



Hello Trustees,

Below are some highlights for your upcoming March Board meeting.

**Presentations:**

- You will hear from a team of faculty and staff about their work to create more equitable processes for new students to assess their English skills.
- Krista Francis, in her role as Director of Human Resources, will present to you the Campus Climate survey results from November 2022. The survey results and the survey instrument are in your packet.

**Standing Reports:**

- Hedvig Persson, Associated Student Council President
- Lara Starcevich, Faculty Senate First Speaker
- Tim Williams, Peninsula College Faculty Association
- Ethan VanZant, Research Analyst, will present the Peninsula College student results from the statewide Basic Needs survey President's Report
- I will brief you on:
  - Outcomes from the February 27 wrap-around meeting with community partners and February 28 Healthcare Roundtable
  - Commencement
  - Carie Edmiston will review the results of our accountability audit and our 2022 audited financial report. The accountability audit is conducted every four years. Unfortunately, we received the first Finding since 2000. For what it is worth, the auditors have been very understanding of our ctcLink software conversion, the pandemic, and mixed in with both of these events, turnover of long-term staff in multiple areas (payroll, grants, student accounts, accounts payable and Business Services Director). The auditors have provided valuable information to help the College improve operating procedures.

**Item for Board Action**

- There are three professors up for tenure consideration: Dr. T. Nicholas Jones, Anna King, Dr. Sam Zwenger. Materials are in last month's Board packet. You may ask each probationer to say a few words if you would like.  
*Note: We will have this action toward the beginning of the meeting and take a 15 minute break after the vote for a quick bite of cake and to congratulate the newly tenured faculty. Some may have family members in attendance.*
- President's Goals: You saw this document a few months ago. The content has not



changed substantially. It has been organized to show alignment with the Strategic Plan and there are also operational goals. **I also made an attempt for the goals more measurable.**

- Board Evaluation: This is the document you reviewed last month with a grammar fix. There are two versions in your packet – one showing proposed changes and one with all changes incorporated into a “clean” document. There will be an opportunity for you to discuss and decide on any final changes.
- President Evaluation: This is the document you reviewed last month with one typo fixed. There is not a version with proposed changes because the format is a complete departure from the instrument used previously. Both evaluation documents were created by me after reviewing several versions from a variety of colleges across the state and informed by a session I attended at AACC.



**Meeting of the Board of Trustees**  
**March 14, 2023**  
**Port Angeles, WA**  
**2:00 p.m.**  
**Room A-12, Cornaby Center**

**Trustees:**

*Dwayne Johnson, Chair*  
*Mike Maxwell, Vice Chair*  
*Mike Glenn*  
*Joe Floyd*  
*Claire Roney*

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**ROLL CALL and DETERMINATION OF QUORUM**

**MODIFICATION TO THE AGENDA**

**APPROVAL OF MINUTES**

February 14, 2023

**INTRODUCTIONS**

New Employees

**PUBLIC COMMENT/CORRESPONDENCE**

**ITEMS FOR BOARD ACTION**

Tenure consideration for Nicholas Jones  
Tenure consideration for Anna King  
Tenure consideration for Sam Zwenger

**BREAK-** 15 min. for tenure reception and refreshments

**PRESENTATIONS**

Academic Placement- Maitland Peet and Helen Lovejoy  
Campus Climate Survey Results- Krista Francis

**STANDING REPORTS:**

- ASC – Hedvig Persson
- Senate – Lara Starceвич, Faculty Senate First Speaker
- PCFA – Tim Williams
- Institutional/Enrollment Report –Ethan VanZant
  - Findings of the student basic needs survey

**PRESIDENT’S REPORT**

Accountability Audit review- Carie Edmiston  
Updates

**TRUSTEE UPDATE**

**ITEMS FOR BOARD STUDY**

None

**ITEMS FOR BOARD ACTION**

President Goals 22-23  
Board Evaluation

President Evaluation

**EXECUTIVE SESSION**

None

**Next Meeting- Tue. April 11, 2023 2pm- Forks Campus**

**Trustees:**

*Dwayne Johnson, Chair  
Mike Maxwell, Vice Chair  
Mike Glenn  
Joe Floyd  
Claire Roney*

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**ROLL CALL and DETERMINATION OF QUORUM**

Dwayne Johnson, Chair  
Mike Maxwell, Vice Chair  
Mike Glenn- excused  
Joe Floyd  
Claire Roney

Dwayne Johnson called the meeting to order at 2:01pm.

**MODIFICATION TO THE AGENDA**

Move to modify agenda to move the board action for Mark Morey before presentations. Motion made to approve modification of agenda by Mike Maxwell, 2nd by Claire Roney. All approved.

**APPROVAL OF MINUTES**

December 13, 2022- 1<sup>st</sup> Mike Maxwell, 2<sup>nd</sup> Claire Roney. All approved.

January 17, 2023, Special Meeting of the Board of Trustees- 1<sup>st</sup> Mike Maxwell, 2<sup>nd</sup> Claire Roney. All approved.

**INTRODUCTIONS**

**Basketball Teams-** The women's and men's basketball teams and coaches were introduced.

**New Employees**

Student Services- Introduced by Krista Francis  
Sidney Del Ray Murphy- Upward Bound Recruitment and Retention Coordinator  
Tony Hovel- Financial Aid Outreach  
Annie Carver- Interim Upward Bound Director

Instruction- Introduced by Steven Thomas  
Heather Tanner- Early Childhood Specialist 2

Admin/Financial- Introduced by Carie Edmiston  
Olga Palenga- Facilities Office Assistant  
Mike Stanley- Custodian  
Cori Lukens- Campus Security Officer

Peninsula College Foundation- Introduced by Suzy Ames  
Luke Pettengill- PC Foundation Manager

**PUBLIC FORUM/CORRESPONDENCE**

Robbie Mantooth is here in support of awarding Mark Morey an honorary degree. Mark had a lot of challenges to overcome, and his accomplishments were impressive. She hopes the degree will be approved.

## **ITEMS FOR BOARD ACTION**

Honorary Degree- Mark Morey

**Mike Maxwell made a motion to approve the honorary degree, 2<sup>nd</sup> by Claire Roney. All approved.**

Dwayne Johnson acknowledged Mark's family that was in the audience.

## **PRESENTATIONS**

Medical Assisting Presentation

Rachel Pairsh, Medical Assisting Faculty and Program Director, Peninsula College- The MA program has maintained accreditation since 2017. We have 100% satisfaction from graduates and 92% positive job placement, 100% exam participation and success. Our enrollment numbers are down and there are still recruitment issues. The equipment the students train on is the same as industry standard.

Jessia Jones, Medical Assistant, Jamestown Family Clinic (PC grad)- Six of their employees are from the PC program and they are all well trained and ready for work. She appreciated the rigor of the program and was ready and prepared when she started working.

Elizabeth Moseley, Jamestown Family Health- Medical Assistant Supervisor- They work closely with Rachel Pairsh and Peninsula College. All across the Peninsula there is short staffing in healthcare and the partnership with PC is amazing. It means so much to know that the students coming from the program are ready and well trained.

