



Board of Trustees Meeting
Virtual, Via Zoom

Wednesday, June 10, 2020

Study Session: CANCELED

Regular Meeting: 4:00-5:50 p.m.

Regular Meeting Agenda

4:00	Call to Order, Introductions	Mark Martinez	
	Adoption of Agenda	Mark Martinez	
	<i>Action</i>		
	Approval of the Regular Meeting Minutes of	Mark Martinez	Tab 1
	May 13, 2020		
	<i>Action</i>		
4:05	President’s Report	Joyce Loveday	
	• COVID-19 Update		
	• Miscellaneous		
4:15	College Reports or Highlights		
	• ASG Report.....	June Nelson	Tab 2
	• CPTC Union Report.....	Union Leaders	
	○ Jody Randall, WA Federation of Teachers (WFT), Local 3913		
	○ Lisa Cutler, WA Federation of Classified Employees (WFT), Local 4789		
	○ David Benton, International Union of Operating Engineers, Local 286		
	○ Lisa Fortson, AFT Professional Staff, Local 6431		
	• Equity, Diversity, and Inclusion Updates	Shareka Fortier/Samantha Dana	Tab 3
	○ Diversity Fact Book		
	○ Campus Baseline Assessment		
4:40	Chair’s Report	Mark Martinez	
4:43	Board Reports and/or Remarks	All	
4:46	Public Comments	Mark Martinez	
4:50	New Business	Mark Martinez	
	New Tenure Track Faculty Introductions	Tawny Dotson	Tab 4
	Amelia Riojas Welding Technology	2 nd Quarter	
	Zachary Smock Welding Technology	2 nd Quarter	
	Fung Tran Nursing LPN	3 rd Quarter	

Approval of ASG Services and Activities Budget for 2020-21
Action

Tab 5

Election of Officers

Positions of Board Chair and Vice Chair –

For the term of one year, July 1, 2020 – June 30, 2021

Action

5:05 Convene Executive Session for approximately 40 minutes for the purpose of reviewing the performance of individual public employees and to consider acquisition or sale of real estate.

Executive Session Mark Martinez

The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complaints or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation. Before convening in executive session, the Board Chair will publicly announce the purpose for executive session and the time when the executive session is expected to conclude.

5:45 Action Items as a Result of Executive Session..... Mark Martinez

5:50 Adjournment Mark Martinez



Board of Trustees Regular Meeting
Virtual, Via Zoom

Wednesday, May 13, 2020

Study Session: CANCELED

Regular Meeting: 4:00-5:10 p.m.

Minutes

Call to Order: Chair Martinez called the Board of Trustees Regular Meeting for Clover Park Technical College (CPTC) to order on May 13, 2020, at 4:00 p.m.

Board of Trustees Present:

Mark Martinez, Chair
Carol Mitchell

Lua Pritchard
Eli Taylor

College President: Dr. Joyce Loveday

Assistant Attorney General (AAG): Justin Kjolseth

Excused Absences: Wayne Withrow, Trustee

Executive Team:

Larry Clark, VP, Finance & Administration
Samantha Dana, Int. VP, Strategic Development
Dr. Tawny Dotson, Int. VP, Instruction
Scott Latiolais, VP, Student Success
Shareka Fortier, Exec. Dir., EDI

Adoption of the Agenda

MOTION:

Motion to adopt the agenda, as presented, was made by Trustee Pritchard.

MOTION:

Motion to amend the agenda to add an item under New Business, "2020-21 Nominations for Chair and Vice Chair," was made by Trustee Taylor and seconded by Trustee Pritchard. Motion was approved unanimously.

Approval of Minutes (Tab 1)

MOTION:

Motion to approve the minutes of the Regular Board meeting of March 11, 2020, as presented, was made by Trustee Pritchard and seconded by Trustee Taylor. Motion was approved unanimously.

President's Report (Attachment 1)

President Loveday gave the attached report.

Chair Martinez asked for a summary on how online education is working. President Loveday commended the faculty for all the work they have done to get classes up and running. It can be challenging for some students who prefer face-to-face. Classes are lectures for spring and labs will occur during the summer.

