Board of Trustees Meeting

Monday, June 7, 2021
4 p.m. to 6:30 p.m.

Zoom Link
Meeting ID: 879 5422 2944
Passcode: 853642
Phone: 253-215-8782

Study Session

Foundation Reception Video Update  Elisabeth Sorensen
Board of Trustees Website Updates  Alisa Shtromberg
  Elsa Gossett
New Marketing/Advertising Campaign  Leslie Shattuck
Economic Recovery Consortium  Kimberly Goddard
Sound Publishing Series Monthly Articles

Board of Trustees Meeting

Land Acknowledgment  Anne Hamilton
Roll Call  Anne Hamilton
Consent Calendar:
  • Approval of Agenda  Anne Hamilton
  • Minutes, May 10, 2021

General Discussion

Public Comments: Individuals may sign in for public comment, limited to 3 minutes each¹  Anne Hamilton

Introduction of New Employees  Dr. Amy Morrison

Reports to the Board

Associated Student Government  ASG Representative
President  Dr. Amy Morrison
Board Chair Update  Anne Hamilton
Trustees Activities Update  Trustees

¹Public comment is limited to matters which are not of a quasi-judicial nature. No more than six speakers may address the Board on any one subject. If there are both proponents and opponents of a matter who wish to speak, only the first three persons speaking in favor of the matter and the first three persons speaking in opposition of the matter may address the Board.
Foundation Liaison Update Laura Wildfong
Financial Summary Bruce Riveland
Federation of Teachers Dr. Andrea Westman
Federation of Classified Staff Heidi Davis
Administration Executive Cabinet

**Action Items**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Description</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1081</td>
<td>Policies Chapter 4: Instruction – Final Approval</td>
<td>Dr. Suzanne Ames</td>
</tr>
<tr>
<td>Item 1083</td>
<td>Faculty Bargained Agreement</td>
<td>Meena Park</td>
</tr>
<tr>
<td>Item 1086</td>
<td>Resolution 129 - Honoring Doug Emory’s Service to the College</td>
<td>Dr. Suzanne Ames</td>
</tr>
<tr>
<td>Item 1087</td>
<td>Juneteenth Holiday Observation</td>
<td>Robert Britten</td>
</tr>
<tr>
<td>Item 1088</td>
<td>2021-2022 Tuition and Fees</td>
<td>Bruce Riveland</td>
</tr>
<tr>
<td>Item 1089</td>
<td>2021-2022 LWTech Budget</td>
<td>Bruce Riveland</td>
</tr>
<tr>
<td>Item 1090</td>
<td>2021-2022 Board Meeting Dates</td>
<td>Anne Hamilton</td>
</tr>
<tr>
<td>Item 1091</td>
<td>2021-2022 Election of Board Officers</td>
<td>Anne Hamilton</td>
</tr>
</tbody>
</table>

**Executive Session**

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110, which may include:

1. To evaluate the performance of a public employee(s)
2. To discuss with legal counsel representing the agency litigation matters
3. To discuss and consider real estate acquisition
4. To plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress.

Action from the Executive Session may be taken in Regular Session, if necessary, as a result of items discussed in the Executive Session.

**Adjournment**
May 10, 2021 Board of Trustees Retreat and Meeting
12 p.m. to 4 p.m.
Zoom Meeting

The retreat session was called to order at 12:01 p.m.

Chair Hamilton called the roll; all trustees were present. Opportunity for comment was offered.

Vice President Riveland presented a budget update on the current fiscal year and leading into the next fiscal year, including an overall projection for fiscal year 2022, with an overview of the Legislative appropriation, Tuition projections, various Federal Aid packages (CARES, GEER, CRRSAA, and the American Rescue Plan), strategic one-time investments. Discussion ensued regarding LWTech’s first ability to fund our reserves at over 15% for the first time. VICE PRESIDENT Riveland also included a discussion of the Capital Budget for 2021-2023 with an update on the Minor Works projects.

Executive Director Britten and Vice President Riveland presented regarding the KPD Task Force and their findings, walking through each recommendation from the task force and providing context for the task force conclusions as an update for the Board. President Morrison intends to engage with the KPD Chief of Police to continue the conversation. Discussion ensued regarding the use of data in the deliberations, and learning more about the Board’s role in being part of and guiding this discussion. Since having KPD on campus has been an operational decision, the Board’s role is more to hear us wrestling with this issue, and to be aware of the discussion as due diligence, since at any point the college could be publicly called out for decisions made in these areas.

President Morrison shared her draft 2021-2022 Goals with the Board. Chair Hamilton remarked that the draft goals were well aligned and clear.

Vice President Ames shared regarding fall planning. Scenario A included an analysis of all programs’ enrollment and trends with online and hybrid instruction, and made decisions for hybrid or in-person instruction, detailed in the catalog. Scenario B looks very similar to current operations. Scenario C involves a possible switch from a six-foot distance to a three-foot distance. Scenario D occurs if vaccination is required, which includes most of Scenario A with a little more freedom. Discussion ensued regarding vaccination requirements and logistics options.

The trustees looked over their Board Goals and agreed to review them in more detail at the June meeting.

Director Copeland shared regarding the 2021 Employee Satisfaction Survey. Highlights included overviews on new questions and deleted sections, as well as survey result context from Dr. Kira Mauseth. Director Copeland shared significant changes to aggregate survey responses and also
shared the new Hanover Research DEI campus climate survey. Trustee Wildfong asked if this is in place of the SBCTC DEI survey that was developed; Executive Director Britten and Director Copeland jointly responded that the Hanover survey was not in place of the SBCTC survey, but that the SBCTC survey has not yet been released, and the Hanover survey was an opportunity to participate in nationally-normed questions, in addition to the SBCTC survey within our system. Trustee Jones asked regarding the status of trust in the trustee leadership in the disability population based on a significant decrease in that population’s response. Discussion ensued regarding various responses to the Employee Satisfaction Survey.

The retreat adjourned at 2:30 p.m.

The meeting was called to order at 2:35 p.m.

Chair Hamilton read the LWTech Land Acknowledgment.

Roll Call

Board of Trustees:
Anne Hamilton (Chair) Laura Wildfong Lynette Jones
Bob Malte (Vice Chair) Darrell Mitsunaga Derek Edwards

LWTech Faculty, Staff, Students, and Community Members:
Dr. Amy Morrison Leslie Shattuck Lauren Cline
Dr. Suzanne Ames Elisabeth Sorensen Michael Richmond
Robert Britten Andrea Westman Mike Potter
Cathy Copeland Cicilia Fidelis Campos Sally Heilstedt
Elsa Gossett Doug Emory Lisa Meehan
Dr. Ruby Hayden Greg Bem Vicki Chew
Chris McLain Heidi Davis
Bruce Riveland

Associated Student Government (ASG) Student Report:
ASG Representative Cicilia Fidelis Campos shared that ASG held several events in the spring, including the Presidential Forum, where the students asked President Morrison about fall planning, social justice, and COVID-19. They also worked hard on their hiring processes, worked on tenure committees, observed some classes, and are looking forward to promoting the AAPI month.

President Morrison shared:
- Trustee Wildfong came to campus to help select a site for the memorial Dove Tree, which will be planted in the fall.
- LWTech experienced a lockdown last Thursday as KPD followed suspects onto campus from a nearby car theft. Anthony Bowers and Campus Public Safety along with Leslie Shattuck and the Communications department were outstanding in their coordination and communication throughout the process.
- The Applied Research Symposium will be held this week.
- Tomorrow, LWTech will be featured on KING-5 in a story on the “Dr. Fauci effect” with increased enrollment in the health sciences professions.
Board Chair: Chair Hamilton reported that she interviewed four finalists for the Board Persistence Scholarship, and has already gotten her plants from the LWTech plant sale in the ground.

Trustee Updates: Trustee Wildfong reported that the ACT DEI Committee will be voting on making them into a full persistent sub-committee. They have a charter and a list of goals and projects, including hoping to roll out a set of guidelines about hiring with a DEI lens for Trustees by this November. Also, the ACT meeting is coming up on May 18th.

Foundation Update: Trustee Wildfong reported that the Foundation’s May Scholarship Reception will be virtual this year, and they have been working on videos to send out to donors later in May. Also, the 2021 Bright Futures Benefit Week will again be all online this year during the first week in November 2021.

Financial Summary: Vice President Riveland reported that March is the end of the third quarter, so we are 75% through the year. We are on track to end the year in very good financial shape, due to support from the Legislature and the pandemic grants and funding. Vice President Riveland also presented the proposed fee changes to courses in 2021-2022, and also presented regarding a small policy change about returning tuition after a ten-day rather than five-day period once classes start each quarter.

Federation of Teachers: Dr. Westman reported that the Federation has passed their CBA agreement. As well, President Morrison reported that Dr. Westman was also elected again to the Federation presidency.

Classified Staff: Heidi Davis reported that the Classified Union finished up with bargaining and their agreement was ratified by their membership last week.

Executive Cabinet: Reports from Executive Cabinet were included in the meeting packet. Trustees did not have any additional questions for Cabinet members.

Actions: 
Item 1078: Policy Chapter 2
Trustee Mitsunaga moved to approve; Trustee Malte seconded. The motion was approved.

Item 1079: Policy Chapter 3
Trustee Malte moved to approve; Trustee Wildfong seconded. The motion was approved.

Item 1080: Policy Chapter 5
Trustee Wildfong moved to approve; Trustee Mitsunaga seconded. The motion was approved.
A motion was made to amend the agenda by Trustee Malte, seconded by Trustee Mitsunaga, to include Item 1084.

Item 1084: Update to Policy 8.P.10 Tuition and Fees
Trustee Wildfong; Trustee Jones. The motion was approved.

Item 1081: Policy Chapter 4 (first read). Vice President Ames reported on the first read of the Instruction Policies (now Chapter 4).

A motion was made to amend the agenda to include Item 1085: Proposed Fee Changes by Trustee Jones, seconded by Trustee Malte.

Item 1085: Proposed Fee Changes for 2021-2022
Trustee Jones moved to approve; Trustee Wildfong seconded. The motion was approved.

Item 1082: Classified Bargaining Agreement
Trustee Mitsunaga moved to approve; Trustee Wildfong seconded. The motion was approved.