## **STANDING REPORTS:**

- ASC – Hedvig Persson- The new ASC president, she is from Sweden. The ASC started the quarter with school spirit week, coming up is a comedy show. The ASC is going to participate in the campus wide DEI training on Feb. 27 and will end the month with a PC talent show. The ASC is going to do a leadership retreat in Port Townsend.
- Senate – Lara Starceвич, Faculty Senate First Speaker- They are talking about an idea of a “common hour” where there are not classes scheduled at a certain time during the week so there can be other events that don't interfere with classes that students can participate in. They talked with the Dr. Thomas about Guided Pathways, and Erin Kate Murphy also came to the faculty to talk about artificial intelligence (GPT), it is new technology that can generate student work. There are myths and concerns, and they are learning more and starting to talk about it.
- PCFA – Tim Williams- PC indigenous faculty can now be the teacher of record. On, Monday Feb. 20<sup>th</sup>, six faculty will be going to Olympia to lobby for faculty salaries and pay equity. They are continuing to talk about shared governance and how to fill voids about how we all work together.
- Institutional/Enrollment Report –Terye Senderhauf- Core Theme: Achieving Student Success - As of today, our state FTE are 5.8% up from last winter. Presentation in board packet.

## **PRESIDENT'S REPORT**

**2nd quarter Financials- Carie Edmiston** report attached.

### **Updates**

-Marina Shipova's new book was presented to the board, and another peer reviewed journal article by Dr. Ritu Lauer.

- New grants, \$880K for CDL. The Dept. of Ed does not allow Financial Aid for short term certificates. This grant will help increase the enrollment in this program.
- There is also a Job Skills Program grant and partnership with Jefferson County to bring healthcare job training to high school students.
- We were selected to be part of a web accessibility learning lab.
- New federal farm bill that would bring capacity for us to apply for grants.
- In the fall we will be launching our first Prof Tech program in Forks- Natural Resources Certificate.
- Thanks to our new Grants Manager Jessica Irvine we are gearing up to apply for Federal funds, we are meeting with the staff from Senator Murray, and Cantwell's offices to help.
- We are proud to lead a community-wide DEI conversation. Suzy filled out a grant from Factualy. We were awarded \$2,000 for faculty stipends to support a curriculum audit with a DEI lens. We will also be working with Factualy to offer a 90-minute zoom training. We are partnering with United Way for people that want to attend but can't afford the \$25 cost, the training will be on March 24<sup>th</sup> on zoom. The first training is for 100 people, there will be a waiting list for another session to be added if there is demand.
- More board policies will be coming to board. Trisha Haggerty is taking the lead on this. The goal will be for every policy to be reviewed every five years.
- Thanks to Celeste Schoenthaler, Executive Director of Olympic Community of Health we are convening a group of local healthcare groups at Peninsula College to discuss wrap around services to students. The hope would be to create a space on campus for community partners to come to campus to support students. A conversation is happening about this Feb. 27<sup>th</sup>.
- Suzy signed a letter in support of the Marine Life Center.
- Peninsula College completed its Civil Rights Review with very few recommendations.
- Continuing to support our community electricians, CITC reached out to us for training space. We are hopeful that training can be offered on the Peninsula College campus.
- We joined the West Sound Stem board and they are renting space from us in Building 202 in Port Townsend.

**Community Connections-** the new contacts are in board packet.

### **TRUSTEE UPDATE**

Government to Government Summit- Jan. 17, 2023. It was a good development of trust and communication. It was meaningful that Chair Johnson facilitated the day. As a result of the summit communications have already increased with Suzy Ames and the local tribes.

ACT Winter Conference- Joe Floyd and Claire Roney attended with Suzy Ames. Joe reported that they did some lobbying in Olympia. They focused on fulling funding COLAs and funding for ongoing maintenance at each college. Claire said that we are blessed to have representatives that are true believers in education, they were listening and receptive. At the meeting with the Representatives Claire shared the story of our Transforming Lives student, Tim Attkisson.

ACCT National Legislative Summit- Washington DC. Claire Roney and Suzy Ames attended. Claire reported that there were wonderful speakers. The big picture take away was that we are at a pivotal moment when the nation needs to train our workforce for the new positions. There is a real push for rural economic development, Peninsula College is well positioned to take advantage of opportunities that will become available.

### **ITEMS FOR BOARD STUDY**

- Tenure consideration for Nicholas Jones- information in board packet
- Tenure consideration for Anna King- information in board packet
- Tenure consideration for Sam Zwenger- information in board packet
- We are following the tenure process that has been done in the past.

President Evaluation  
Board Evaluation

Suzy took the evaluations PC has done in the past and reviewed what other schools do and made suggestions.

Suzy changed the President Evaluation quite significantly from what PC has used in the past. For the Board Self Evaluation- the changes Suzy is suggesting are in red.

In May, the President's evaluation will be discussed in executive session. Any final action would need to be in public session.

The board evaluation discussion is done in public. Typically, the board does the evaluation in May and the discussion is in June.

**EXECUTIVE SESSION**

None

Motion to adjourn Meeting- Moved Claire Roney, 2<sup>nd</sup> Joe Floyd. All approved.

Meeting adjourned at 4:20pm

**Next Meeting- Tue. March 14, 2023 2pm in A-12**

Mike Maxwell will not be able to attend the March Board Meeting

\_\_\_\_\_  
**Dwayne Johnson, Board Chair**

\_\_\_\_\_  
**Date:**

\_\_\_\_\_  
**Suzy Ames, President**

\_\_\_\_\_  
**Date:**





# PENINSULA COLLEGE

## Statement of Financial Position

For Quarter Ending December 31, 2022

	2nd Qtr 2023	2nd Qtr 2022
<b>ASSETS</b>		
Cash	1,064,250	3,986,880
Investments	8,471,507	4,862,802
Current Accounts Receivable	9,225,415	3,121,984
Long Term Accounts Receivable	0	5,193,077
Inventories	183,922	213,527
General Long-Term Obligations	2,501,800	3,165,712
Land	371,368	371,368
Buildings	78,690,826	80,776,515
Improvements other than Buildings	53,597	56,431
Furnishings, Equipment & Libraries	592,272	756,726
<b>Total Assets</b>	<b>101,154,957</b>	<b>102,505,021</b>
<b>LIABILITIES</b>		
Current Liabilities	6,971,360	6,677,328
Long-Term Liabilities	2,428,662	2,986,638
<b>FUND BALANCES</b>		
Equity Account Activity	91,754,935	92,841,054
<b>Total Liabilities and Fund Balances</b>	<b>101,154,957</b>	<b>102,505,021</b>