Trustee Mitchell asked how the CARES Act Funding, the 1.6M for student emergencies, is being handled. She also inquired if students are part of the decision-making process. President Loveday responded there are no students on the committee at this point. She explained the guidelines for dispersing funds are quite defined, and the College is going beyond the definition in what is being provided by identifying additional student-support funding that can be used to provide grants to students not covered by the federal assistance. CARES Act funding can be used for health care, child care, food, etc. It is made available to students to provide access to what they need.

After the CARES Act Funding dollars are disbursed, Trustee Mitchell asked for a summary of what the funds were used for, aggregate only, nothing specific. President Loveday will ensure the Trustees receive that information.

Other College Reports or Highlights

FY19-20 3rd Quarter Budget Report (Tab 2)

Ms. Wolcott gave highlights of the attached FY19-20 3rd Quarter Budget Report. She stated part of the COVID-19 expenditures included purchasing 200 Chrome Books for students to allow them access to CANVAS. Barnes & Noble Bookstore purchased the Chrome Books. The College handed them out to students who qualified through the Financial Aid Office. The best part was telling students they get to keep the Chrome Books.

Chair Martinez noted that CPTC had a 20 percent drop in students this quarter and asked what the percentage of lost tuition was; does it correlate to the drop in students? Ms. Wolcott will get that information to Chair Martinez.

Marketing Update (Tab 3)

Ms. Adrien presented the attached Marketing Update.

Equity Core Theme Update (Tab 4)

Ms. Dana gave the attached Equity Core Theme Update.

Chair's Report

Chair Martinez said it is the time of year when the Board of Trustees evaluates the President. Ms. Steele mailed blank evaluation forms to Trustees, and Chair Martinez asked Trustees to mail their completed, confidential forms to Ms. Steele by May 29. A stamped, addressed envelope was provided in the mailing. A completed report, with aggregate scores, will be ready for the June 10, 2020, meeting.

Board Reports and/or Remarks

No Board reports or remarks.

Public Comments

No public comments.

New Business

Approval of Resolution 20-05-99, Extension of 2019-20 Operating Budget (Tab 5)

Chair Martinez asked Dr. Loveday to read Resolution 20-05-99 into the record.

MOTION:

Motion to approve Resolution 20-05-99, Extension of the 2019-20 Operating Budget, was made by Trustee Mitchell, and seconded by Trustee Taylor.

Discussion followed. Chair Martinez mentioned the extension extends through October 31, 2020, and inquired if there will be another extension at that time. President Loveday explained it is believed there will be more solid projections at that time and a plan for how the College will move forward.

Motion was approved unanimously.

2020-21 Nominations for Chair and Vice Chair Discussion

Motion to nominate Eli Taylor for the position of Board Chair for the July 1, 2020, – June 30, 2021, term was made by Trustee Mitchell.

MOTION:

Motion to nominate Carol Mitchell for the position of Board Vice Chair for the July 1, 2020, – June 30, 2021, term was made by Trustee Taylor.

Voting will occur at the June 10, 2020, Board of Trustees meeting.

Executive Session

No Executive Session.

Next Meeting

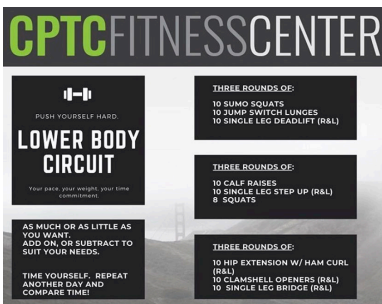
June 10, 2020, via Zoom (details to be provided closer to the meeting date).

Adjournment

Chair Martinez adjourned the Regular Meeting at 5:07 p.m.

Dr. Joyce Loveday
President
College District Twenty-Nine

Mark Martinez
Chair, Board of Trustees
College District Twenty-Nine



Associated Student Government June 2020

Highlights

As the college adjusted to learning and delivery of support services via remote methods during spring quarter due to COVID-19, the Associated Student Government (ASG) and Department of Student Life transitioned events and activities, wellness initiatives, student-led meetings and distribution of food security initiatives, Student ID's and bus passes to a virtual-based delivery method. Recognizing the importance of developing connections and community during this period of physical separation, community channels have been established for students to foster and build communities. Visit www.cptc.edu/community-channels for a full list of them and meeting times!