The Board of Trustees entered Executive Session at 3:37 p.m. to discuss the performance of a public employee.

The Board of Trustees exited Executive Session at 4:08 p.m.

Chair Hamilton adjourned the meeting at 4:09 p.m.

Respectfully submitted,

Elsa Gossett
Executive Assistant to the President
Attached are the following financial reports:

1. Statement of Revenue and Expenditures by Fund Source
2. Statement of Revenue and Expenditures and Fund Balance
3. Budget Status – Operating Budget by Fund Source

Summary Report:

The College is ten months through the fiscal year (83%). As in previous months, we continue to remain cautiously optimistic regarding the financial outlook for the year. Enrollments for the year through Winter Quarter finished down 14% from the prior year. Spring Quarter enrollments are up 9.9% from last year at this time. Full normal operations last winter and a sudden shift to full remote operations last spring introduce strong distortion into the year-to-year comparisons. At this time, the tuition revenue trend is positive given the lower annual budget expectations.

For year to date, revenues total approximately $41.8 M, down 3.1% from the prior year. This is primarily due to a decrease in enterprise activities, bookstore revenue and grants. Expenditures total approximately $42.5M and are unchanged from the prior year. This reflects increases in expenses related to PPE, IT costs for remote operations and financial aid.

For all funds, expenditures exceed revenues by approximately $704,000. For the general and self-supporting funds, revenues exceed expenditures by approximately $670,000.

Federal and state emergency grants in the amount of approximately $2.1M from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and the Governors Education Emergency Relief Fund (GEER) positively impact the total revenue for the period.

As of April 30, the College has a total fund balance for all funds of approximately $6.4M. As of April 30, the general operating reserve totals approximately $6.9M (20%). This balance includes a portion of the $1.5M grant from the Covid Response and Relief Supplemental Appropriations Act (CRRSAA). This percentage will decline as expenditures are incurred over the remainder of the quarter.

For the general fund budget, expenditures total approximately $24M and are up 7.5% from the prior year. The increase is reflective of salary and benefit increases, and heavy spending on equipment and PPE during remote operations. There are no areas of concern at this point. Tuition collections have exceeded this year’s lower budget target.

For self-supporting fund activities, expenditures total approximately $2.6M while revenues total approximately $3M. As of April 30, revenues exceed expenditures by approximately $1.18M. There are no areas of concern at this time.
### REVENUES

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Budget</th>
<th>YTD to Date</th>
<th>Balance</th>
<th>Received</th>
<th>4/30/20</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>State Allocations</td>
<td>21,078,730</td>
<td>18,279,163</td>
<td>2,799,567</td>
<td>86.72%</td>
<td>16,156,078</td>
<td>-13.14%</td>
</tr>
<tr>
<td>149</td>
<td>Tuition</td>
<td>7,222,500</td>
<td>7,546,214</td>
<td>(322,714)</td>
<td>104.47%</td>
<td>7,120,908</td>
<td>5.96%</td>
</tr>
<tr>
<td>149</td>
<td>Other/Investment</td>
<td>259,133</td>
<td>289,648</td>
<td>(30,515)</td>
<td>111.78%</td>
<td>290,337</td>
<td>(689)</td>
</tr>
<tr>
<td>148</td>
<td>Local Dedicated Funds</td>
<td>4,041,735</td>
<td>3,805,440</td>
<td>236,295</td>
<td>94.15%</td>
<td>3,160,225</td>
<td>-20.42%</td>
</tr>
<tr>
<td>145</td>
<td>Grants &amp; Contracts</td>
<td>8,771,532</td>
<td>3,079,827</td>
<td>5,691,705</td>
<td>35.11%</td>
<td>7,467,103</td>
<td>-58.75%</td>
</tr>
<tr>
<td>522</td>
<td>Student Activities</td>
<td>1,170,000</td>
<td>1,194,801</td>
<td>(24,801)</td>
<td>102.12%</td>
<td>88,286</td>
<td>(82,316)</td>
</tr>
<tr>
<td>524</td>
<td>Bookstore</td>
<td>100,000</td>
<td>5,970</td>
<td>94,030</td>
<td>5.97%</td>
<td>88,286</td>
<td>(93.24%)</td>
</tr>
<tr>
<td>526*</td>
<td>Facilities/Safety</td>
<td>0</td>
<td>223</td>
<td>(223)</td>
<td>20,570</td>
<td>(20,347)</td>
<td></td>
</tr>
<tr>
<td>569</td>
<td>Food Service</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>570</td>
<td>Enterprise Activities</td>
<td>860,850</td>
<td>485,934</td>
<td>374,916</td>
<td>56.45%</td>
<td>615,843</td>
<td>-21.09%</td>
</tr>
<tr>
<td>8xx</td>
<td>Financial Aid</td>
<td>8,530,000</td>
<td>7,029,877</td>
<td>1,500,123</td>
<td>82.41%</td>
<td>8,041,082</td>
<td>(12.58%)</td>
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</table>

Subtotal: 52,034,480

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Budget</th>
<th>YTD to Date</th>
<th>Balance</th>
<th>Received</th>
<th>4/30/20</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>Central Stores</td>
<td>40,000</td>
<td>3,460</td>
<td>36,540</td>
<td>8.65%</td>
<td>2,940</td>
<td>520</td>
</tr>
<tr>
<td>448</td>
<td>Printing/Copying</td>
<td>250,000</td>
<td>30,241</td>
<td>219,759</td>
<td>12.10%</td>
<td>101,597</td>
<td>(71,357)</td>
</tr>
<tr>
<td>840</td>
<td>Agency</td>
<td>0</td>
<td>54,320</td>
<td>(54,320)</td>
<td>14,960</td>
<td>39,360</td>
<td>263.10%</td>
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Subtotal: 290,000

Total Revenues: 52,324,480

### EXPENDITURES

<table>
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<tr>
<th>Fund</th>
<th>Description</th>
<th>Expended</th>
<th>YTD to Date</th>
<th>Balance</th>
<th>Expended</th>
<th>2019-2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>General Operating</td>
<td>28,304,731</td>
<td>24,091,027</td>
<td>4,213,704</td>
<td>85.11%</td>
<td>22,412,551</td>
<td>7.49%</td>
</tr>
<tr>
<td>148</td>
<td>Local Dedicated Funds</td>
<td>3,651,539</td>
<td>2,674,805</td>
<td>976,734</td>
<td>73.25%</td>
<td>3,381,325</td>
<td>(706,520)</td>
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<tr>
<td>145</td>
<td>Grants &amp; Contracts</td>
<td>8,771,532</td>
<td>3,567,242</td>
<td>5,204,290</td>
<td>40.67%</td>
<td>6,323,484</td>
<td>(2,756,242)</td>
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<tr>
<td>522</td>
<td>Student Activities</td>
<td>1,170,000</td>
<td>716,996</td>
<td>451,004</td>
<td>61.45%</td>
<td>805,338</td>
<td>(86,342)</td>
</tr>
<tr>
<td>524</td>
<td>Bookstore</td>
<td>70,000</td>
<td>(520)</td>
<td>70,520</td>
<td>-0.74%</td>
<td>(520)</td>
<td>0</td>
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<tr>
<td>526*</td>
<td>Facilities/Safety</td>
<td>0</td>
<td>(98)</td>
<td>98</td>
<td>1.086</td>
<td>(1,184)</td>
<td></td>
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<tr>
<td>569</td>
<td>Food Service</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>570</td>
<td>Enterprise Activities</td>
<td>860,850</td>
<td>652,670</td>
<td>208,180</td>
<td>75.82%</td>
<td>714,311</td>
<td>(81,641)</td>
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<tr>
<td>8xx</td>
<td>Financial Aid</td>
<td>8,530,000</td>
<td>10,635,147</td>
<td>(2,105,147)</td>
<td>124.68%</td>
<td>8,618,640</td>
<td>2,016,507</td>
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</table>

Subtotal: 51,358,652

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Expended</th>
<th>YTD to Date</th>
<th>Balance</th>
<th>Expended</th>
<th>2019-2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>Central Stores</td>
<td>40,000</td>
<td>10,456</td>
<td>29,544</td>
<td>26.14%</td>
<td>3,225</td>
<td>7,232</td>
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<tr>
<td>448</td>
<td>Printing/Copying</td>
<td>250,000</td>
<td>143,418</td>
<td>106,582</td>
<td>57.37%</td>
<td>150,461</td>
<td>(7,043)</td>
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<td>840</td>
<td>Agency</td>
<td>0</td>
<td>15,517</td>
<td>(15,517)</td>
<td>8,867</td>
<td>6,650</td>
<td>75.05%</td>
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Subtotal: 290,000

Total Expenditures: 51,648,652

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<th>Description</th>
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<th>YTD to Date</th>
<th>Balance</th>
<th>Expended</th>
<th>2019-2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Revenue Over(under)</td>
<td>675,828</td>
<td>(704,543)</td>
<td>729,202</td>
<td>98.7%</td>
<td>89,893</td>
<td>0.21%</td>
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</tbody>
</table>
## LAKE WASHINGTON INSTITUTE OF TECHNOLOGY
### Statement of Revenue and Expenditures and Fund Balance
for month ended April 30, 2021

