	\$0	\$0
Assoc. Student Gov.	\$24,951	\$0
ASG - Student Clubs	\$0	\$0
ASG - Mini-Grant	\$50,000	\$50,000
Athletics-Total	\$44,897	\$0
Choral Groups		\$0
Concert Band		\$0
DECA	\$2,938	\$0
Ebbtide	\$9,920	\$9,920
Gender Equity Center	\$9,325	\$9,325
Instrumental Music	\$4,000	\$1,000
Multicultural Center	\$6,659	\$6,659
Opera & Musicals	\$0	\$0
Parent/Child Center	\$26,500	\$26,500
Plays & Video	\$2,180	\$2,180
Spindrift	\$6,245	\$6,245
Student Life	\$99,856	\$99,856
Theater Tech	\$5,301	\$5,301
Tutoring	\$18,648	\$18,648
TOTAL	\$373,818	\$298,032

Winter 2021 S&A Fee Allocation Overview

The S&A budget will be allocated towards the following programs, club funding, and discretionary budgets:

- **Discretionary Funding:**
 - Mini-Grants
 - Contingency Fund

- **Recognized Student Organization/Clubs**

- **18 Programs:**
 - Art Gallery
 - Athletics
 - Arts & Entertainment Board
 - Associated Student Government
 - Choral Groups
 - Concert Band
 - DECA
 - Ebbtide
 - Gender Equity Center
 - Instrumental Music
 - Multicultural Center
 - Opera & Musicals
 - Parent/Child Center
 - Plays & Video
 - Spindrift
 - Student Life
 - Theater Tech
 - Tutoring

Table 3: 2020-2021 S&A Allocation & Expenses to Date (Detailed)

Programs	Summer/Fall 2021 Allocation	Summer/Fall Allocation Spent	Summer/Fall Allocation Remaining	Winter 2021 Requested	Winter 2021 Allocation
Arts & Entertainment	\$68,400	\$34,396	\$34,004	\$62,398	\$62,398
Art Gallery	\$0	\$0	\$0	\$0	\$0
Assoc. Student Gov.	\$40,586	\$2,375	\$38,211	\$24,951	\$0
ASG - Student Clubs	\$35,000	\$0	\$35,000	\$0	\$0
ASG - Mini-Grant	\$25,000	\$3,000	\$22,000	\$50,000	\$50,000
Athletics-Intramurals	\$26,728	\$3,226	\$23,502	\$0	\$0
Athletics-W Gen	\$21,404	\$5,332	\$16,072	\$9,173	\$0
Athletics-M Gen	\$23,541	\$2,668	\$20,873	\$10,089	\$0
Athletics-W Vball	\$18,935	\$4,528	\$14,407	\$2,141	\$0
Athletics-W Soccer	\$21,231	\$3,981	\$17,250	\$3,124	\$0
Athletics-W Bball	\$21,483	\$4,669	\$16,814	\$3,042	\$0
Athletics-M Baseball	\$34,967	\$4,848	\$30,119	\$9,011	\$0
Athletics-W Softball	\$26,864	\$4,199	\$22,665	\$5,539	\$0
Athletics-M Bball	\$20,867	\$3,187	\$17,680	\$2,778	\$0
Choral Groups	\$3,833	\$0	\$3,833		\$0
Concert Band	\$1,100	\$0	\$1,100		\$0
DECA	\$150	\$0	\$150	\$2,938	\$0
Ebbtide	\$11,520	\$6,682	\$4,838	\$9,920	\$9,920
Gender Equity Center	\$7,904	\$1,000	\$6,904	\$9,325	\$9,325
Instrumental Music	\$3,114	\$0	\$3,114	\$4,000	\$1,000
Multicultural Center	\$10,762	\$8,395	\$2,367	\$6,659	\$6,659
Opera & Musicals	\$0	\$0	\$0	\$0	\$0
Parent/Child Center	\$26,500	\$26,500	\$0	\$26,500	\$26,500
Plays & Video	\$3,745	\$565	\$3,180	\$2,180	\$2,180
Spindrift	\$4,231	\$11,005	(\$6,774)	\$6,245	\$6,245
Student Life	\$97,742	\$74,342	\$23,400	\$99,856	\$99,856
Theater Tech	\$0	\$247	(\$247)	\$5,301	\$5,301
Tutoring	\$38,235	\$27,081	\$11,154	\$18,648	\$18,648
TOTAL	\$593,842	\$232,226	\$361,616	\$373,818	\$298,032