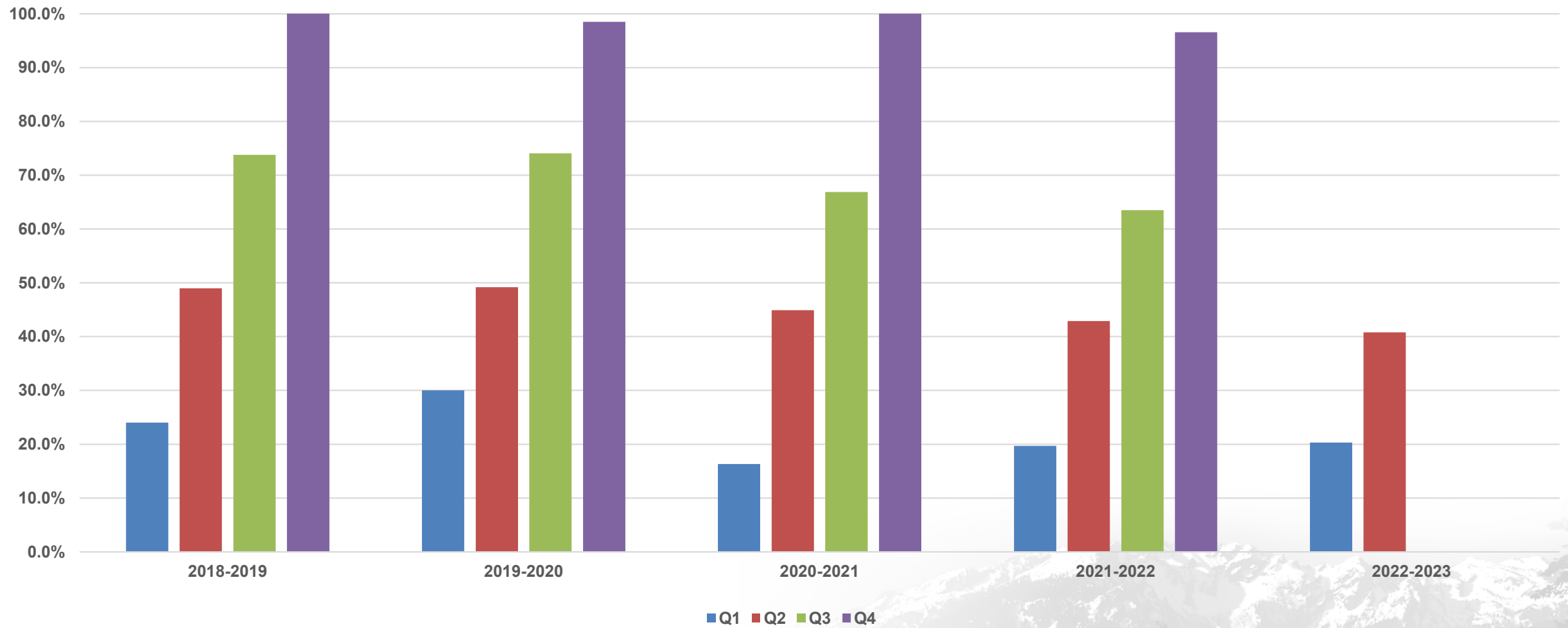
# PENINSULA COLLEGE

## COMPARISON OF ACTUAL REVENUE AND ACTUAL EXPENDITURES BY FUND

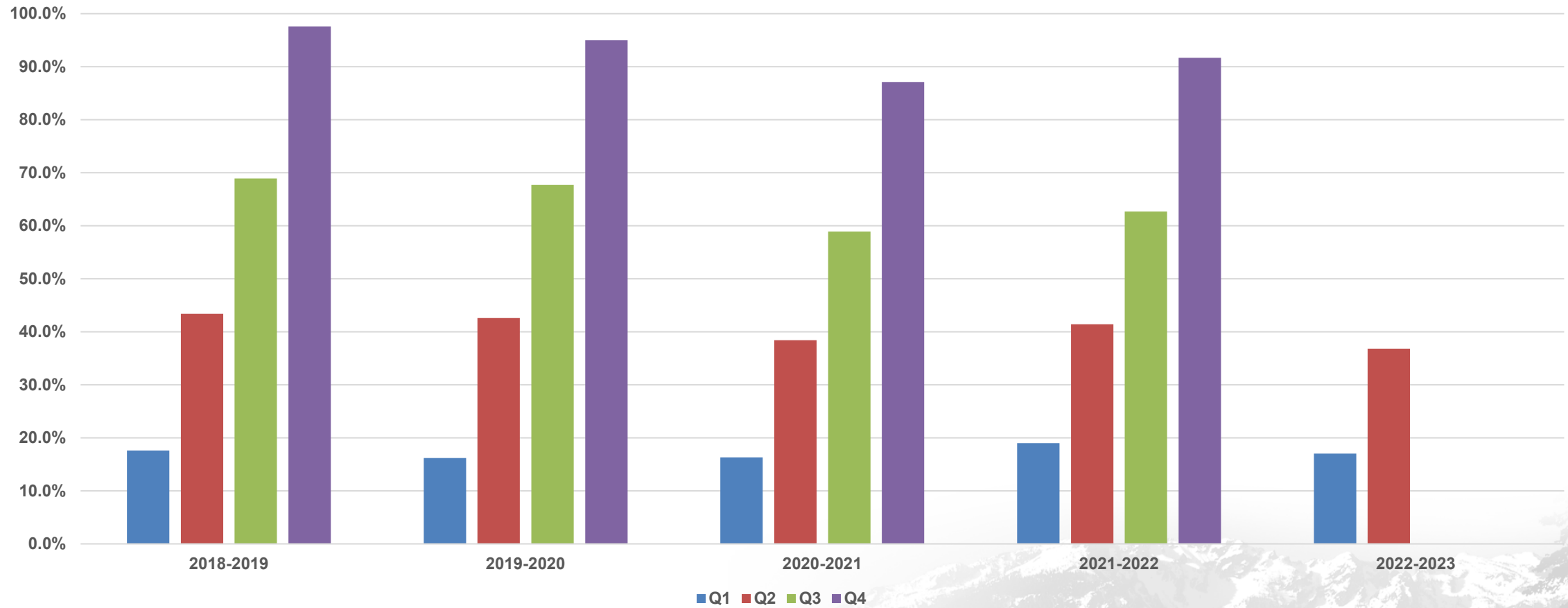
As of December 31, 2022

REVENUE / EXPENDITURE CATEGORY	Actual Revenue through Dec, 2022	Actual Exp through Dec, 2022	Rev minus Exp through Dec, 2022	% of Exp vs Rev 2022-23
<b>OPERATING FUNDS</b>				
<i>General Fund:</i>				
State Operating Allocation	6,296,446	6,296,446	0	100.0%
Local Operating Fund	3,429,581	2,464,983	964,598	71.9%
Sub-total General Fund:	9,726,027	8,761,429	964,598	90.1%
Local Dedicated Fund	574,948	353,079	221,869	61.4%
Grants and Contracts Fund	1,692,179	2,145,101	(452,922)	126.8%
<b>Sub-total Operating Funds</b>	<b>11,993,155</b>	<b>11,259,609</b>	<b>733,546</b>	<b>93.9%</b>
<b>PROPRIETARY FUNDS</b>				
Associated Students	280,354	262,376	17,978	93.6%
Bookstore	218,225	213,627	4,597	97.9%
Parking	11,208	36	11,172	0.3%
Ancillary Services	199,901	98,986	100,915	49.5%
Food Service	55,264	69,377	(14,113)	125.5%
<b>Sub-total Proprietary Funds</b>	<b>764,952</b>	<b>644,402</b>	<b>120,549</b>	<b>84.2%</b>
<b>Total Annual College Funds</b>	<b>12,758,106</b>	<b>11,904,011</b>	<b>854,095</b>	<b>93.3%</b>
<b>FIDUCIARY FUNDS</b>				
Grants In Aid	3,309,871	3,938,886	(629,015)	119.0%
Student Loans	506,796	608,069	(101,273)	120.0%
Workstudy	25,893	27,771	(1,878)	107.3%
Institutional Financial Aid	72,804	82,946	(10,142)	113.9%
<b>Total Fiduciary Funds</b>	<b>3,915,364</b>	<b>4,657,672</b>	<b>(742,308)</b>	<b>119.0%</b>
<b>CAPITAL PROJECTS</b>				
21-23 State Appropriations	990,343	990,343	0	100.0%
Local Capital Fund	0	17,475	(17,475)	
<b>Total Biennial Capital Project</b>	<b>990,343</b>	<b>1,007,818</b>	<b>(17,475)</b>	<b>101.8%</b>
<b>GRAND TOTAL ALL FUNDS</b>	<b>17,663,814</b>	<b>17,569,502</b>	<b>94,312</b>	<b>99.5%</b>

## General Fund Actual Revenues % of Budget



## General Fund Actual Expense % of Budget



**To:** Dr. Suzy Ames, President

**From:** Dr. Steven L. Thomas, Vice President for Instruction

**Date:** January 18, 2023

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**Tenure Recommendation for Dr. T. Nicholas Jones**

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After a careful review of the required portfolio documentation, I am pleased to recommend Dr. T. Nicholas Jones for tenure. In consideration of the compelling evidence provided, and the recommendation from the Tenure Review Committee, I have determined that Dr. Jones has met the requirements for tenure.

Dr. Jones holds a Bachelor of Science in Chemistry from Pacific Lutheran University and a Ph.D. in Chemistry from Montana State University. Dr. Jones began his career at Peninsula College in 2020. Since starting at Peninsula, Dr. Jones has successfully taught six chemistry courses to include Introduction to Chemistry through General Chemistry I – III at Peninsula College. Prior to arriving at Peninsula College Dr. Jones taught Chemistry courses at Montana State University and the College of St. Benedict/St. John's University from 2001 – 2020.

Dean Crane describes Dr. Jones as an engaged instructor with a keen focus on making chemistry accessible to all students. In addition, students have expressed a level of gratitude for Dr. Jones' ability to make them feel comfortable in the classroom facing challenging subject matter material. Dr. Jones is fully committed to the community college ideal and actively takes action towards that vision in his work.

In the area of service, the Tenure Review Committee noted that Dr. Jones has served on several Guided Pathways implementation committees, the Open Educational Resources (OER) Work Group and has served on search committees in both student services and instruction. Also, the Tenure Review Committee noted that Dr. Jones is an active member of a professional organization focused on advancing Chicanos/Hispanics & Native Americans in science and a community college chemistry consortium. Dr. Jones has an extensive record of scholarship and is pursuing a relationship with the Pacific Northwest National Laboratory to leverage internship opportunities for students and opportunities for undergraduate research.

I am pleased to submit this recommendation supporting the tenure application of Dr. T. Nicolas Jones.

In high regard,

Steven L. Thomas, Ph.D.  
Vice President for Instruction  
Peninsula College