<table>
<thead>
<tr>
<th>Fund Balance</th>
<th>Year-to-Date Revenue</th>
<th>Year-to-Date Expenditure</th>
<th>4/30/21 Balance</th>
<th>4/30/20 Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>001 State Allocations</td>
<td>0</td>
<td>18,279,163</td>
<td>18,279,163</td>
<td>0</td>
</tr>
<tr>
<td>149 Tuition</td>
<td>(2,385,935)</td>
<td>7,545,214</td>
<td>5,811,865</td>
<td>(652,587)</td>
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<tr>
<td>Other/Investment</td>
<td>0</td>
<td>289,648</td>
<td>289,648</td>
<td>290,337</td>
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<tr>
<td>149 Subtotal</td>
<td>(2,385,935)</td>
<td>7,834,862</td>
<td>5,811,865</td>
<td>(362,939)</td>
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<tr>
<td>148 Local Dedicated Funds</td>
<td>2,314,341</td>
<td>3,805,440</td>
<td>2,674,805</td>
<td>3,444,976</td>
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<tr>
<td>145 Grants &amp; Contracts</td>
<td>4,806,128</td>
<td>3,079,827</td>
<td>3,567,242</td>
<td>4,318,713</td>
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<tr>
<td>522 Student Activities</td>
<td>1,142,262</td>
<td>1,194,801</td>
<td>718,996</td>
<td>1,618,067</td>
</tr>
<tr>
<td>524 Bookstore</td>
<td>311,859</td>
<td>(5,970)</td>
<td>306,409</td>
<td>336,795</td>
</tr>
<tr>
<td>528 Facilities/Safety</td>
<td>1,405</td>
<td>223</td>
<td>(98)</td>
<td>1,726</td>
</tr>
<tr>
<td>569 Food Service</td>
<td>(338)</td>
<td>0</td>
<td>0</td>
<td>(271,491)</td>
</tr>
<tr>
<td>570 Enterprise Activities</td>
<td>(271,046)</td>
<td>485,934</td>
<td>652,670</td>
<td>(337,783)</td>
</tr>
<tr>
<td>846/849/850/860 Financial Aid</td>
<td>594,796</td>
<td>7,029,877</td>
<td>10,635,147</td>
<td>(3,010,473)</td>
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<tr>
<td><strong>Total Operating</strong></td>
<td>6,513,472</td>
<td>23,424,994</td>
<td>24,060,107</td>
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<tr>
<td>440 Central Stores</td>
<td>13,376</td>
<td>3,460</td>
<td>10,456</td>
<td>6,379</td>
</tr>
<tr>
<td>448 Printing/Copying</td>
<td>493,950</td>
<td>30,241</td>
<td>143,418</td>
<td>380,773</td>
</tr>
<tr>
<td>840 Agency</td>
<td>69,687</td>
<td>54,320</td>
<td>15,517</td>
<td>108,490</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>577,013</td>
<td>88,020</td>
<td>169,391</td>
<td>495,641</td>
</tr>
<tr>
<td><strong>Total All Operating Funds</strong></td>
<td>7,090,484</td>
<td>41,792,178</td>
<td>42,508,661</td>
<td>6,374,339</td>
</tr>
</tbody>
</table>

### General Operating Reserve
- **Balance:** 5,283,740
- **Year-to-Date:** 6,897,256
- **% of Operating Budget as of this report:** 20.79%

### Source
- BA1203/1204; GA 1332;
## General Funds 001/149

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Encumbered Balance</th>
<th>Expended/Encumbered</th>
<th>Prior Year to Date</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$18,954,520</td>
<td>$19,869,542</td>
<td>$15,454,947</td>
<td>$3,560,000</td>
<td>$854,595</td>
<td>95.70%</td>
<td>$14,079,663</td>
<td>9.77%</td>
</tr>
<tr>
<td>Benefits</td>
<td>6,394,587</td>
<td>6,671,868</td>
<td>5,275,433</td>
<td>1,210,400</td>
<td>186,035</td>
<td>97.21%</td>
<td>4,894,306</td>
<td>7.79%</td>
</tr>
<tr>
<td>Goods &amp; Services*</td>
<td>2,788,867</td>
<td>3,415,716</td>
<td>2,126,346</td>
<td>400,399</td>
<td>888,971</td>
<td>73.97%</td>
<td>2,478,798</td>
<td>-14.22%</td>
</tr>
<tr>
<td>Equipment</td>
<td>455,006</td>
<td>350,510</td>
<td>378,271</td>
<td>73,622</td>
<td>(101,383)</td>
<td>128.92%</td>
<td>230,020</td>
<td>64.45%</td>
</tr>
<tr>
<td>Travel</td>
<td>17,550</td>
<td>17,550</td>
<td>5,336</td>
<td>-</td>
<td>12,214</td>
<td>30.40%</td>
<td>70,383</td>
<td>-92.42%</td>
</tr>
<tr>
<td>Grants, Client Services</td>
<td>790,442</td>
<td>819,661</td>
<td>609,287</td>
<td>16,755</td>
<td>193,619</td>
<td>76.38%</td>
<td>651,091</td>
<td>-6.42%</td>
</tr>
<tr>
<td>HS Academy Transfer</td>
<td>(1,305,204)</td>
<td>(1,217,204)</td>
<td>(289,145)</td>
<td>(101,434)</td>
<td>(826,625)</td>
<td>32.09%</td>
<td>24,133</td>
<td></td>
</tr>
<tr>
<td>International Prog. Transfer</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Transfer of Charges</td>
<td>(305,708)</td>
<td>(1,622,912)</td>
<td>530,553</td>
<td>-</td>
<td>(2,153,465)</td>
<td>-32.69%</td>
<td>(15,843)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$27,790,060</strong></td>
<td><strong>$28,304,731</strong></td>
<td><strong>$24,091,028</strong></td>
<td><strong>$5,159,742</strong></td>
<td><em>(946,039)</em></td>
<td><strong>103.34%</strong></td>
<td><strong>$22,412,551</strong></td>
<td><strong>7.49%</strong></td>
</tr>
</tbody>
</table>

## Revenue Category

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Encumbered Balance</th>
<th>Expended/Encumbered</th>
<th>Prior Year to Date</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Allocations</td>
<td>$19,847,777</td>
<td>$21,078,730</td>
<td>15,737,810</td>
<td>-</td>
<td>5,340,920</td>
<td>74.66%</td>
<td>$16,156,078</td>
<td>-2.59%</td>
</tr>
<tr>
<td>Tuition</td>
<td>7,683,150</td>
<td>7,222,500</td>
<td>7,545,214</td>
<td>(322,714)</td>
<td>104.47%</td>
<td>7,120,908</td>
<td>5.96%</td>
<td></td>
</tr>
<tr>
<td>Investment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>491</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>259,133</td>
<td>259,133</td>
<td>289,648</td>
<td>(30,515)</td>
<td>111.78%</td>
<td>307,909</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$27,790,060</strong></td>
<td><strong>$28,560,363</strong></td>
<td><strong>$23,572,672</strong></td>
<td><strong>$4,987,691</strong></td>
<td><strong>82.54%</strong></td>
<td><strong>$23,585,386</strong></td>
<td><strong>-0.05%</strong></td>
<td></td>
</tr>
<tr>
<td>Revenue Over (Under) Expenditure</td>
<td>$ -</td>
<td>$255,632</td>
<td>$(518,356)</td>
<td>$1,172,835</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monthly Financial Statement April 2021 BOT 5/23/2021**
<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Balance</th>
<th>Expended/Encumbered</th>
<th>Prior Year to Date</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,366,495</td>
<td>$1,356,137</td>
<td>$1,180,093</td>
<td>$223,062</td>
<td>$47,018</td>
<td>103.47%</td>
<td>$1,204,007</td>
<td>-1.99%</td>
</tr>
<tr>
<td>Benefits</td>
<td>537,564</td>
<td>572,439</td>
<td>419,837</td>
<td>78,072</td>
<td>74,530</td>
<td>86.98%</td>
<td>457,968</td>
<td>-8.33%</td>
</tr>
<tr>
<td>Goods &amp; Services</td>
<td>2,068,551</td>
<td>1,676,143</td>
<td>1,002,760</td>
<td>400,654</td>
<td>272,729</td>
<td>83.73%</td>
<td>1,079,318</td>
<td>-7.09%</td>
</tr>
<tr>
<td>Equipment</td>
<td>81,004</td>
<td>62,500</td>
<td>50,528</td>
<td>7,578</td>
<td>4,394</td>
<td>92.97%</td>
<td>652,243</td>
<td>-92.25%</td>
</tr>
<tr>
<td>Travel</td>
<td>5,300</td>
<td>5,300</td>
<td>77</td>
<td>-</td>
<td>5,223</td>
<td>1.45%</td>
<td>8,169</td>
<td>-99.06%</td>
</tr>
<tr>
<td>Grant/Client Services</td>
<td>0</td>
<td>-</td>
<td>22,524</td>
<td>-</td>
<td>(22,524)</td>
<td></td>
<td>600</td>
<td>3654.00%</td>
</tr>
<tr>
<td>Transfer of Charges</td>
<td>(20,980)</td>
<td>(20,980)</td>
<td>(57,415)</td>
<td>-</td>
<td>36,435</td>
<td>273.67%</td>
<td>(20,980)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$4,037,934</strong></td>
<td><strong>$3,651,539</strong></td>
<td><strong>$2,618,404</strong></td>
<td><strong>$709,366</strong></td>
<td><strong>$323,769</strong></td>
<td><strong>91.13%</strong></td>
<td><strong>$3,381,325</strong></td>
<td><strong>-22.56%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Balance</th>
<th>Expended/Encumbered</th>
<th>Prior Year to Date</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inst. Program Fees</td>
<td>$1,194,030</td>
<td>$1,194,030</td>
<td>$665,067</td>
<td>$528,963</td>
<td>55.70%</td>
<td>$1,271,316</td>
<td>-47.69%</td>
<td></td>
</tr>
<tr>
<td>Inst. Ancillary Rev.</td>
<td>584,575</td>
<td>587,435</td>
<td>16,055</td>
<td>571,380</td>
<td>2.73%</td>
<td>331,573</td>
<td>-95.16%</td>
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</tr>
<tr>
<td>Testing</td>
<td>25,000</td>
<td>25,000</td>
<td>23,555</td>
<td>1,445</td>
<td>94.22%</td>
<td>30,926</td>
<td>-23.83%</td>
<td></td>
</tr>
<tr>
<td>Other Fees &amp; Income</td>
<td>2,234,329</td>
<td>2,235,270</td>
<td>3,100,763</td>
<td>(865,493)</td>
<td>138.72%</td>
<td>1,526,158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess Enrollment Tuition &amp; Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>252</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$4,037,934</strong></td>
<td><strong>$4,041,735</strong></td>
<td><strong>$3,805,440</strong></td>
<td><strong>$236,295</strong></td>
<td><strong>94.15%</strong></td>
<td><strong>$3,160,225</strong></td>
<td><strong>20.42%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue over Expended</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$390,196</strong></td>
<td><strong>$1,187,036</strong></td>
<td><strong>$ (221,100)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021  
Submitted by: Leslie Shattuck  
Department: Communications and Marketing

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 3: Build community connections for the College.

☒ College Outreach Activities
The Communications and Marketing team (team) spent May supporting several departments across the college. The following is an update of the top-level projects they worked on during those months. At the time of this report, there are currently 86 active projects in the department.