Allocation Rationale

In October 2020, programs were asked to provide updates regarding their spending up to that point and to submit a projection as to their anticipated costs for winter quarter. Based on the information provided, allocations were made totaling \$298,032. Based on summer/fall expenses to date of \$232,226, it is estimated that a total of approx. \$275,000 will be spent by the end of fall. This combined with the allocation for winter will result in an estimated \$575,000 of the \$1.2 million budget remaining for the year.

CATEGORY I: Student Clubs

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$35,000	\$0	\$0

Description: The S&A fee provides funding for all student clubs to support activities, projects, and faculty and classified staff advisors.

Request Purposes: Club baseline budgets (\$500) and level 1 advisor stipends (for all advisors during remote operations - \$124 per quarter)

Rationale: Based on current active club roster (10), current allocation is more than sufficient for baseline budgets and advisor stipends. No additional funding is requested at this time.

CATEGORY II: Programs

Arts & Entertainment Board

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$68,400	\$62,398	\$62,398

Description: A&E organizes campus wide programs and events that create an engaging and vibrant student experience. Additionally, A&E provides graphic design and event planning services for clubs and programs.

Request Purposes: Student salaries and supplies for activities

Rationale: Funding for 6 student staff positions at reduced hours and supplies for virtual events. Additionally, funding for Asst. Director of Student Life position is still being taken out of this budget, so funding was moved from Student Life budget to A&E budget to fund for remainder of current academic year.

Art Gallery

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$0	\$0	\$0

Description: The Art Gallery, located in the 1000 building, showcases various forms of art produced by students, community members, and faculty.

Request Purposes: No funding requested for the remainder of the 2020-2021 academic year due to campus closure.

Associated Student Government

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$40,586	\$24,951	\$0

Description: ASG serves as the representative student voice at Shoreline Community College. 9 officers serve on a variety of campus-wide committees, oversee 2 student fee budgets, and organize a variety of events and initiatives throughout the year to support/serve students.

Request Purposes: Student salaries.

Rationale: Minimal funding was used for fall quarter due to delays in hiring student staff, so remaining funds will be used for salaries for winter quarter; no additional funding is requested at this time.

Athletics

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$216,020	\$44,897	\$0

Description: The Athletics Program consists of six sports teams that compete in the Northwest Athletic Conference (NWAC). Men's basketball, baseball; and women's basketball, softball, soccer, and volleyball.

Request Purposes: Salaries for coaches, mandatory fees as required for NWAC compliance, tournament fees, field rentals, and uniforms.

Rationale: Due to delay in start dates for all sports, league play will not begin until February/March at the earliest. 70% of goods & services for all budgets has already been allocated and approval of remaining funding will be paused until January 2021. If additional funding is needed before that time, it may be requested through the mini-grant process.

Choral Group

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$3,833	\$0	\$0

Description: Choral Ensembles provide students with opportunities to perform a variety of music. This program oversees two performing groups: Chamber Choral and Shoreline Singers.

Request purposes: Choral librarian salary, music purchases, and instrumentalist's salary.

Rationale: No funding from summer/fall allocation has been spent and no winter budget request submitted. If funding is needed prior to spring quarter, it may be requested through the mini-grant process.

Concert Band

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$1,100	\$0	\$0

Description: Concert Band consists of student musicians who rehearse and perform during campus and community events including SCC's commencement.