## PENINSULA COLLEGE BOARD INFORMATION

Subject: **TENURE CONSIDERATION FOR T. NICHOLAS JONES**

### **BACKGROUND:**

The Board of Trustees maintains authority for awarding or dismissing tenure, or to extend the probationary status for one year in accordance with RCW 28B.50.852. Tenure review committees, consisting of faculty and administrators, work with the probationary faculty member over the course of three years. According to the faculty contract, the President shall make a recommendation to the Board of Trustees regarding whether or not to award tenure no later than the conclusion of winter quarter of the third year.

### **PROPOSAL:**

Nicholas Jones holds a Bachelor of Science in Chemistry from Pacific Lutheran University and a Ph.D. in Chemistry from Montana State University. Prior to arriving at Peninsula College Dr. Jones taught Chemistry courses at Montana State University and the College of St. Benedict/St. John's University from 2001 – 2020. Dr. Jones began his career at Peninsula College in 2020. Since starting at Peninsula, Dr. Jones has successfully taught six chemistry courses to include Introduction to Chemistry through General Chemistry I – III at Peninsula College.

The tenure review committee has completed its work and recommends tenure for T. Nicholas Jones.

**RECOMMENDATION:** The President recommends that the Board grant tenure to T. Nicholas Jones

**To:** Dr. Suzy Ames, President

**From:** Dr. Steven L. Thomas, Vice President for Instruction

**Date:** January 18, 2023

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**Tenure Recommendation for Ms. Anna King**

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After a review of the tenure summary documents submitted to me, I enthusiastically recommend Ms. Anna King for tenure. In consideration of the recommendation from the Tenure Review Committee, I fully and unequivocally support Ms. King's application for tenure.

Ms. King earned an Associate of Applied Science in Early Childhood Education from Peninsula College, and a Bachelor of Science in Human and Family Development from Arizona State University. In addition, she completed a Master of Education in Early Childhood Education from Grand Canyon University. She started on the tenure track in Early Childhood Education in fall quarter 2020 and has since taught a range of courses in early childhood education to include child development, nutrition and safety, guiding behavior and math for young children. Ms. King has been a highly respected faculty member at Peninsula College since fall quarter 2018.

Dean Boster describes Ms. King as a subject matter expert in early childhood education with a passion for her content area. Also, Ms. King is highly organized and communicates effectively the expectations and learning outcomes for her courses. Furthermore, students have expressed an appreciation for Ms. King's commitment to adapting lessons to meet their needs, while also equipping them with the tools necessary to utilize universal design principles in lesson plan development. In a one-on-one interview with me, Ms. King spoke to me about a level of reverence that she has for Peninsula College students and the pride that she feels about being a member of this community.

In the area of service, Ms. King is a board member on several regional community organization boards. Those boards include the Clallam County Resiliency Project and the Olympic Peninsula Chapter of Washington Association for the Education of Young Children. In addition, her campus service engagement includes being an active member of the Curriculum Committee and College 101 Guiding Team.

I am pleased to submit this recommendation supporting the Ms. Anna King's tenure application.

In high regard,

Steven L. Thomas, Ph.D.  
Vice President for Instruction  
Peninsula College

## **PENINSULA COLLEGE BOARD INFORMATION**

Subject: **TENURE CONSIDERATION FOR ANNA KING**

### **BACKGROUND:**

The Board of Trustees maintains authority for awarding or dismissing tenure, or to extend the probationary status for one year in accordance with RCW 28B.50.852. Tenure review committees, consisting of faculty and administrators, work with the probationary faculty member over the course of three years. According to the faculty contract, the President shall make a recommendation to the Board of Trustees regarding whether or not to award tenure no later than the conclusion of winter quarter of the third year.