Public Relations
The team continued their work to engage local, regional and national reporters/writers to elevate awareness of the college. The college received coverage in the following media outlets and/or is working on the following media pitches:

Media Coverage:

Foreignaffairs.co.nz – DelBene Announces Over $124 Million for WA-01 Colleges, Universities, and Students  
Link: https://foreignaffairs.co.nz/2021/05/13/mil-osi-usa-delbene-announces-over-214-million-for-wa-01-colleges-universities-and-students/

King5.com – ‘Fauci Effect’ fueling a rise in medical school applications  
Link: https://www.king5.com/article/news/health/dr-fauci-effect-rise-medical-school/281-82b8bb8b-d0e5-4a25-9290-3f48a8f12010

Repairdrivennews.com – Women’s Industry Network (WIN) awards $11K in scholarships to ‘future of collision repair’  
Link: https://www.repairdrivenews.com/2021/05/10/win-awards-11k-in-scholarships-to-future-of-collision-repair/

BodyShopBusiness.com – Women’s Industry Network (WIN) announces 2021 scholarship recipients  
Link: https://www.bodyshopbusiness.com/win-announces-2021-scholarship-recipients/

Apnaahangout.com – Top affordable chemical engineering colleges & programs in USA 2021
During the month of May, the team worked on pitches/stories about:

- LWTech Receives National Rankings for Cost and Value to Students
- LWTech to Host Second Annual Research Symposium

**Editorial Series with Sound Publishing/Kirkland Reporter**
The team is working with Sound Publishing/Kirkland Reporter on a series of articles, and will be sharing more about this with the Trustees in June.

**Social Media**
The team conducted social media outreach which included posts on Instagram, Facebook, Twitter and LinkedIn. Social media engagement continues to perform well. Social media outreach over the past month promoted Summer/Fall registration, virtual Open House, annual research symposium, GAAD week, Biomedical Device Assembler certificate, Auto Repair program and much more.

**Website and Social Media Analytics**
The following is the overview of website and social media analytics for April:

**Website Highlights, April**

- Overall traffic in April was up by 6%, with 13% less users. However, pageviews were down by 7%. Compared to the same time in 2020, overall traffic was up by 43%, with 131% more users, and 22% more pageviews. The increase in traffic from last month can be attributed to the start of Spring quarter. The year-over-year increase is due to the pandemic shutdown which resulted in a significant decrease in traffic in April of 2020.

- Current Students at LWTech was the top most visited page outside of the homepage and the Academics page was the second most popular page. Of the academic program pages, Nursing remained in the top spot, with Plant Sale page (under Environmental Horticulture) rose to the second spot with an increase by 447%.

- Visits from social media were up by 112% from last month, and up by 69% from the same time last year. Visits from Search were up by 1% last month, but down by 30% from 2020.

- The most visited day was Monday, April 5 with 7,502 visits. The least visited day was Saturday, April 24 with 2,863 visits.
Social Media Highlights, April

- Audience reach in April grew by 0.89% from March, with reach growing by 164 users overall. Compared to April 2020, it was up by 6%. Reach growth had largest gains on LinkedIn with 92 new followers, and on Facebook with 51 new followers.

- Overall engagement was down by 31% from last month and down by 46% from the same period in 2020. Impressions were also down by 10% from March, and down by 42% from the same time in 2020 across all platforms. There were fewer number of posts made in April than in March, with less engaging content (i.e. live tours), resulting in lower engagement and impression rates. The major decrease in engagement and impressions from last year is due to last year’s COVID-19 emergency communications, which drove users to be very active as it was their main source of news from the college.

- On Facebook, Twitter, and Instagram the most popular post in April was about the Annual Plant Sale. YouTube’s Assessment Center how-to video remained at the top.

Equity, Diversity, and Inclusion Work
The team continued its work to promote equity, diversity and inclusion at the college, and the work to dismantle systemic racism at the college. The team continued to make updates to the Diversity page on the website.

Other Departmental Activities/Highlights

Website
The team worked on several updates to the website, including refreshing the homepage, and updating several program and department pages.

New Marketing and Advertising Campaign
The team continued working on the new marketing and advertising campaign. We look forward to sharing it with the Trustees in June.

LWTech’s Economic Recovery Community Consortium (ERCC)
The team continued its work on the ERCC, and looks forward to sharing more about this with the Trustees in June.

President’s Office Support
The team provided communications support to the President’s office.

Student and Staff Stories
The team continued to identify and interview students, faculty, and alumni for a variety of outreach purposes, including PR outreach, printed and online materials.

Foundation Support
The team continued to support the work of the Foundation.

Videos
The team created several videos to promote programs and the college, including live tours and Instagram and Facebook stories.
**Outreach Support**
The team worked closely with the Outreach team to support their recruitment activities. Together, the two teams worked together on the development of the [virtual Open House](#). Several videos were created for this event.

**Digisign Updates**
The team continued to update on-campus digisign monitors, including making sure they are viewable on the website.

**Programs and Department Support**
The team worked on several marketing projects for various programs throughout the college. These included brochures, banners, and flyers, just to name a few.
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021
Submitted by: Elisabeth Sorensen
Department: Foundation

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that promote anti-racism, equity, diversity, and inclusion, as well as student enrollment, achievement, and completion

The Foundation supported LWTech’s Global Accessibility Awareness Days (GAAD) Campaign by funding prizes for participants.

The Foundation continues discussions with Robert Britten, LWTech Executive Director of LWTech Equity, Diversity and Inclusion and Cathy Copeland, Director, Research and Grants, on strategies to utilize the recent Eva Gordon Estate gift to close student equity and achievement gaps on campus.

☒ Evaluate and approve policies that encourage workforce development, and provides pathways, from basic skills to baccalaureate programs, for students to achieve their goals

The Foundation supported LWTech’s Annual Applied Research and Innovation Symposium by funding the cost of t-shirts and certificates.

The Foundation funded the registration cost for two students in LWTech’s Architectural Technology Program to attend the virtual Spirala Community Home International Architectural Competition.

☒ Support the college leading up to and through LionsLink implementation

The Foundation is pleased to dedicate $6,000 from Foundation college hospitality accounts to support a gift card recognition program for LWTech employees with heavy responsibilities related to ctc Link implementation. The gift card recognition program is in lieu of on-campus ctc Link recognition and educational events that are not safe/viable to host as a result of the pandemic.
Board Goal 2: Evaluate and support resource development initiatives.

☒ Support LW Tech Foundation efforts to increase revenues available for scholarships, programs, faculty and staff professional development, and college support

_In lieu of the 2021 Annual Scholarship Reception, the LW Tech Foundation released the first-ever LW Tech Foundation Annual Scholarship Video on Wednesday, May 12 at 4:00 p.m. (the original date/time of the Annual Scholarship Reception) to our community of generous donors and supporters. The video features expressions of gratitude from scholarship recipients enrolled in the Nursing, Welding Technology and Design Programs at LW Tech._

Watch the video at: [https://www.youtube.com/watch?v=SjXf3lf7G6A](https://www.youtube.com/watch?v=SjXf3lf7G6A)

Applications for Fall 2021 Scholarships opened on Friday, May 7. The Foundation plans to award over $100,000 in scholarship aid to hardworking, highly motivated students for Fall 2021 Quarter.

☒ Support opportunities for public-private partnerships that contribute to scholarships, programs, and faculty and staff professional development

_The Foundation secured a generous gift of $10,000 from the Kiwanis Club of Kirkland to create an Early Learning Center Emergency Fund to assist parents who have an unexpected event that prevents them from being able to meet a tuition payment for their child’s attendance at the LW Tech Early Learning Center (ELC)._  

☒ Support college efforts to participate in grant programs that benefit scholarships, programs, and faculty and staff professional development

Board Goal 3: Build community connections for the College.

☒ College Outreach Activities

_Elisabeth Sorensen and Walt Krueger spoke (via zoom) at the Altrusa Club of Lake Washington East Meeting on Wednesday, May 19. The Altrusa Club of Lake Washington East provides a $1,000 scholarship to a LW Tech student annually via the Altrusa Club of Lake Washington East Endowed Scholarship. Additionally, this club funds an Annual “Tools of the Trade” Scholarship in the amount of $500 to assist students with the cost of program tools._

_The LW Tech Foundation purchased four delicious deserts prepared by talented students in LW Tech’s Baking Arts Program as well as a gift certificate for a fuchsia basket redeemable at the 2022 LW Tech Environmental Horticulture Plant Sale for the Greater Kirkland Chamber of Commerce’s Virtual Gala held on May 20 through May 23._

_Elisabeth Sorensen represents LW Tech as a board member on the Greater Kirkland Chamber of Commerce Board of Directors._
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021
Submitted by: Meena Park
Department: Human Resources/Payroll

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Support and Approve the Mission Fulfillment Plan Development (formerly called the Strategic Plan)
  • Human Resources is focused on 3 tasks related to the goal of recruiting diverse faculty and staff that mirror our student body and reflect the surrounding county demographics.
    o Job descriptions overhaul and review with an equity lens – HR continues to work the classified job description review task group to revamp the classified administrative support group’s job descriptions.
    o Search committee training – HR is ramping up for the FY2021-22 recruitment year with a total of 34 open and anticipated positions to be filled by Fall quarter. To help remove potential bias and create a consistent scoring method, we have introduced the Decision Score Card that focuses on job specific competencies. Additionally, disaggregated applicant demographics will be provided at each step of the recruitment process – applicant pool, minimum qualification, and interview step - to track diversity metrics.
    o Disaggregated employee demographics – We will assess progress by tracking percentage and number of hires that improve diversity as well as retention of BIPOC employees.

☒ Support the college leading up to and through LionsLink implementation
  • As Pillar Leads and Subject Matter Experts, the HR and Payroll departments continue to be heavily involved in the LionsLink Future State Design (FSD) work sessions for Employee Onboarding and PeopleSoft Account Security Administration Business Planning.

Board Goal 3: Build community connections for the College.

☒ Key conferences and events

On May 6th, Meena Park attended the HRMC Quarterly Zoom meeting. Agenda topics included Title IX Hearing, on-going COVID-19 return to campus discussions, and background check procedures.
Meena Park continues to participate in bi-monthly HRMC and OFM HR Directors Zoom meetings to keep abreast of everchanging HR rules and regulations.