Request Purposes: Student salary (music librarian), sheet music.

Rationale: No funding from summer/fall allocation has been spent and no winter budget request submitted. If funding is needed prior to spring quarter, it may be requested through the mini-grant process.

DECA

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$150	\$2,938	\$0

Description: DECA is a co-curricular activity that aligns with SCC's Business Administration Program. It provides students with real world business experience through preparing students to compete in regional and international business competitions.

Request Purposes: Registration, travel, and lodging for three competitions.

Rationale: Funding requested for registration and travel to international competition, no approved due to current travel restrictions. If restrictions are lifted and funding is needed prior to spring quarter, it may be requested through the mini-grant process.

Ebbtide

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$11,520	\$9,920	\$9,920

Description: The Ebbtide is a student-run news outlet that publishes online and in print. The Ebbtide delivers campus news and views from a student perspective as well as allowing students to practice journalism skills.

Request Purposes: Student salaries, advisor stipend, printing, journalism conference, and organization membership fee.

Rationale: Funding for student salaries and the production of 1 print issue per quarter.

Gender Equity Center

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$7,904	\$9,325	\$9,325

Description: The Gender Equity Center advocates for education and inclusion on our campus. They provide services and resources for women, LGBTQ+ students, and other underserved populations.

Request purposes: Student salaries, workshops, and other events.

Rationale: Funding for 2 student staff positions at reduced hours and supplies for virtual events.

Instrumental Music

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$3,114	\$4,000	\$1,000

Description: Instrumental Music provides students with an opportunity to perform in an orchestra and small group ensembles.

Request purposes: Fees for guest clinicians and performers for zoom workshops

Rationale: No funding from summer/fall allocation has been spent, additional \$1,000 allocated to cover cost for workshop fees planned for winter. If additional funding is needed prior to spring quarter, it may be requested through the mini-grant process.

Multicultural Center

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$10,762	\$6,659	\$6,659

Description: The Multicultural Center engages the entire campus community to create a climate of inclusion, social justice, equity, access for underserved students and develops programs that support retention and student success.

Request Purposes: Student salaries, speaker/facilitator stipends for workshops and lectures, and supplies for virtual events.

Rationale: Funding for student staff positions at reduced hours and event supplies.

Opera/Musical

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$0	\$0	\$0

Description: The Opera/Musical Program organizes opera and musical productions. Students gain experience as singers, dancers, actors, etc. This program also employs experienced local professionals.

Request Purposes: No funding requested for the remainder of the 2020-2021 academic year due to campus closure.

Parent Child Center

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$26,500	\$26,500	\$26,500

Description: The Parent Child Center provides educational and child care services for students, faculty/staff, and community members. The PCC also serves as a lab school for students in the Early Childhood Educational Program at SCC.

Request Purposes: Salaries for staff and teachers.

Rationale: Funding for staff salaries for continued operation of the center.

Plays, Film, and Video

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$3,745	\$2,180	\$2,180

Description: Plays, Film, and Video is a program that helps students learn and develop skills required to work in film and theater industries. They create student produced films and host the Shoreline Shorts (short plays written and directed by students).

Request Purposes: Student and staff salaries and supplies for online production.

Rationale: Funding for salaries and goods & services to produce virtual play and support student projects.

Spindrift

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$4,231	\$6,245	\$6,245

Description: Spindrift is a literary magazine that solicits and publishes written and artistic work from students and community members annually.

Request Purposes: Student salaries, advisor stipend, and printing costs.

Rationale: Due to delayed printing of last year's edition, charges rolled over to the current year resulting in overspending of summer/fall allocation. Funding requested for student staff salaries and advisor stipend.

Student Life

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$97,742	\$99,856	\$99,856

Description: Student Life creates dynamic co-curricular programs and activities that are invested in the transformation of all students. This program provides accessible opportunities for students to build community, develop critical skills, and engage the campus community.