Increasing Student Advocacy

At the June 1 Student Government Meeting, student representatives adopted the technology fee code and fee level as developed by the tech fee task force. Pursuant to RCW 28B.15.051, to collect this voluntary fee, the student body must vote to approve this resolution via a special election which is scheduled for June 8-11. If approved, this voluntary fee will allow future students the ability to allocate one-time funds to technology projects and ongoing support for technologies that impact campus life, student success, and learning. Find out more about this fee proposal by visiting www.cptc.edu/tech-fee-proposal.

Partnership Highlights

The ASG partnered with the CPTC Foundation to expand emergency support to students impacted by COVID-19. In three months, the ASG has contributed \$100,000 to this assistance program.

Student leaders are participating in a student-to-student calling campaign to check in on first-quarter students, provide information about available support services, and arrange follow-up calls with departments, as needed.

The Helix Design Group presented a design concept to college representatives and student leaders about the Diversity, Inclusion & Civic Engagement (DICE) Center which will be located in Building 23, Room 110, with the project being funded entirely by student dollars. It is expected that construction will begin this summer.

Shared Governance

The Services and Activities (S&A) budget committee approved a revised \$694,006 budget for the 2020-2021 fiscal year, based on guidance from the Vice President for Student Success to reduce the budget that was originally submitted by 20% (180,360 decrease) to mirror college budget planning practices as a result of COVID-19.

The final Student Government meeting for the academic year will be held on Monday, June 15, at 2 p.m. via Zoom. Please visit www.cptc.edu/studentlife for meeting log-in details.

By The Numbers

- 91** Food pantry, bus pass and/or ID requests
- 7** Virtual events
- 301** Social media engagements
- 8** Student community channels

Upcoming Events

Trivia Night

June 9, 6 p.m. – Online via Zoom

Celebration of Graduates

June 18, 4-6 p.m. – Building 23, South Parking Lot

New Student Orientation

June 23-25 (live, web-based workshops)

On behalf of the Associated Student Government, have a safe and socially-distant summer and see you in the Fall!

Office for Equity, Diversity & Inclusion (O-EDI)

June 10, 2020
Board of Trustees Meeting

Presentation Content

- Who We Are
- Diversity Fact-Book
- Assessment Overview, Results and Recommendations
- EDI Strategic Priorities
- Successes to Date
- What's Next



Who We Are

CPTC's Office for EDI's **mission** is to lead the incorporation of equity, diversity and inclusion into all that we do and who we are as an institution, through campus-wide education, awareness, understanding and application of the value of diversity, an inclusive campus climate, and the importance of equitable outcomes for all.



Shareka Fortier-Executive Director, EDI



Sheli Sledge-Administrative Assistant, ED for EDI



Lisa Plair-Chair, Diversity Committee



Bryant Watts-Chair, ESE



Diversity Fact Book-Updates



- Retention is up across almost every group, continuing a trend over the last three years
- Sizeable completion gaps persist between students of different races/ethnicities
- Male completion rates surpassed female completion rates

Assessment Overview



Purpose:

- Assess the climate of the institution according to standardized domains:
 - Leadership and Governance
 - Climate, Communication, and Engagement
 - Staff/Faculty Composition, Development, and Quality
 - Planning, Evaluation, and Quality Improvement
- Solicit input from faculty, staff, leadership, students, and community partners
- Use the data to make informed decisions for the EDI Strategic Plan

Components:

- Overview of student demographics
- Results from focus groups sorted into domains
- Cultural Competency Continuum results
- “One word that describes EDI” results
- Recommendations