**Other Departmental Activities/Highlights**

HR and Payroll departments are busy with end of year activities that include annual evaluations/360 assessments, renewal of exempt contracts, and classified increments. Additionally, we are preparing for the end of year All Staff celebration that recognizes employees who attained advanced degrees as well as employees who are retiring. We will also be rewarding our 5th Annual President’s Commendations recipients. Following is a list of past recipients:

**2020 Recipients**
1. President’s Commendation for Collaboration: Technology Distribution Team
2. President’s Commendation for Excellence: ASG Student Leadership
3. President’s Commendation for Innovation: IT Department, Engagement & Learning Team
4. President’s Commendation for Respect: Facilities Team

**2019 Recipients**
1. President’s Commendation for Collaboration: Jim Howe
2. President’s Commendation for Excellence in Inclusion – EDIC Community of Belonging Subcommittee
3. President’s Commendation for Innovation (TEALS Team)
4. President’s Commendation in Respect
   a. Facility Council
   b. HR Advisory Committee

**2018 Recipients**
1. President’s Commendation for Excellence in Student Completion – IBest (Core Team)
2. President’s Commendation for Advancing EDI – Community Resources Fair and the MLK Project
3. President’s Commendation for Innovation – Hobson’s Team
4. President’s Commendation for Workplace Excellence – IR Team/Tableau
5. President’s Commendation for Excellence in Student Enrollment – Early Action Letters

**2017 Recipients**
1. President’s Commendation for Excellence in Student Completion – Dental Assisting Team
2. President’s Commendation for Advancing Diversity, Equity, and Inclusion – Associated Student Govt.
3. President’s Commendation for Innovation – Guided Self Placement Team
4. President’s Commendation for Workplace Excellence – Facilities/Campus Security Team
5. President’s Commendation for Excellence in Student Enrollment – High School Programs Team
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021
Submitted by: Suzy Ames
Department: Instruction

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that encourage workforce development, and provides pathways, from basic skills to baccalaureate programs, for students to achieve their goals
The second annual Applied Research Symposium was extremely successful. Students showcased advanced thinking, analysis and research in a wide range of fields including science, math, public health and behavioral health.

Dr. Suzy Ames is representing the state’s CTC system along with a few SBCTC staff members on a national community-based education preparation program. We are striving to create a template for all colleges to create CBE programs.
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021
Submitted by: Cathy Copeland
Department: Research & Grants

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

- **Support and Approve the Mission Fulfillment Plan Development (formerly called the Strategic Plan)**
  The team is supporting development of new metrics related to mission fulfillment. This process will include work from the Institutional Planning & Effectiveness Committee (IPEC) and development of new mission fulfillment metrics. The team will also support development of the mission fulfillment plan in the 2020-21 academic year in addition to assisting with the coordination of departmental-level planning through IPEC.

- **Evaluate implementation of the College’s current 2017-2020 Strategic Plan**
  The team supports this work through assessment of the past plan including monitoring of metrics and incorporation of past work into the new Mission Fulfillment Plan.

- **Evaluate and approve policies that promote anti-racism, equity, diversity, and inclusion, as well as student enrollment, achievement, and completion**
  The team continues to share results from the 2021 Employee Satisfaction Survey to support the president’s goal and is in process of analyzing/preparing the results.

- **Evaluate and approve policies that support anti-racism, equity, diversity, and inclusion in both the learning and workplace environments**
  The team is supporting the launch of a Diversity, Equity, and Inclusion survey in May 2021. This survey is in collaboration with Hanover Research and will be administered to faculty, staff and students. Results will be available around June 30.

- **Ensure the College is prepared for retraining demands post-COVID**
  Support of retraining demands post-COVID is summarized under Goal 2: Evaluate and support resource development initiatives.

- **Evaluate and approve policies that support diverse faculty and staff recruitment, development and retention**
  The team administered the 2021 Employee Satisfaction Survey and is awaiting the results from the Diversity, Equity, and Inclusion survey.

- **Use data to assess the effectiveness of policies**
  The Research & Grants team supports this work through dashboard development and assessment. The primary on-campus tool for college faculty and staff is Tableau Community.
Dashboards and the team launched, in collaboration with IT and Student Services, new dashboards to support Program Review and Selective Admissions. Other current data projects included spring reporting for Integrated Postsecondary Education Data System (IPEDS) and creating new dashboards for Gen Ed programs and Science pathways

**Support the college leading up to and through LionsLink implementation**

The team will serve as reporting leads for the upcoming LionsLink (ctcLink) implementation. The team attended multiple all-day sessions in May and began the new role of Query Development leads.

**Board Goal 2: Evaluate and support resource development initiatives.**

- **Support opportunities for public-private partnerships that contribute to scholarships, programs, and faculty and staff professional development**
  Grant work necessitates public-private partnerships. All work related to this goal is summarized below.

- **Support college efforts to participate in grant programs that benefit scholarships, programs, and faculty and staff professional development**
  *National Science Foundation (NSF):* LWTech received $365,000 in new funding from NSF to support a new grant to expand Open Educational Resources (OER) in Electronics Technology and Welding (ATE 2100136); this project will launch on September 1. LWTech currently leads an Advanced Technical Education (ATE) Coordination Network called AppConnect NW that brings together applied baccalaureate faculty in computer science (DUE 1700629 funded at $866,882).

*Higher Education Emergency Relief Fund*

The team supported applications for funding developed under the 'Coronavirus Aid, Relief, and Economic Security' Act (CARES); Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA); and, the American Rescue Plan Act (ARP Act) passed by Congress. Total allocations in institutional funding to the college across all three funding acts exceeds $5M. The team will continue supporting reporting related to these funds.

- **PROFESSIONAL/TECHNICAL PROGRAMS RESTART GRANT**
  LWTech received $200,000 in funding to support technical programs (e.g. automotive repair) following the COVID-19 pandemic. The purpose of this grant is to support the reestablishment of professional and technical programs that were disrupted due to COVID-19 and to provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington. Proposals will help workers succeed in a post-pandemic economy.

- **Institutional Resilience and Expanded Postsecondary Opportunity Grants Program (IREPO):** LWTech – in a collaboration with the four other technical colleges in WA – submitted a request for $3,000,000 to support financial aid and remote education in technical education programs

*Ongoing Grant Support*

The team continues to support current grant programs such developing flipped classrooms through College Spark funding.

*ctcLink/LionsLink Grant Support*

The team is working is supporting data conversions related to grants and implementation of new grant-related processes as part of the ctcLink/LionsLink conversion.
Board Goal 3: Build community connections for the College.

- **Key conferences and events**
  The team is preparing to host the Grant Developer’s Conference on June 17.

- **Actively participate and engage in community activities**
  The team participated in campus events including all-staff meetings and in-service professional development training sessions. The team continues to offer Tableau Community Dashboard trainings.

**Other Departmental Activities/Highlights**

The team continues work with the Applied Research Committee, and working with the Research Course Development subcommittee to develop criteria/curriculum for a new undergraduate applied research course. Other research-related work includes: gathering Research Ethics learning materials for LWTech students (Public Health) and researching Institutional Review Board (IRB) training materials for RPC members (Research Ethics subcommittee).
Executive Cabinet Report to Board of Trustees

Board Meeting Date: June 7, 2021
Submitted by: Ruby Hayden
Department: Student Services

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2020-21 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that promote anti-racism, equity, diversity, and inclusion, as well as student enrollment, achievement, and completion
TRIO hosted its 6th annual End of Year Celebration on Zoom this week to honor TRIO students for their accomplishments this year and recognize our graduates (more than 60 TRIO student are graduating this year). President Morrison, Vice President Hayden, students, TRIO Staff, and Learning Lab tutors joined for the occasion. Two amazing student speakers (Luay Al-Ani, Business DTA and de-Anna Martin, Nursing AAS) give their personal stories of how TRIO has supported them along their educational journey. The following are two quotes from the student speeches that stood out:

- “My journey started at Everett Community College, but I did not get a lot of academic resources to help there but after I came to LWTECH I was fortunate to find TRIO and have been successful at LWTech as evidenced by my grades. I have truly taken advantage of the services our TRIO program offers. I would like to say thank you to my TRIO advisor (Asma) she helped me a lot, and she quickly responded to my questions.” – Luay Al-Ani
- “How you build your tribe says a lot about you. That has led us all to today’s celebration. I feel all of us in the LWTech TRIO program are privileged to have our TRIO team! I worked hard, put in the time, and now celebrate: a Winter 2021 graduation with an associate degree in Nursing, with high honors - Magna Cum Laude, Phi Theta Kappa membership, and passed the state boards of nursing exam known as the NCLEX, to become a registered nurse (RN) during National Nurses week last week along with receiving my acceptance to Northwest University to complete my Bachelor degree in Nursing. But wait, there’s more; I start my first nurse job next week! I did this because of programs like TRIO that helped me learn how to advocate for myself, supported me in building my tribe, and most of all, ”helping me get by with a little help from my friends.” – de-Anna Martin

☒ Evaluate and approve policies that support anti-racism, equity, diversity, and inclusion in both the learning and workplace environments
Vice President Hayden continues to guide the Supporting Justice Involved Students taskforce. At the most recent meeting the SBCTC Policy Associate for Corrections Education and the regional Re-entry Navigator joined the taskforce to provide feedback on progress to date and provide updates on state-level work.

**Board Goal 3: Build community connections for the College.**

- **College Outreach Activities**
  - LWTech had its very first virtual Spring Job & Internship Fair on Tuesday, May 18th from 10 a.m. to 12 p.m. and it was a huge success! It featured 29 employers from a variety of different industries matching our programs that had a wide array of current job openings and internships. 380+ people attended, 120 of which were LWTech students and graduates, and there were 500 chat sessions that took place between employers and attendees. We are truly appreciative for the event planning and support that was provided via our WorkSource – King County partners, who also provided us with complimentary access to utilize the Brazen platform for the event! Due to all of your support, the job fair had an AMAZING turnout and according to our WorkSource partners, is the largest attended virtual job fair they have partnered with at a WA CTC this year! In addition, we also received very positive feedback from both attendees and employers who were very impressed with the job fair in every aspect.