### **PROPOSAL:**

Anna King earned an Associate of Applied Science in Early Childhood Education from Peninsula College, and a Bachelor of Science in Human and Family Development from Arizona State University. In addition, she completed a Master of Education in Early Childhood Education from Grand Canyon University. She started on the tenure track in Early Childhood Education in fall quarter 2020 and has since taught a range of courses in early childhood education to include child development, nutrition and safety, guiding behavior and math for young children. Ms. King has been a highly respected faculty member at Peninsula College since fall quarter 2018.

The tenure review committee has completed its work and recommends tenure for Anna King.

**RECOMMENDATION:** The President recommends that the Board grant tenure to Anna King



**To:** Dr. Suzy Ames, President

**From:** Dr. Steven L. Thomas, Vice President for Instruction

**Date:** January 18, 2023

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**Tenure Recommendation for Dr. Sam Zwenger**

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After a careful review of the required portfolio documentation, I am recommending Dr. Sam Zwenger for tenure. In consideration of the recommendation from the Tenure Review Committee, I support Dr. Zwenger's application for tenure.

Dr. Zwenger holds a Bachelor of Science in Botany and a Master of Science in Microbiology from Fort Hays University. In addition, he has earned a Ph.D. in Biological Education from the University of Northern Colorado. Dr. Zwenger began his career at Peninsula College in 2016 and started a tenure track position fall quarter 2020. Dr. Zwenger is an important faculty member for teaching courses in biology. Prior to arriving to Peninsula College, Dr. Zwenger taught at Fort Hays State University.

Dean Crane describes Dr. Zwenger as a dedicated biology instructor with high standards. Also, most of his work has been evaluated on-line and he has shown to be effective creating an environment conducive to learning for students. Also, students have expressed an appreciation for Dr. Zwenger's willingness to supplement instruction with classroom speakers. Students also expressed an appreciation for Dr. Zwenger's communication style.

In the area of service, the Tenure Review Committee noted that Dr. Zwenger participated on the Assessment and Professional Development Committees and is an active member of the American Society of Microbiology.

Accompanying this recommendation memo are Dr. Sam Zwenger's materials for your review.

In high regard,

Steven L. Thomas, Ph.D.  
Vice President for Instruction  
Peninsula College

## **PENINSULA COLLEGE BOARD INFORMATION**

Subject: **TENURE CONSIDERATION FOR SAM ZWENGER**

### **BACKGROUND:**

The Board of Trustees maintains authority for awarding or dismissing tenure, or to extend the probationary status for one year in accordance with RCW 28B.50.852. Tenure review committees, consisting of faculty and administrators, work with the probationary faculty member over the course of three years. According to the faculty contract, the President shall make a recommendation to the Board of Trustees regarding whether or not to award tenure no later than the conclusion of winter quarter of the third year.

### **PROPOSAL:**

Sam Zwenger holds a Bachelor of Science in Botany and a Master of Science in Microbiology from Fort Hays University. In addition, he has earned a Ph.D. in Biological Education from the University of Northern Colorado. Prior to arriving to Peninsula College, Dr. Zwenger taught at Fort Hays State University. Dr. Zwenger began his career at Peninsula College in 2016 and started a tenure track position fall quarter 2020. Dr. Zwenger is an important faculty member for teaching courses in biology.

The tenure review committee has completed its work and recommends tenure for Sam Zwenger.

**RECOMMENDATION:** The President recommends that the Board grant tenure to Sam Zwenger

# Peninsula College Campus Climate Survey

PURPOSE: Leaders on campus recognize there is a need to improve communication, collaboration, and relationships here on campus. We created this anonymous survey in an effort to help us assess our campus climate, identify areas where we can collectively work to improve, and provide a way by which we can measure the effectiveness of those efforts.

To begin, which of the following best describes your employment type? (Mark all that apply)

What department do you work in?

This group of questions all address the following topic:

## *Guiding Principles*

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- Members of the campus community place teaching and learning at the center of our work at Peninsula College.
- Members of the campus community treat each other with mutual respect and dignity.
- Members of the campus community are open and honest in their communications.
- Members of the campus community promote a positive work environment and avoid adversarial relationships.
- Members of the campus community act ethically and with integrity.
- The campus engages in collaborative decision-making.

The following questions all address the following topic:

## *Feeling Valued*

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- I am satisfied with my job.
- I feel valued at work.
- I feel Peninsula College is a good place to work.
- My immediate supervisor recognizes my work.

The following questions all address the following topic:

## *Senior Leadership*

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- I trust senior leadership to follow through on important actions and decisions in a timely manner.
- I feel valued at work.

The following questions all address the following topic:

***Governance and Collaboration***

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- There are processes in place for me to be involved in decision-making and problem-solving.
- The meetings I attend are useful and productive.
- I understand the College's current structures for shared governance.
- I believe the current structures for shared governance are adequate and effective.
- Our college culture encourages cross-departmental collaboration and communication.

The following questions all address the following topic:

***Vibrant and Innovative Climate***

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- The college encourages innovation and the exchange of ideas.
- I feel supported and am allowed to be innovative.

The following questions all address the following topic:

***Safety and Trust***

INSTRUCTIONS: Rate each of the following statements according to the following scale: Strongly Disagree/Disagree/Agree/Strongly Agree

- I feel comfortable giving honest feedback to my supervisor.
- I feel comfortable giving honest feedback to other college leaders.
- The college offers campus-wide activities that promote a sense of community.

# Campus Climate Survey

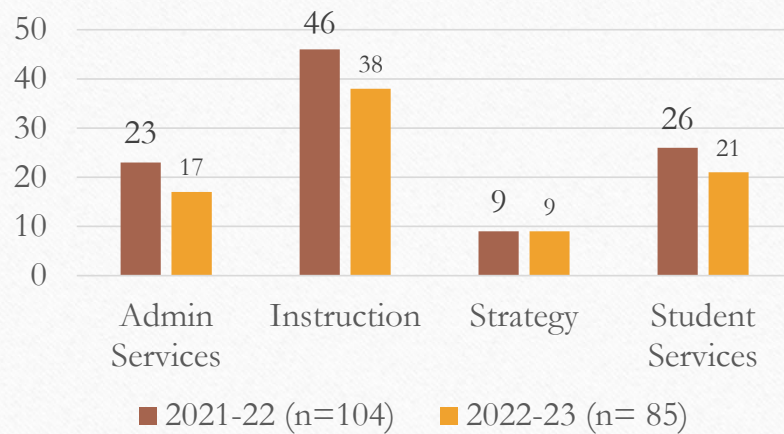
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2022-23