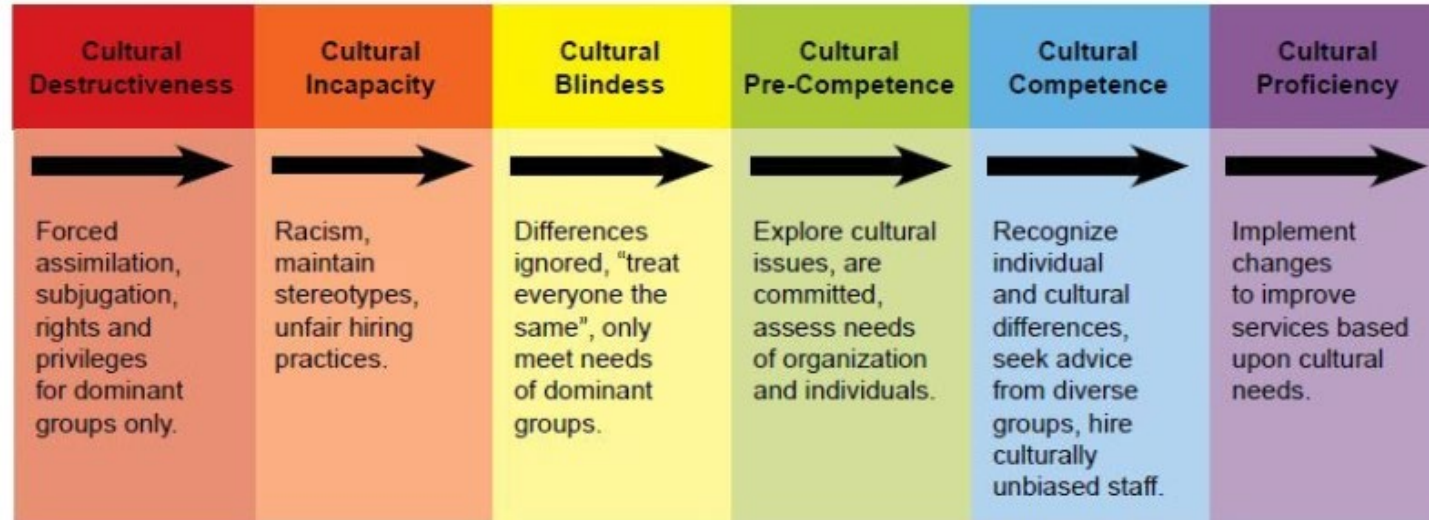


College-Wide Assessment Results

- **Leadership & Governance** - Employees have department-level control but don't feel included in institutional decision-making processes.
- **Climate, Communication & Engagement** - Department climate is good, but all groups have heard discriminatory remarks on campus.
- **Staff/Faculty Composition, Development & Quality** - Students and the community feel we are diverse but employees do not.
- **Planning, Evaluation & Quality Improvements** - We now have data but we need to understand the why behind it.

Cultural Competency Continuum Results

Average Rating	
Finance and Administration	2.57 (Blindness)
Instruction	2.72 (Blindness)
Strategic Development	3.23 (Pre-Competence)
Student Success	2.9 (Blindness)



One word to describe EDI at CPTC





Recommendations

- **Leadership and Governance** - Leadership should lead EDI efforts by: prioritizing EDI work, creating a system of accountability, and allocating funds and resources to move EDI integration forward.
- **Climate, Communication, and Engagement** - Widely promote inclusion and create safer spaces for all - particularly underrepresented faculty, staff, and students - to create affinity and use their voice without the fear of retaliation or shaming.
- **Staff/Faculty Composition, Development, and Quality** - Employ strategic diversity recruitment efforts and embed EDI into the hiring and onboarding processes. Continue intentional Culturally Responsive, Implicit Bias, Inclusive Pedagogy & Racial Equity trainings as a College-wide effort.
- **Planning, Evaluation, and Quality Improvements** - Continue work to build data literacy at the College by expanding training opportunities to help understand how to disaggregate, analyze, and apply lessons learned through data.



EDI 2020-2025 Strategic Priorities

#1 Inclusive Culture and Campus Climate

Cultivate and foster an inclusive environment, where all feel welcome, safe, and a sense of belonging.

#2 Equity, Access, and Engagement

Actively seek to dismantle systemic inequities and close the opportunity/achievement gap.

#3 Faculty and Staff Diversity

Increase and retain a diverse workforce that reflects our college's student body and surrounding communities.



Successes To Date



- **Land acknowledgement-Diversity Committee**
- **Quarterly Brown Bags & Black History Month Student Forum-ESE**
- **Winter Full Day In-Service Sessions:** EDI 101, CRT for Faculty/Staff, EDI call to action
- **Spring In-Service:** Diversity Designated Courses
- **Hired AA to ED for EDI**
- **Coaching & Leading w/ Equity** -Session 1 (38 leaders, Director +)
- **College EDI Book Club** “Blind Spot: Hidden Bias of Good People” (12 faculty/staff participants)
- **Diversity 101:** Exploring Equity, Unconscious Bias and Microaggressions (faculty & staff)
- **Inclusive Hiring Practice-Facilitator Training** (HR/O-EDI)

What's Next?