Request Purposes: Full time Student Life staff salaries and supplies for student leadership training, club support, facilitator stipends, and New Student Orientation.

Rationale: Salaries for 2 full-time staff positions + 1 graduate intern for winter and spring quarter. Funding for Asst. Director position is still being funded out of A&E budget so allocation for that position has moved over to that budget.

Theater Tech

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$0	\$5,301	\$5,301

Description: The Theater Tech Program supports the production of plays, musicals, concerts, and operas.

Request Purposes: Student and staff salaries and building materials for online production.

Rationale: No funding was allocated for summer/fall, funding for staff salaries has resulted in slight overspending. Funding requested for salaries and goods & services to produce virtual play and support student projects for winter.

Tutoring Services

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$38,235	\$18,548	\$18,648

Description: Tutoring Services provides students with free one-on-one tutoring services in various subjects.

Request Purposes: Tutor salaries.

Rationale: Salaries for tutors based on anticipated drop due to remote operations.

CATEGORY III: Discretionary Funding

Mini-Grant

Summer/Fall 2020 Allocation	Winter 2021 Requested	Winter 2021 Allocation
\$25,000	\$50,000	\$50,000

Description: Mini-Grants are a supplemental funding source that clubs and programs can access through an application process that is managed by ASG.

Request Purposes: Salaries for performers speakers, and other supplies for virtual events.

Rationale: Amount based on anticipated requests for winter quarter from active clubs and programs needing additional funding prior to spring quarter.

Recommendation

S&A programs continue to navigate considerable challenges due to unknown changes in enrollment and ongoing impact of COVID-19 (including online learning and remote operations through at least winter 2021). Because of this, the S&A Committee recommends that the Board of Trustees approve the proposed \$298,032 allocations for winter quarter. As the S&A fee has already brought in a revenue for \$542,417 for summer and fall quarter and spending to date has been \$232,226 the committee feels comfortable that the amounts allocated are still well within the existing and projected budget for the 2020-2021 academic year.

Thank you,

Fall 2020 Services & Activities Fee Committee

Sunshine Cheng, ASG President
Nathan Sidik, ASG Budget & Finance Officer
Kelsie Morehead, ASG Sustainability Officer
Tio Runtukahu, ASG Governmental Affairs Officer
Sundi Musnicki, ASG Advisor

**SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
(VIRTUAL) SPECIAL MEETING OF DECEMBER 3, 2020**

TAB 2

ACTION

Subject: Board of Trustees 2020 – 2021 Professional Learning Goals

Background

The Trustees conducted a first reading of its 2020 – 2021 Professional Learning Goals at the October 28, 2020 special meeting of the Board of Trustees. The goals presented on October 28 were developed at the September 8, 2020 Board of Trustees Retreat (“Special Meeting”) and there were no subsequent changes to the Board’s 2020 – 2021 Professional Learning Goals.

BOARD OF TRUSTEES 2020 – 2021 PROFESSIONAL LEARNING GOALS

1. Continue with Shoreline 101.
2. Review more data (deep dive), in more areas (e.g. national and state trends). Use mission fulfillment categories in dashboard to drive the data in support of each.
3. Participate in the Board Winter Retreat and review deep dive data to answer the question: How is the College serving our students?
4. Continue to meet on a regular/annual basis with the College Foundation Board.
5. Participate in meetings with local partners (e.g. City of Lake Forest Park, City of Shoreline, and the Shoreline Public Schools Board).
6. Attend a Board meeting of one of the Five Star Consortium colleges.
7. Engage in more College events.
8. Commit to attending local and national events as possible by using the annual calendar provided by the College President.
9. Participate in individual meetings with the College President.

Recommendation

That the Board of Trustees take action on its 2020 – 2021 Professional Learning Goals.

Prepared by: Lori Yonemitsu, Executive Assistant to the President
Shoreline Community College
November 25, 2020