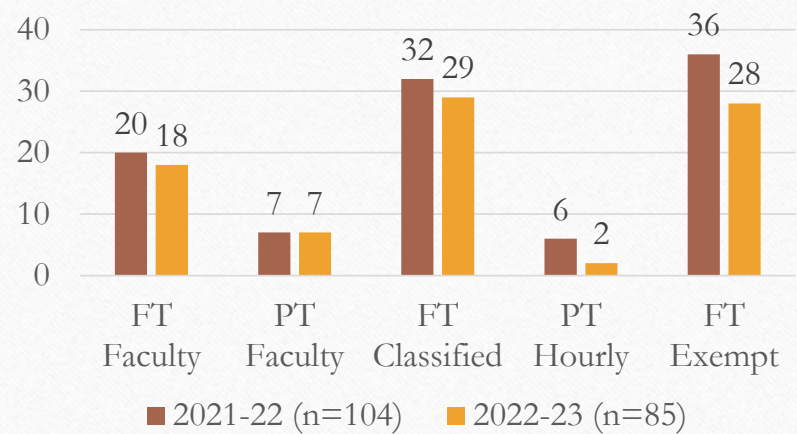


# Who completed the survey?

## Division

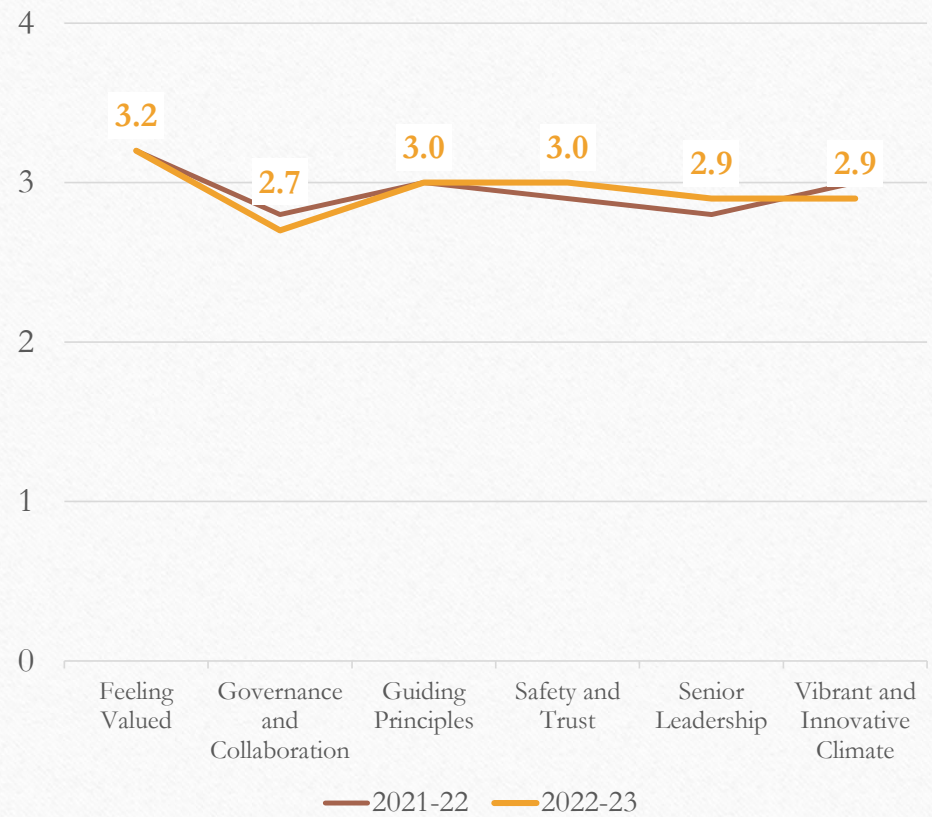


## Position



# Overall

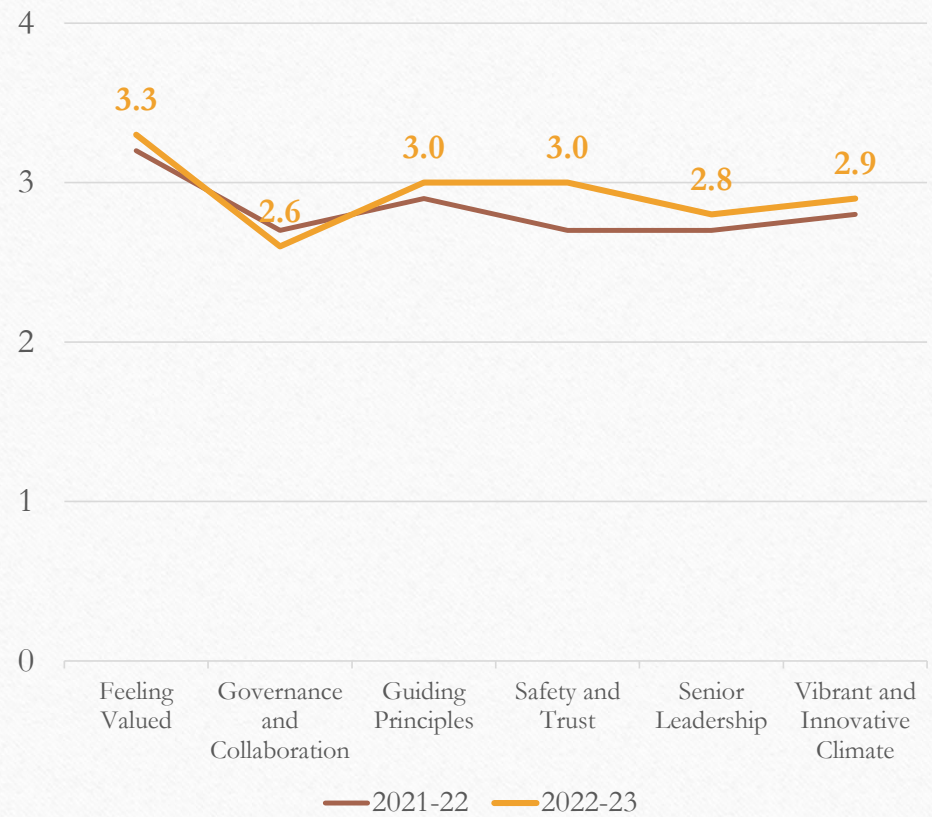
n= 85





# Full-Time Faculty

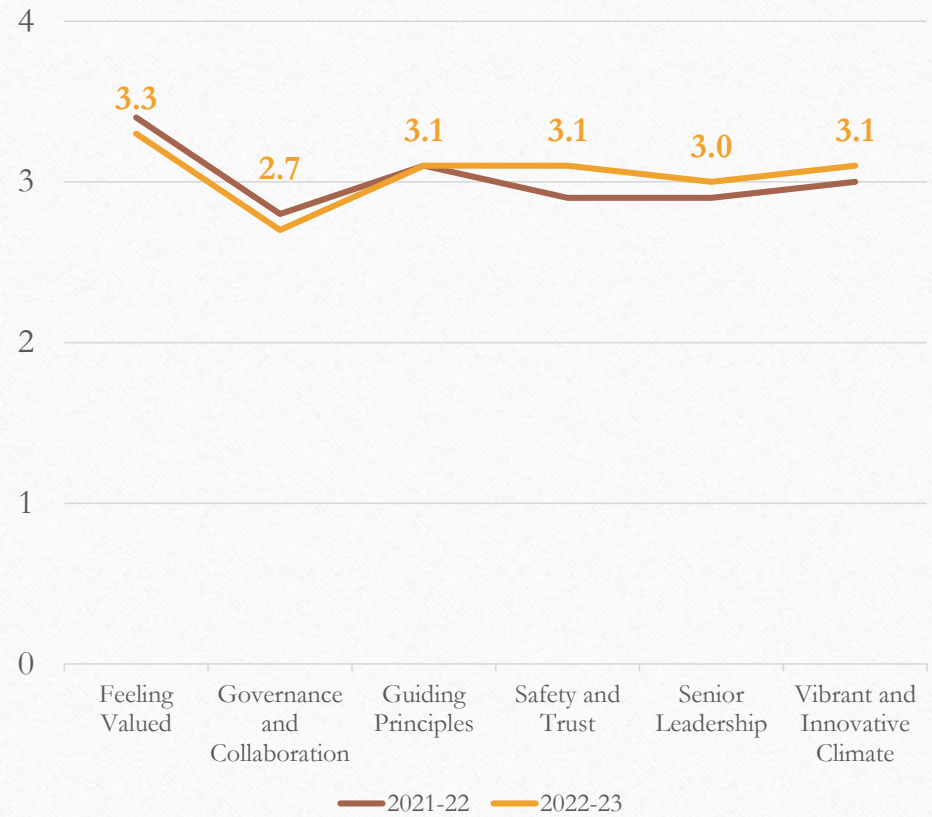
n=18





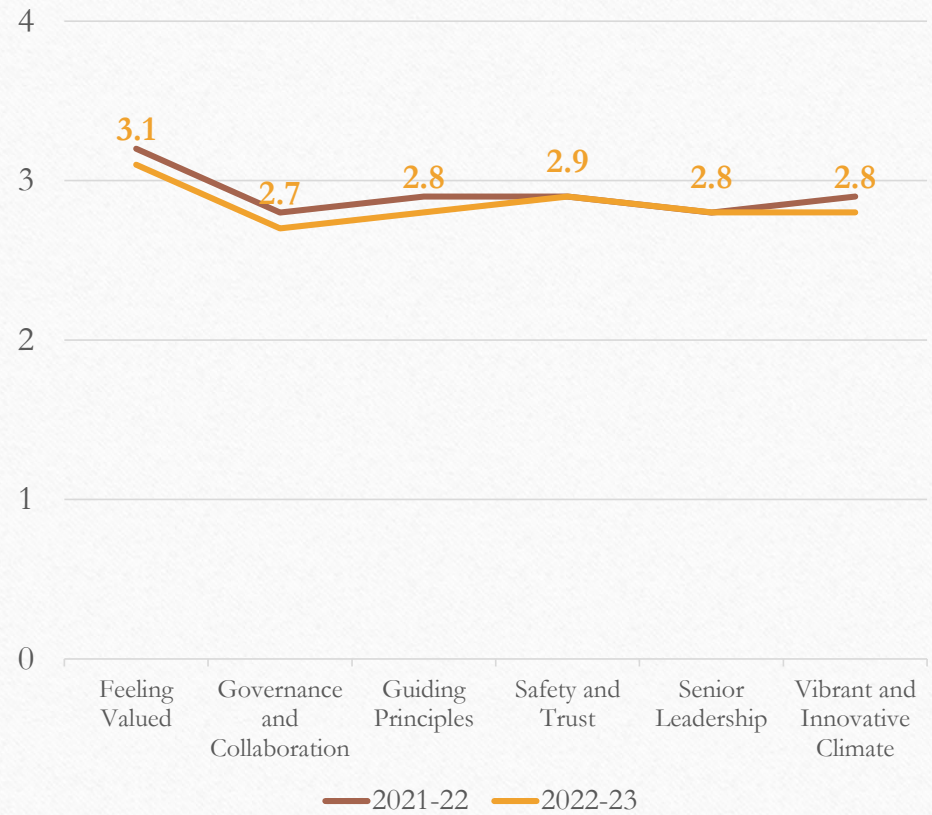
# Full-Time Exempt

n=28



# Full-Time Classified

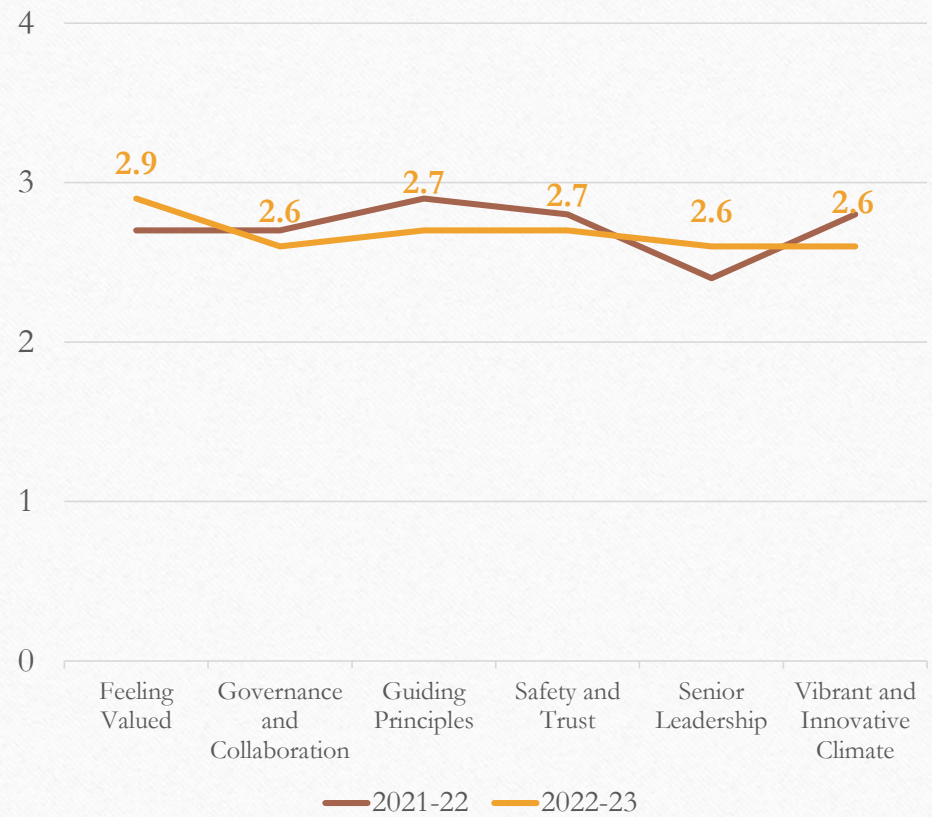
n=29





# Part-Time Faculty

(n=7)





## WINTER 2023 Enrollment Highlights

as of March 6, 2023

### Winter 2023 Enrollment Highlights

State FTEs at 1032.1 are up 54.9 FTES or 5.6% from winter 2022.

- Transitional Studies, Welding, College 101, and English classes show the largest increase in FTE over winter 2022.

Contract FTEs at 298.3 are down -42.2 FTES or -12.4% from winter 2022.

- Not all Corrections FTE have not been posted for winter 2023.

### Annualized FTE Enrollment Highlights

Fall, Summer 2022 and Winter 2023 compared to Fall, Summer 2021 and Winter 2022

-State FTEs are up 4.1% from YTD winter 2022.

-Contract FTEs are down -22.4% from YTD winter 2021.