  - The Marketing and O&R teams co-presented the first ever virtual Open House from May 25th - 27th. The virtual event featured a welcome message from the President, live and recorded information sessions, a brand new virtual campus map tool, a library of resource videos, and several opportunities to connect with the Admission Coach to get started at LWTech.

**Other Departmental Activities/Highlights**

- **Student Programs:**
  - Student Programs has been sending out commemorative commencement packages. To date, 240 packages have gone out the door to our Class of 2021 graduates. We are very proud to support our students and are happy students are interested in representing LWTech in their graduation experience. Visit [LWTech’s commencement webpage](#) for more information about Commencement Week, June 14 – 18.

- **Student Development:**
  - Welcome to new staff!
    - Welcome to Matt Allen, LWTech’s newest Student Success Navigator. Matt will provide academic advising to the Schools of Transportation, Manufacturing, and Environmental Horticulture. Matt previously worked at LWTech in the High School Programs office as the Running Start Coordinator.
Welcome to Sam Gracie, who will be temporarily providing administrative and customer service support to students accessing the Student Development Department, primarily in Advising, Counseling, and Disability Support.

- Mental Health Counseling Expansion - We are excited to announce that we are expanding mental health counseling services on campus starting this summer! We are hiring a full-time, annual renewable Faculty Mental Health Counselor. Student interest in our part-time, contracted counseling services has gained in popularity especially during the pandemic. We are very excited to expand services to add a full-time provider to our staff to serve the mental health and wellness needs of the LWTech student population. In addition to providing mental health counseling, this person will also take over management of the CARE team and Student Wellness Advisory Committee.

- As our Disability Support Service leader, Mony Loeum helped to lead our first Global Accessibility Awareness Day (GAAD) week-long celebration during May 17th through May 21st, 2021 (hosted by the Digital Accessibility Committee). This year marked the 10th anniversary of the GAAD on May 20, 2021, around the world, and LWTech made its participation debut! The purpose of GAAD is to get everyone talking, thinking, and learning about digital access and inclusion, and the more than One Billion people with disabilities/impairments. Here at LWTech, we took it one step further by commemorating GAAD as a week-long virtual event! We offered a week-long virtual event filled with micro-workshops, videos, challenges, games, and other activities related to digital accessibility. All events were open to the LWTech Community. Each day consisted of a theme, a challenge of the day, suggestions for what you can do, and a daily takeaway. DAC and the GAAD planning group are proud to educate and inform the college community about digital accessibility for all.
Amendment to Policies, Chapter 4  
(formerly Chapter 6)  
Second Read

Executive Sponsor: Dr. Suzanne Ames

Situation
The Board of Trustees reviews college policies annually according to its policy review calendar to ensure that policies are accurate and reflect governance strategy.

As part of this process, the college reviews policies through its internal structure to make recommendations regarding:
- Accuracy of information
- Removal of procedures from policy where appropriate
- Edits to improve clarity and ease of understanding

Pursuant to this process, revisions were proposed to Chapter 4 (formerly Chapter 6), Student Services, including:
- Cleaned up a considerable amount of outdated language
- Revised Employee Rights
- Revised student course observation process
- Revised part-time faculty review process

These proposed revisions were reviewed by Executive Cabinet, the Policy Review Committee, and College Council.

Second Reading and Final Approval
Ch. 4 Instruction

4.P.01 Academic Standards and Regulations

4.P.01 Academic Standards and Regulations

Policy

Academic regulations, admissions, registration, and records policies shall be consistent with the State Board for Community and Technical Colleges (SBCTC) standards, “with respect to the content of the curriculum and other educational and training programs and the requirements for degrees and certificates awarded by the College,” according to RCW 28B.50.090(7)(c). The College adheres to the Federal definition and fulfillment of a credit hour and determines the credit value or credit equivalent according to the SBCTC Policy Manual, Chapter 4, and Appendices. Pertinent policy areas are listed below and the College regularly updates and publishes procedures related to these policy areas in the College catalog and website.

1. Academic regulations.
2. Academic standards.
3. Definition of credit hour.
4. Grading system.
5. Graduation requirements.
7. Credit completion.
8. Excess credit accumulation.

4.P.03 Advisory Committees

4.P.03 Advisory Committees

Policy

Per RCW 28B.50.252, all professional-technical programs will have an advisory committee to provide input on current industry standards. The committee will include a labor representative from the related bargaining union when appropriate. The vice president of instruction’s office will maintain an advisory committee handbook in compliance with the State Board for Community and Technical College standards.

4.P.05 Catalog

4.P.05 Catalog

Policy
The college will publish, at least every other year, a college catalog that includes but is not limited to:

1. General college information.
2. Instructional program descriptions.
3. Course descriptions.

4.P.07 Class Schedule

4.P.07 Class Schedule

Policy

The college will publish a class schedule every academic quarter.

4.P.09 Course Approvals/Changes

4.P.09 Course Approvals/Changes

Policy

The college will have procedures to propose:

1. New courses.
2. Changes to existing courses.
3. Course deletions or inactivations.

Procedures, Forms, and Documents:

Curriculum changes.docx

4.P.11 Course Coding

4.P.11 Course Coding

Policy

The vice president of instruction or designee will code all courses in compliance with the State Board for Community and Technical Colleges (SBCTC) course coding manual.

4.P.13 Course Numbering
4.P.13 Course Numbering

Policy

The college will have a uniform course numbering system and may use the State Board for Community and Technical Colleges’ common course numbering system. The vice president of instruction or designee assigns course prefixes and numbers.

4.P.15 Course Outlines

4.P.15 Course Outlines

Policy

The college will provide course outlines for each course in the college’s standard format. Instructional services keeps these outlines on file. Faculty develop and update course outlines, program information, student learning assessment, and assessment of global outcomes as industry standards change and during regular program review timelines.

4.P.19 Credit Values and Credit Equivalents

4.P.19 Credit Values and Credit Equivalents

Policy

The college will use credit values based on state guidelines regarding credits awarded based on contact hours and mode of instruction. The length of fall, winter, and spring quarters may vary between 10 and 12 weeks according to the negotiated contract. The length of summer quarter may vary. Based on the appropriate modes of instruction, credit equivalents and class hours will be consistent between academic quarters.

4.P.21 Degrees and Certificates

4.P.21 Degrees and Certificates

Policy

The college will offer the following degrees, certificates, and awards upon successful completion of technical and academic core requirements as specified in the college catalog:

1. Applied Bachelor’s degree.
2. Major-Related Program transfer degree.
3. Associate of Applied Science degree.
5. Associate in Science – Transfer degree.
7. Certificate of Completion.
9. General Education Development (GED ®) – Credential.

4.P.23 Degrees and Certificates – Residency Requirements

4.P.23 Degrees and Certificates – Residency Requirements

Policy

o qualify for graduation, students must earn at least 30% of the required credits in residence at 
LWTech for the following degrees and certificates:

1. Applied Bachelor’s degrees.
2. Major-Related Program transfer degrees.
3. Associate of Applied Science degrees.
4. Associate of Applied Science—Transfer degrees.
5. Associate in Science – Transfer degrees.
6. Certificates of Proficiency.

All credits required for Certificates of Completion must be earned in residence at LWTech to 
 qualify for graduation.

Program faculty may recommend waivers of the residency requirements to the appropriate 
division dean. The dean forwards the waiver request to the vice president of instruction or 
designee with a recommendation for approval or denial. The vice president or designee will 
 approve or deny the request.

4.P.24 Posthumous Degrees

4.P.24 Posthumous Degrees

Policy

The College may grant a posthumous degree to an immediate family member to recognize the 
academic achievement of a student who completed a significant portion of their degree requirements 
but died before graduating.

Definitions

“Posthumous” means following or occurring after death.
“Immediate family member” includes a person’s parents, spouse or cohabitating partner, siblings, 
children, aunts, uncles, grandparents, and grandchildren.
4.P.25 E-Learning

4.P.25 E-Learning

Policy

The college will provide students with learning opportunities outside the traditional classroom setting by using online modes of instruction that occur partly or fully outside the traditional face to face classroom setting. The college will take part as appropriate in educational consortia that deliver eLearning. ELearning educational processes occur when the student and faculty interact in the online learning environment. ELearning modes of instruction include, but are not limited to:

1. Online instruction conducted all online.
2. Hybrid classes that replace some but not all classroom time with online learning.
3. Web-enhanced classes that meet in regular class sessions but use online resources for additional interaction, posting of assignments and course material.
4. Synchronous remote learning that occurs when the faculty and students are engaging in a virtual classroom at the same time.
5. Asynchronous learning that occurs at undefined days and times throughout the term.

4.P.27 Faculty Responsibilities

4.P.27 Faculty Responsibilities

Policy

The faculty collective bargaining agreement describes faculty responsibilities. The college maintains position descriptions that state faculty duties, responsibilities, authority, and reporting relationships.

4.P.29 Teaching Methodologies

4.P.29 Teaching Methodologies

Policy

The college encourages a variety of course delivery modes and teaching strategies to promote student learning, built into the course activities that support approved course outcomes, following the State Board’s approved modes of:
1. Lecture.
2. Guided Practice.
3. Field Based Experience.

4.P.31 Grading

4.P.31 Grading

Policy

The college will create and implement a uniform decimal grading system, using a point system from 0.0 to 4.0. Faculty establish standards and criteria for earning a grade in each course.

4.P.33 Human Subjects Research

4.P.33 Human Subjects Research

Policy

Educational researchers come from many disciplines, embrace several competing theoretical frameworks, and use a variety of research methodologies. As such, it is important for the College to ensure that faculty, staff and students follow relevant, professional guidelines concerning the protection of human subjects; including those defined in the uniform Federal Policy for the Protection of Human Subjects (Title 45, Part 46) and consistent with Washington State law (RCW 42.48, Release of Records for Research).

To ensure that the rights and welfare of human subjects involved in research are protected, researchers are required to follow the College’s Institutional Review Board procedure. All research involving human subjects, which includes research by faculty, staff, and students, must be reviewed and approved by the Chair of the College’s Institutional Review Board (IRB).

This policy and its procedures apply to anyone:

1. Affiliated with the college, including employees and students, who seek to conduct a research project that involves human subjects.
2. Not affiliated with the college who seek to conduct research that involves employees, students, or college records.