- EDI web presence
- Coaching & Leading w/ Racial Equity- sessions 2&3 (Leadership)
- EDI Library
- Develop DIV designation policy and process
- Develop standard EDI College 102 module
- Cross-divisional EDI Goals
- Embed EDI competencies into hiring process, criteria, evaluation of applicants, onboarding and retention.



Amelia Riojas

Welding Faculty

As I've gotten older, I've started thinking about what my legacy will be. I wasn't so sure I would have one or that I would make much of an impact. Recently though, my view has changed, and it took a long time to believe that. This is how it all changed.

I was born into a large Mexican family in Yakima, Washington. I am the eldest in my family of seven. I have one sister who is the youngest with five boys in between her and me. My mother's family moved from Tejas (Texas) before I was born. As for me, I'm considered a Chicana (it's complicated). Our family was an agricultural family and I remember working in the orchards from the ages of 12 through 16 picking cherries, apples, peaches, asparagus, chili peppers, and helping out in other fields.

I received my GED from Tongue Point, a Job Corps facility. While living in Yakima I tried to further my education, but it seemed that every door I opened would just shut and I was locked out. I became frustrated and made a decision that I was going to do whatever I needed to do to get out of Yakima. If that meant I was going to live on the streets around the Puget Sound, then that's what I was going to do.

One day I was reading the Want Ads and found a job that would open a new door for me. A fish processing company was hiring people to go work in Alaska. This was the new beginning I needed. I went in and applied. I was hired and then shortly thereafter I was off to Dutch Harbor, Alaska! I spent a very cold and long year working for this company. I would often work 16-22 hours a day! It was hard work, but it was an experience I will never forget. I saw some very cool things, like purple and blue king crab. There was also a restaurant named "Amelia". After I came back from Alaska, I spent a month in Yakima to be with my mom. I missed her so much while I was away.

After that (around 2005) I moved up to Lakebay, Washington, on the Key Peninsula. I got a job with an online company called Artbeads. I was only making around \$7.00/hr. This was a rough time in my life and I knew I needed to make a change. One day, my brother Antonio asked me if I wanted to go to work with him so he could show me what welding was all about. I said, "Let's go!" He gave me a quick lesson on how to use a welding gun and he even had to show me how to put on the welding hood. I was 100% clueless about the whole thing! I clearly remember pressing the trigger for the first time. I was so scared my hands were trembling. I even closed my eyes while wearing the hood. I didn't like it at all, but for months after that experience, I couldn't stop thinking about welding.

With this as a constant background thought, I decided to get some more information. In the spring of 2006, I took a drive to Olympic Community College in Bremerton. I really liked what I saw and heard while I was there. So that day I registered (a new and HARD process for me as well!) for the Welding course and my whole life changed. It was the best and most challenging decision I had made in my life. At the time I was only making minimum wage; I lived on my own in University Place and was going to college in Bremerton. The commute was tough. I was constantly having to make decisions on whether to use the very little money I had to either buy food or put gas in my car to make it to school. My fridge

was empty on many days, but I was making it to class. I needed a part-time job, so I signed up for work study. This helped me out financially, but my days grew longer. I would get up at 6:00 a.m. to make it to work and right after work I would have to go straight to the college and attend my classes. When I was done with class, I would have to go to work study. I was getting home close to midnight every day and I would get up and do it all over again for six months. This schedule became overwhelming and one day I called my mom and told her I couldn't do it anymore. I was exhausted and I was starving just to get an education. I had one quarter left and she convinced me to finish. I wanted my mom to be proud of me and I wanted to be proud of me, so I completed the course in the spring of 2008 and got my ATA! YAY ME!

I was very excited to begin my new life as a welder. I got my first interview lined up. I walked in ready to show my degree and be hired because...well, I was welder now! That is not how it went. What actually happened was a slap in the face with a huge dose of reality. I had no clue that taking a weld test was part of the interview process! I did not get that memo and of course, I failed. That was one of the worst days of my life. I remember feeling lost. With my confidence in the gutter, I went home and just cried. As awful as that experience was, it would be the catalyst for my next decision. I was not going to give up! The next test I took I *WOULD* pass and get a job as a welder. I got my first job at Gene Industries, building scissor lifts making \$15.00 an hour. From there I worked at various companies including Bartlett, Bradken Altas, Youngs Foundry, Vigor Shipyard, Sea Technology, Puget Sound Repair, and Agility to Go. I have been involved in building and repairing ships, welding nuclear casings, submarines, huge generators for G.E. and even Washington State Ferries!