4.P.35 Instructional Calendar

4.P.35 Instructional Calendar

Policy
The administration and the Lake Washington Federation of Teachers jointly develop an annual college instructional calendar, using a process in line with the negotiated agreement. The Board delegates approval to the president, who has final approval on the calendar.

4.P.37 Instructional Programs

4.P.37 Instructional Programs

Policy

The college will offer high quality professional-technical, general education, and continuing education programs to meet the needs of both the students and the community. These programs may include:

1. Professional-technical education.
2. Basic skills education.
5. General education.
6. High school completion.

4.P.39 Instructional Program Approvals/Changes

4.P.39 Instructional Program Approvals/Changes

Policy

The college will have procedures to develop new state-funded instructional programs, program changes, and program termination. These processes include degree and certificate programs, which will also operate in line with SBCTC guidelines.

Procedures, Forms, and Documents:

New Program Development Proced

lwtech-federation-of-teachers-employe

4.P.41 Interruption of Instructional Programs

4.P.41 Interruption of Instructional Programs
Policy

Faculty and students have the right to a learning environment free of conduct that disrupts that environment. Instructional programs must not have activities that disrupt the instructional process and hinder the student and faculty pursuit of course and program educational objectives. Refer to the student conduct code in Chapter 5 for more information.

The college will maintain procedures that address college closure or program interruption due to severe weather, power failure, disaster, or other emergency.

4.P.43 Library-Learning Commons

4.P.43 Library-Learning Commons

Policy

The college library learning commons will serve the educational and informational needs of students, employees, and the community. It will provide:

1. Readily accessible learning space – physically and electronically.
2. Readily accessible resources, including equipment, print and non-print materials.
3. Related instructional courses taught by library faculty that enhance information literacy.
4. Training and assistance to employees and students to help user learning.

The library learning commons will:

1. Maintain a procedure manual that has operational detail for its users and employees.
2. Follow applicable laws on copyright.

4.P.45 Off-Campus Sites

4.P.45 Off-Campus Sites

Policy

The college may offer courses at off-campus locations throughout its service area to meet student and community needs.

4.P.46 Non-traditional Credit

4.P.46 Non-traditional Credit

Policy
Per Northwest Commission of Colleges and University guidelines, the college recognizes that students may come to the college with skills and knowledge acquired through work experience, some of which could meet regular credit course requirements. The college will identify credit for prior learning by an assessment process that qualified faculty will conduct. This may result in a course or several courses being posted to the transcript.

Credit for prior learning assessment and credit by exam are two processes students may use to gain non-traditional credit. Forms are available in the appropriate dean’s office.

1. Credit for prior learning assessment: qualified faculty conduct an assessment of prior learning that may result in several courses identified and added to the student’s transcript.
2. Challenge credit: qualified faculty assess one course that the college may add to the student’s transcript.
3. Advanced Placement (AP): The college follows state guidelines and awards course credits for scores earned on specific Advanced Placement examinations. Credit will be awarded on the basis of official AP results, not transcript notation.
4. International Baccalaureate (IB) Test: The college follows state guidelines and awards course credits for scores earned on specific International Baccalaureate tests. Credit will be awarded on the basis of official IB results, not transcript notation.
5. The Cambridge Assessment International Education (CI) exams: the college follows state guidelines and awards course credits for scores earned on specific (CI) examinations. Credit will be awarded on the basis of official CI results, not transcript notation.

4.P.47 Program Review

4.P.47 Program Review

Policy

Each instructional program will regularly conduct a comprehensive program review. The vice president of instruction may also conduct off-schedule program reviews as needed. Programs with external accrediting or evaluation authorities may use information from their respective agency reviews to complete the program review process.

The vice president of instruction has the responsibility to publish specific instructional program review procedures.

4.P.48 International Students

4.P.48 International Students

Policy

The College recognizes the value of international students on campus and the importance of broad cultural understanding in the College’s curriculum. The incorporation of world cultures in language
courses and courses with international focus will provide students breadth of understanding, essential for success in today's global politics and economy. International students bring a valuable dimension to campus life; their presence in the classroom and at college events enriches the learning atmosphere for everyone. The College’s practices in conducting international education shall follow state and federal policy and guidelines governing student admission to the country and establishing pertinent fees and tuition.

4.P.49 Professor Emeritus

4.P.49 Professor Emeritus

Policy

The President may award retiring tenured professors who have served a minimum of five years the status of Professor Emeritus, for the academic year following retirement. Renewal shall be limited to five years except in extraordinary cases. Such appointments shall require a memorandum of understanding that includes: the work to be performed by the Professor Emeritus (teaching load or special assignments), and commensurate compensation.

Revisions

Chapter Reviewed and Revised: February 2009 through March 2011
Board of Trustees Adoption: May 2, 2011
6.P.33 Revised April 2, 2012
Ch. 46 Instruction

46.P.01 Academic Standards and Regulations

Policy

The vice president of instruction develops, maintains, and implements academic standards and regulations. The college will have procedures that address student academic progress, including:

Academic regulations, admissions, registration, and records policies shall be consistent with the State Board for Community and Technical Colleges (SBCTC) standards, “with respect to the content of the curriculum and other educational and training programs and the requirements for degrees and certificates awarded by the College,” according to RCW 28B.50.090(7)(c). The College adheres to the Federal definition and fulfillment of a credit hour and determines the credit value or credit equivalent according to the SBCTC Policy Manual, Chapter 4, and Appendices. Pertinent policy areas are listed below and the College regularly updates and publishes procedures related to these policy areas in the College catalog and website.

1. Academic regulations.
2. Academic standards.
3. Definition of credit hour.
4. Grading system.
5. Graduation requirements.
7. Credit completion.
8. Excess credit accumulation.

46.P.03 Advisory Committees

Policy

Per RCW 28B.50.252, all professional-technical programs will have an advisory committee to provide input on current industry standards. The committee will include a labor representative from the related bargaining union when appropriate. The vice president of instruction’s office will maintain an advisory committee handbook in compliance with the State Board for Community and Technical College standards.

46.P.05 Catalog

46.P.05 Catalog
Policy

The college will publish, at least every other year, a college catalog that includes but is not limited to:

1. General college information.
2. Instructional program descriptions.
3. Course descriptions.

46.P.07 Class Schedule

46.P.07 Class Schedule

Policy

The college will publish a class schedule every academic quarter.

46.P.09 Course Approvals/Changes

46.P.09 Course Approvals/Changes

Policy

The college will have procedures to propose:

1. New courses.
2. Changes to existing courses.
3. Course deletions or inactivations.

Procedures, Forms, and Documents:

Curriculum changes.docx

46.P.11 Course Coding

46.P.11 Course Coding

Policy

The vice president of instruction or designee will code all courses in compliance with the State Board for Community and Technical Colleges (SBCTC) course coding manual.
46.P.13 Course Numbering

**46.P.13 Course Numbering**

**Policy**

The college will have a uniform course numbering system and may use the State Board for Community and Technical Colleges’ common course numbering system. The vice president of instruction or designee assigns course prefixes and numbers.

46.P.15 Course Outlines

**46.P.15 Course Outlines**

**Policy**

The college will provide course outlines for each course in the college’s standard format. Instructional services keeps these outlines on file. Faculty develop and update course outlines, program information, student learning assessment, and assessment of global outcomes as industry standards change and during regular program review timelines.

46.P.19 Credit Values and Credit Equivalents

**46.P.19 Credit Values and Credit Equivalents**

**Policy**

The college will use credit values based on state guidelines regarding credits awarded based on contact hours and mode of instruction. The length of fall, winter, and spring quarters may vary between 10 and 12 weeks according to the negotiated contract. The length of summer quarter may vary. Based on the appropriate modes of instruction, credit equivalents and class hours will be consistent between academic quarters.

46.P.21 Degrees and Certificates

**46.P.21 Degrees and Certificates**

**Policy**

The college will offer the following degrees, certificates, and awards upon successful completion of technical and academic core requirements as specified in the college catalog:

1. Applied Bachelor’s degree.
2. Major-Related Program transfer degree.
3. Associate of Applied Science degree.
5. Associate in Science – Transfer degree.
7. Certificate of Completion.
9. General Education Development (GED®) – Credential.

46.P.23 Degrees and Certificates – Residency Requirements

Policy

Per the Northwest Commission for Colleges and University guidelines, To qualify for graduation, students must earn at least 30% of the required credits in residence at LWTech for the following degrees and certificates:

1. Applied Bachelor’s degrees.
2. Major-Related Program transfer degrees.
3. Associate of Applied Science degrees.
4. Associate of Applied Science—Transfer degrees.
5. Associate in Science – Transfer degrees.
6. Certificates of Proficiency.

All credits required for Certificates of Completion must be earned in residence at LWTech to qualify for graduation.

Program faculty may recommend waivers to the residency requirements to the appropriate division dean. The dean forwards the waiver request to the vice president of instruction or designee with a recommendation for approval or denial. The vice president or designee will approve or deny the request.

46.P.24 Posthumous Degrees

Policy

The College may grant a posthumous degree to an immediate family member to recognize the academic achievement of a student who completed a significant portion of their degree requirements but died before graduating.

Definitions
“Posthumous” means following or occurring after death. "Immediate family member” includes a person’s parents, spouse or cohabitating partner, siblings, children, aunts, uncles, grandparents, and grandchildren.

Procedures, Forms, and Documents: https://www.lwtech.edu/admissions/graduation/posthumous-degree/

46.P.25 E-Learning

46.P.25 E-Learning

Policy

The college will provide students with learning opportunities outside the traditional classroom setting by using online modes of instruction and document sharing that occurs partly or fully outside the traditional face to face classroom setting. The college will take part as appropriate in educational consortia that deliver e-Learning. E-Learning educational processes occur when the student and faculty interact in the online learning environment, not in the same place but may be interacting at the same time. E-Learning modes of instruction include, but are not limited to:

1. Online instruction conducted all online.
2. Hybrid classes that replace some but not all classroom time with online learning.
3. Web-enhanced classes that meet in regular class sessions but use online resources for additional interaction, posting of assignments and course material.
4. Synchronous remote learning that occurs when the faculty and students are engaging in a virtual classroom at the same time.
5. Asynchronous learning that occurs at undefined days and times throughout the term.

46.P.27 Faculty Responsibilities

46.P.27 Faculty Responsibilities

Policy

The faculty collective bargaining agreement describes faculty responsibilities. The college maintains position descriptions that state faculty duties, responsibilities, authority, and reporting relationships.