My skills and knowledge range from structural to pipe welding. I have an extensive knowledge in the welding processes FCAW, GTAW, GMAW, SMAW, plate and pipe. While working at Vigor, I was one of six employees that were chosen to go to Olympia to advocate for the funding of a workforce and the construction of 10 new ferries. We had a meeting with the Department of Transportation and we met with Governor Jay Inslee. I spoke to both the Democratic and Republican parties. I was also chosen to make a public speech at the christening of the Suquamish ferry which I was involved in the construction of as a pipe welder/pipe fitter at Vigor.

As much as I love welding, I knew it wouldn't be something I could continue to do as I got older. I began to look into other options for myself. I was on the hiring website Indeed to see who was hiring and what employers were looking for. I do this often because I like to stay informed about welding jobs. I saw a post that Clover Park Technical College was searching for a Welding Instructor. I kept scrolling because I was a welder, not an instructor. Then my curiosity kicked in and I went back and opened the link. I started to read the description and the requirements. I saw that I was qualified for at least an interview! The only thing I didn't have was experience as an educator (instructor). So, I took a chance and applied. When I got the invitation for an interview, I was nervous but decided that I was going to do my best in the interview. I was absolutely out of my comfort zone! I had never had an interview like this one. When I saw the panel, I just wanted to die. I had a little talk with myself though and reminded myself of how far I have come. All of my experiences and hard work had led up to this point and I was ready. (Insert the Rocky theme here.)

In my welding career, as I was working alongside others that wanted to pass a weld test or having problems with their welds, there were times I was sought out for advice. I would ask them if I could show them a different way to accomplish the same weld. In those moments, I discovered I really liked being able to help someone understand a concept with which they struggled. I felt this would be something I could carry over into my new career.

As I began the journey of becoming a welding instructor, I was unsure of where it might lead. Although I have only been teaching for about a year, I am now very certain of my path. I want to be the guide for those who are searching through their own potential. I want to be the person who sets a student up for success. I want to make sure they walk into an interview equipped with all the knowledge they will need so they can walk away with their head held high.

I feel like I am in a unique position, being a female in a male dominated career field and I can bring that perspective to my students. Not overtly, but in letting my ability speak for itself. I want to lead and teach by example. I have been where my students are. I have struggled and I have overcome. I know what it's like to need just one person to believe in me. I want to be that person for someone else. I am very passionate about welding and of all the possibilities that can come from this career. Welding is so much more than just getting dirty and melting metals together. I want to open my students' eyes to all of the paths before them.

I know that I will be an excellent welding instructor here at Clover Park Technical College because I am ambitious, driven, and passionate. I want to teach and give others the skills and knowledge of welding that I carry with me every day so that they can achieve their goals and have a better life, and hopefully lessen their struggles when it comes to finances. I want to be the instructor that I needed. I want this to be my legacy.



Zach Smock

Welding Technology Faculty

Zach is a certified welder and a graduate of Bellingham Technical College (BTC). He worked as a welder/fabricator for five years before becoming a full-time instructor. In the welding/fabricating industry, Zach performed a wide variety of welding techniques. He frequently worked with sheet metal, aluminum, stainless, and structural steel. He also worked on semi-truck trailers, truck bodies, and a wide variety of manufacturing equipment. He enjoys fabricating because it allows him to apply his passion for mathematics and critical thinking.

Zach was employed as an adjunct Welding Instructor at Bellingham Technical College for five-and-a-half years. At BTC, he taught Aluminum Welding, Creative Welding, and Basic Welding. In the Aluminum Welding class, Zach worked with many students that fished in Alaska and wanted to learn to weld in order to work on their boats. He enjoyed the challenge of talking them through how to problem solve simple to more complex repairs and upgrades. Zach also has an interest in metal arts and has worked with many students in designing and fabricating sculptures and other creative pieces, including chairs, benches, garden art, and more.

Fabricating is a process that Zach enjoys because he likes the challenge of reading blueprints and using critical thinking skills to build unique parts and equipment. Zach enjoys fabricating small items such as coat and backpack hangers as well as large items such as conveyers, catwalks, railings, and food grade stainless steel.