46.P.29 Teaching Methodologies

46.P.29 Teaching Methodologies

Policy
The college encourages a variety of course delivery modes and teaching strategies to promote student learning, built into the course activities that support approved course outcomes, following the State Board’s approved modes of. Examples include:

1. Lecture.
2. Guided Practice.
3. Field Based Experience.
4. Lecture/lab.
5. Lab.
6. Field trips.
7. Learning communities.
8. Internships.
10. Field experiences.
11. Co-operative work experience.
12. Internships.

46.P.31 Grading

46.P.31 Grading

Policy

The college will create and implement a uniform decimal grading system, using a point system from 0.0 to 4.0. Faculty establish standards and criteria for earning a grade in each course.

46.P.33 Human Subjects Research

46.P.33 Human Subjects Research

Policy

Educational researchers come from many disciplines, embrace several competing theoretical frameworks, and use a variety of research methodologies. As such, it is important for the College to ensure that faculty, staff and students follow relevant, professional guidelines concerning the protection of human subjects; including those defined in the uniform Federal Policy for the Protection of Human Subjects (Title 45, Part 46) and consistent with Washington State law (RCW 42.48, Release of Records for Research).

To ensure that the rights and welfare of human subjects involved in research are protected, researchers are required to follow the College’s Institutional Review Board procedure. All research involving human subjects, which includes research by faculty, staff, and students, must be reviewed and approved by the Chair of the College’s Institutional Review Board (IRB).

This policy and its procedures apply to anyone:
1. Affiliated with the college, including employees and students, who seek to conduct a research project that involves human subjects.
2. Not affiliated with the college who seeks to conduct research that involves employees, students, or college records.

**46.P.35 Instructional Calendar**

**Policy**

The administration and the Lake Washington Federation of Teachers jointly develop an annual college instructional calendar, using a process in line with the negotiated agreement. The Board delegates approval to the president, who has final approval on the calendar.

**46.P.37 Instructional Programs**

**Policy**

The college will offer high quality professional-technical, general education, and continuing education programs to meet the needs of both the students and the community. These programs may include:

1. Professional-technical education.
2. Basic skills education.
5. General education.
6. High school completion.

**46.P.39 Instructional Program Approvals/Changes**

**Policy**

The college will have procedures to develop new state-funded instructional programs, program changes, and program termination. These processes include degree and certificate programs, which will also operate in line with SBCTC guidelines.

Procedures, Forms, and Documents:
46.P.41 Interruption of Instructional Programs

Policy

Faculty and students have the right to a learning environment free of conduct that disrupts the learning environment. Instructional programs must not have activities that disrupt the instructional process and hinder the student and faculty pursuit of course and program educational objectives. Refer to the student conduct code in Chapter 46 for more information.

Outside agencies or persons that need to contact students will first contact enrollment services to determine if the contact should take place at the college and/or how to most appropriately make the contact.

The college will maintain procedures that address college closure or program interruption due to severe weather, power failure, disaster, or other emergency.

46.P.43 Library-Learning Commons

Policy

The college library learning commons will serve the educational and informational needs of students, employees, and the community. It will provide:

1. Readily accessible learning space - physically and electronically.
2. Readily accessible resources, including equipment, print and non-print materials.
3. Related instructional courses taught by library faculty that enhance information literacy.
4. Training and assistance to employees and students to help user learning.

The library learning commons will:

1. Maintain a procedure manual that has operational detail for its users and employees.
2. Follow applicable laws on copyright.
46.P.45 Off-Campus Sites

Policy

The college may offer courses at off-campus locations throughout its service area to meet student and community needs.

46.P.46 Non-traditional Credit

Policy

Per Northwest Commission of Colleges and University guidelines, the college recognizes that students may come to the college with skills and knowledge acquired through work experience, some of which could meet regular credit course requirements. The college will identify credit for prior learning by an assessment process that qualified faculty will conduct. This may result in a course or several courses being posted to the transcript.

Credit for prior learning assessment and credit by exam are two processes students may use to gain non-traditional credit. Forms are available in the appropriate dean’s office.

1. Credit for prior learning assessment: qualified faculty conduct an assessment of prior learning that may result in several courses identified and added to the student’s transcript.
2. Challenge credit: qualified faculty assess one course that the college may add to the student’s transcript.
3. Advanced Placement (AP): when students complete college-level work in high school, they may get credit or advanced placement, based on performance on advanced placement exams. The college follows state guidelines and awards course credits for scores earned on specific Advanced Placement examinations. Credit will be awarded on the basis of official AP results, not transcript notation.
4. International Baccalaureate (IB) Test: the college recognizes the international baccalaureate to place students in courses by individual assessment of classes the student took. The college follows state guidelines and awards course credits for scores earned on specific International Baccalaureate tests. Credit will be awarded on the basis of official IB results, not transcript notation.
4.5. The Cambridge Assessment International Education (CI) exams: the college follows state guidelines and awards course credits for scores earned on specific (CI) examinations. Credit will be awarded on the basis of official CI results, not transcript notation.

46.P.47 Program Review

46.P.47 Program Review
Policy

Each instructional program will regularly conduct a comprehensive program review at least every five years. The vice president of instruction may also conduct off-schedule program reviews as needed. Programs with external accrediting or evaluation authorities may use information from their respective agency reviews to complete the program review process.

The vice president of instruction has the responsibility to publish specific instructional program review procedures.

46.P.48 International Students

46.P.48 International Students

Policy

The College recognizes the value of international students on campus and the importance of broad cultural understanding in the College’s curriculum. The incorporation of world cultures in language courses and courses with international focus will provide students breadth of understanding, essential for success in today’s global politics and economy. International students bring a valuable dimension to campus life; their presence in the classroom and at college events enriches the learning atmosphere for everyone. The College’s practices in conducting international education shall follow state and federal policy and guidelines governing student admission to the country and establishing pertinent fees and tuition.

46.P.49 Professor Emeritus

46.P.49 Professor Emeritus

Policy

The President may award retiring tenured professors who have served a minimum of five years the status of Professor Emeritus, for the academic year following retirement. Renewal shall be limited to five years except in extraordinary cases. Such appointments shall require a memorandum of understanding that includes: the work to be performed by the Professor Emeritus (teaching load or special assignments), and commensurate compensation.

Revisions

Chapter Reviewed and Revised: February 2009 through March 2011
Board of Trustees Adoption: May 2, 2011
6.P.33 Revised April 2, 2012
Lake Washington Institute of Technology
In Recognition of Dean Doug Emory
RESOLUTION NO. 129

Request for Approval

Situation
Dean Doug Emory has faithfully served at Lake Washington Institute of Technology, embodying in every respect the college’s core values of Collaboration, Excellence, Innovation, and Respect. The Board of Trustees would like to formally appreciate and recognize Dean Emory’s decades of service to the college.

Recommendation
That the Board of Trustees approve Resolution No. 129 recognizing Doug Emory.
BOARD OF TRUSTEES RESOLUTION NO. 129
Honoring Dean Doug Emory’s Contributions to Lake Washington Institute of Technology

WHEREAS, Mr. Doug Emory has served faithfully and with excellence as an instructor and Dean of Instruction at Lake Washington Institute of Technology; and

WHEREAS, Dean Emory has been a State and national leader in the development of I-BEST, transforming students’ access to higher education and increasing completion rates exponentially; and

WHEREAS, Dean Emory collaboratively developed guided self-placement to replace standardized placement assessment, resulting in improved student success and progression in math and English; and

WHEREAS, through his vision and dedication, Dean Emory grew a technical college general education program into a highly successful transfer and BAS-serving division, maintaining focus on the college’s mission to prepare students for today’s career’s and tomorrow’s opportunities and working tirelessly to better integrate general and technical education; and

WHEREAS, Dean Emory is a highly respected colleague and confidante who generously mentors faculty and staff into leadership roles and has provided support for colleagues across disciplines and college boundaries, thus being instrumental in the growth and success of the Washington CTC system both now and in the years to come;

THEREFORE, BE IT RESOLVED that the members of the Lake Washington Institute of Technology Board of Trustees, meeting in regular session this 7th day of October 2019, express their individual and collective gratitude and respect for Doug Emory and his decades of faithful service to Lake Washington Institute of Technology.

ADOPTED by the Board of Trustees, District 26, at its regular meeting on June 7, 2021.

Anne Hamilton, Chair
Robert Malte, Vice-Chair

Laura Wildfong
Darrell Mitsunaga, Trustee

Dr. Lynette Jones, Trustee
Dr. Amy Morrison, Board Secretary
Juneteenth Holiday Observation

Executive Sponsor: Robert Britten

Situation
While the Governor has signed a law recognizing Juneteenth as an official state holiday, that recognition does not begin until 2022. Given the immense national and cultural significance of the Juneteenth holiday, and to continue efforts at LWTech to dismantle systemic racism and promote equity, we propose the observation of Juneteenth starting in the 2021 calendar year.

Recommendation: That the Board of Trustees approve the observation of the Juneteenth holiday in June 2021 at Lake Washington Institute of Technology.
Item 1090

Board Meeting Dates July 2021 – June 2022

July 2021       No Meeting
August 2021     No Meeting
September 13, 2021  3 p.m. to 6 p.m.
October 11, 2021  4 p.m. to 6 p.m.
November 15, 2021  4 p.m. to 6 p.m.
December 13, 2021  7:30 a.m. to 9:30 a.m.
January 10, 2022  4 p.m. to 6 p.m.
February 14, 2022  4 p.m. to 6 p.m.
March 14, 2022    12 p.m. to 5 p.m.
April 11, 2022    4 p.m. to 6 p.m.
May 9, 2022       9 a.m. to 3 p.m.
June 6, 2022      4 p.m. to 6 p.m.
June 17, 2022    Commencement (TBD)
Item 1091
2021-06-07

Board Officers

Situation:
Board Policy 1.P.04.2 provides for the yearly election of Board Officers:

The Board elects the Chair and Vice Chair every year. Their office term starts October 1 and continues until the Board appoints or qualifies a successor. If a vacancy occurs, the Board elects successors to hold office for the unexpired term.

Recommendation:

That the Board of Trustees elects a Chair and Vice Chair to serve for one year beginning October 1, 2021.