Before Zach became a welder he worked as a carpenter, setting the stage for his interest in welding. Having a strong foundation in carpentry has helped him in welding because many of the same concepts apply for both processes. For example, mathematics, blueprint reading, layout, and design apply in both fields. Zach now does carpentry as a hobby and loves the challenge of combining wood and metal in his designs.

In his free time, Zach enjoys traveling with his family. When he travels, he enjoys meeting and working with local welders. Zach has welded and taught welding workshops in Mexico, the Philippines, and Africa. He loves to see how welding is done in different parts of the world and how metal is used in different and similar ways.

Zach grew up in Wyoming where he discovered his love for the outdoors including rock climbing, ice climbing, and hiking. He moved to Washington State in 2003 and continues to enjoy adventures in the outdoors with his family. Zach and his wife are also licensed foster parents and have three beautiful children.



Fung Tran

Nursing Faculty

My name is Fung Tran and I am originally from Iowa. I moved to Washington State about three years ago to be close to family. I love to cook, bake, and spend time with my family and friends. I recently gave birth to my first child and it has been such an experience!

For my education, I attended community college straight after high school for Practical Nursing and earned my Associate's Degree for Nursing. After obtaining my Registered Nursing license, I took a year off from school to work as a Pediatric Home Health Nurse. I then went to the University of Iowa for my Bachelor's Degree in Nursing.

After I got my Bachelor's Degree, I was promoted to Pediatric Case Manager. I worked as the Case Manager for about a year before moving to Washington. When I moved to Washington, I continued working as a Pediatric Home Health Nurse and in six months was promoted to Clinical Care Manager. I managed up to 45 patients at one time and supervised over 100 nurses. After two-and-a-half years, I accepted a teaching position at Clover Park Technical College.

Nursing has been a goal of mine since I was a child. As I keep practicing the profession, the more I love it, because I get to help people in need. Now, as a teacher, I get to prepare students to help others as a nurse.

TO: Student Government, Associated Students of Clover Park Technical College
 Scott Latiolais, Vice President for Student Success

FROM: Cal Erwin-Svoboda, Director of Student Life

RE: Revised 2020-2021 Services & Activities (S&A) Operating Budget

DATE: Wednesday, March 27, 2020

As a result of COVID-19 and the guidance from the Vice President for Student Success to reduce the proposed 2020-2021 Services & Activities (S&A) budget by 20% to mirror college budget planning practices, the student budget committee has adopted a revised \$694,006 budget for the 2020-2021 fiscal year (FY) with no increase to the student fee. It is the understanding of the budget committee that approving this operating budget with provisions will allow the Associated Student Government to be adaptable and responsive to the needs of the associated students and student funded programs during this period of uncertainty.

Considerations

- The committee appreciated the diligent work of previous committees to have a “long-term plan” to cover mandated wage increases through 2020. Since 2017, there has been a 12.5% increase in funding for student wages (\$300,000).
- Allocated \$5,999 from the 19-20 Contingency Fund to the Tutoring Center for student wages, supplies and the Hayes Child Development Center for the tuition discount program.
- Recommended that the Tutoring Center partner with Student Life to pilot a textbook rental/checkout program.
- Encouraged student organizations to consider partnering with the Leadership Luncheon Series to host an industry professional/speaker on campus or via remote methods.
- Committee anticipates a fee increase in 2021 due to the increased activity of organizations, establishment of two centers (diversity and fitness), rising cost of staff wages/benefits and variability of annual operating budget.
- Encouraged Student Life to seek out ways to provide engagement opportunities at the South Hill Campus.
- Encouraged the Veterans Resource Center (VRC) to partner with Student Life on activities and events to ensure continuity of student-funded programming and outreach/promotion.
- Budget committee is concerned that Phi Theta Kappa is not doing enough on campus to justify the \$75 membership fee. This year’s funding is contingent upon the organization establishing a detailed plan of action by January 2021.
- Encouraged the Nursing Club to cut overall light refreshment expenses and review expenditures to determine how much of this yearly allocation is going toward pinning ceremonies compared to events and activities.

COVID-19 Impact

1. Reduced nearly all goods and services budget allocations by nearly 20%.
2. Based on travel restrictions established by the college, no dollars were allocated for PAX DEV Programming Conference (\$6,580), the Student Leadership Conference (\$10,230) or quarterly council meetings (\$4,500). *Savings: \$21,310*
3. Student organizations received a pro-rated amount of original award for summer and fall quarters; organizations should submit a supplemental request in fall quarter once plans for remainder of year is established. *Savings: \$24,930*
4. Monies from organizations that do not submit a packet in fall will be redistributed by the standing budget committee.
5. Eliminated the student handbook/planner; will be offering an online alternative in Fall 2020. *Savings: \$7,500*
6. Withheld \$16,000 in funding for food security initiatives and requested that a plan be presented to the Student Government during fall quarter about how the department will follow social distancing best practices moving forward.
7. Reduced student wage allocations for Student Life, Tutoring and Hayes Centers by 20% or more. *Savings: \$63,000*
8. Budgets that fund student wages will need to submit a spending plan to the Student Government by December 1; any wage monies that are projected to be unspent due to COVID-19 will be redistributed by the standing budget committee.

Decisions

- Approved the \$696,006 operating budget; a decrease of \$180,360 (21%) compared to proposed budget in February 2020.
- Earmarked \$60,000 from the Fund Balance for mid-year requests by student organizations and departments.
- Earmarked \$50,000 for the Bus Pass Program and \$15,000 for event/liability insurance from the Fund Balance.
- \$6,450 to support ten (10) student organizations; this is a decrease of \$21,590 compared to the previous FY.
- \$183,089 to support fifteen (15) institutional initiatives and support programs. A decrease of \$37,901.
- \$43,500 for the Student Life Coordinator – Diversity Programs position. College is contributing approximately 35% to salary/benefits of this full-time position. At this time no goods/services or travel are being earmarked for position/center.
- \$21,500 to the Associated Student Government, a decrease of \$8,000 compared to previous FY.
- \$14,000 to the Student Leadership & Service Center, a \$1,000 decrease compared to previous FY
- \$17,000 to the Department of Student Life goods/services and mileage: a decrease of \$23,770 compared to previous FY.
- \$4,000 to Communications and Marketing: a \$3,000 decrease compared to previous FY.

2020-2021 S&A Proposed Budget

Program	Reduction	Award
Student Life		
Goods & Services	\$ 5,500	\$ 15,500
Travel	\$ 4,500	\$ 1,500
Professional Staff Salaries/Benefits	\$ -	\$ 235,722
Student Wages	\$ 43,000	\$ 172,745
Student Leadership & Service Center	\$ 4,000	\$ 10,000
Communications & Marketing	\$ 2,000	\$ 4,000
Student Leadership Conference	\$ 10,230	\$ -
Associated Student Government		
Student Council	\$ 2,000	\$ 1,000
Campus Activities Board	\$ 5,000	\$ 20,500
Clubs & Organizations		
Design & Engineering	\$ 2,650	\$ 850
Club MEC	\$ 2,650	\$ 850
Nursing	\$ 1,200	\$ 500
Linux Open Source Users	\$ 2,000	\$ 700
Dental Assistant	\$ 2,000	\$ 700
Club Defiance	\$ 2,650	\$ 850
Students of Color Association	\$ 1,300	\$ 500
Aviation	\$ 1,300	\$ 500
Phi Theta Kappa	\$ 1,300	\$ 500
Club OOPS	\$ 1,300	\$ 500
PAX DEV Conference/Seattle	\$ 6,580	\$ -
Institutional Support		
Student Diversity Programs	\$ 9,000	\$ 43,500
College Opening Day	\$ -	\$ 250
Holiday House	\$ -	\$ 250
Fitness Center	\$ 10,000	\$ 4,000
Graduation	\$ 1,000	\$ 13,000
Hayes Child Development Center	\$ 10,000	\$ 68,000
Diversity & International Fair	\$ 500	\$ 2,000
Tutoring Center	\$ 10,000	\$ 46,269
Veterans Resource Center	\$ 1,500	\$ 2,520
New Student Orientation	\$ 1,000	\$ 4,000
Support Programs		
Veterans Ceremony	\$ 1,000	\$ 1,000
Student Handbook & Planner	\$ 7,500	\$ -
Community Development & Engagement	\$ 10,000	\$ 30,000
Student Success Socials	\$ 400	\$ 1,600
Student Awards Ceremony	\$ 1,300	\$ 5,200
Food Security Initiatives	\$ 16,000	\$ 5,000
TOTAL REDUCTION		\$ 180,360 or 21%
OPERATING BUDGET TOTAL		\$ 694,006