-Self Support FTES have increased by 131%

-Transfer FTEs - 580 FTES - decreased -2.3%

-Prof/Tech -575.005 FTES - decreased by -0.9%.

-Transitional Studies -219.8 FTES - increased by 22.5%.

Current enrollments are estimates only and subject to change until the quarter is finalized.

### Definitions:

**FTE** - Equivalent to one student taking 15 credits per quarter or 45 credits per year.

**Annualized FTE** - Total FTE divided by 3.

**State FTES**- the sum of FTES for students in state-supported classes. State FTES drive the appropriation formula used to determine state income to the college.

**Contract FTES** - the sum of FTES for students in contract-funded classes.

The main sources of contract FTES are Running Start and Department of Corrections.

**Self-Support FTES** - the sum of FTES for students in self-support classes. Self-support classes are those for which there is no outside funding, such as most Continuing Education.

**Student Intent** -

**Transfer** - Students enrolled in academic transfer programs.

**Prof/Tech** - Students enrolled in professional/technical programs.

**Transitional Studies** - Students pursuing a high school diploma or GED.

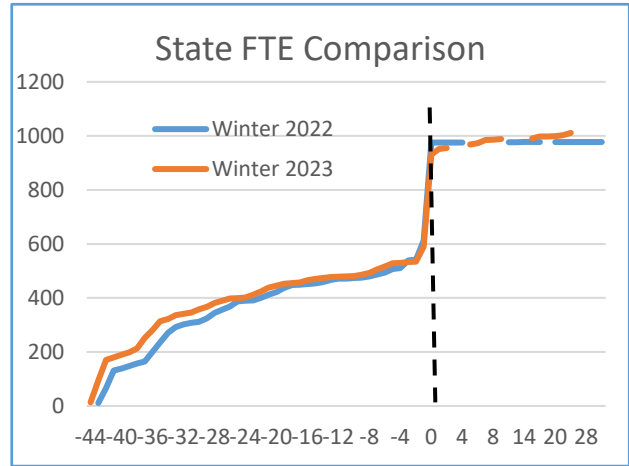
**Other** - All other students.



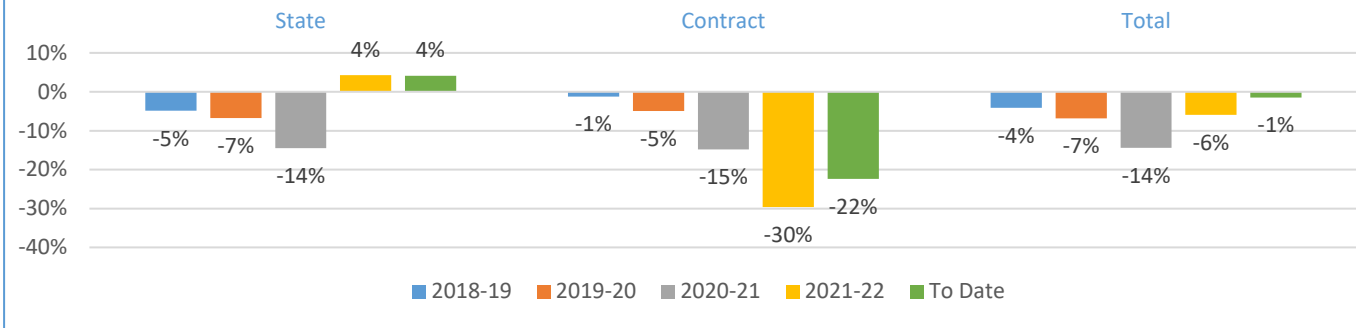
# WINTER 2022 Enrollment Highlights

as of March 6, 2023

FTEs	State	Contract	Self	Total
Winter 2022 to date	977			
Winter 2023 to date	1032	298	22	1352
<b>Difference</b>	<b>55</b>			
	<b>5.6%</b>			
Winter 2022 Total	977.2	340	17	1334
<b>Difference</b>	<b>55</b>	<b>-42</b>	<b>5</b>	<b>18</b>
	<b>5.6%</b>	<b>-12.4%</b>	<b>32.9%</b>	<b>1.4%</b>

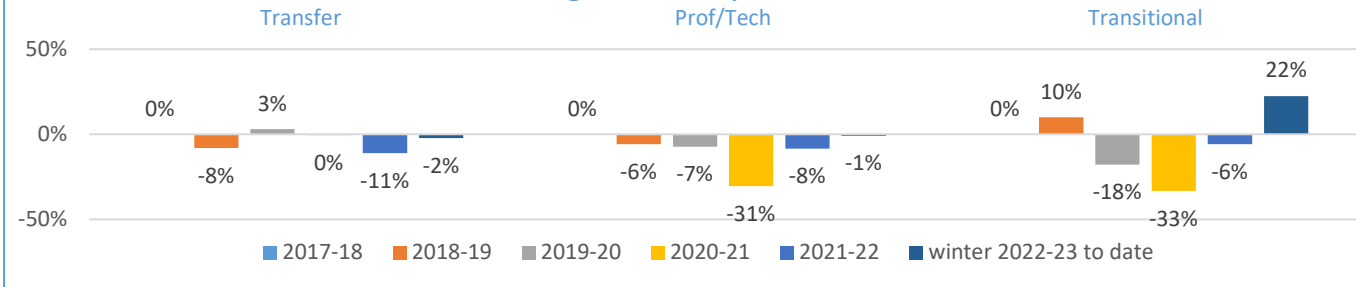


## Annual Change in FTE by Fund Source



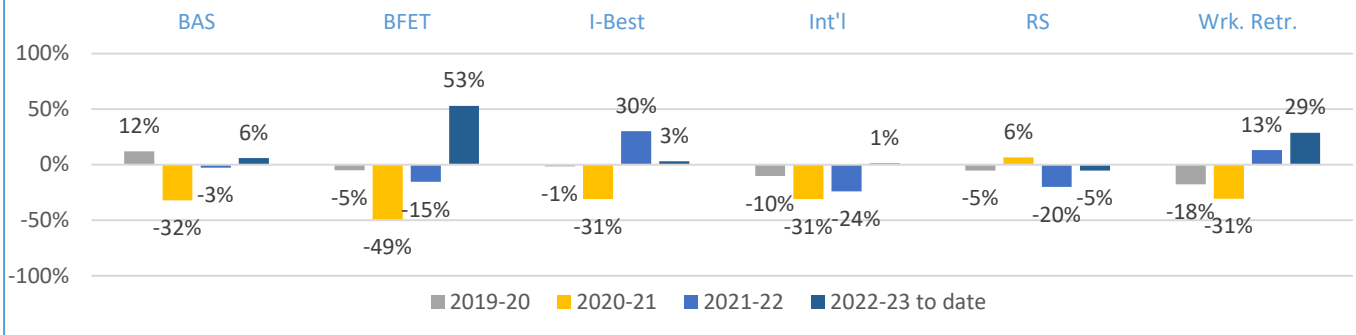
2022-23 Annual FTEs to date	State	Contract	Self	Total
	1236.3	317.7	32.4	1586.3

## Annual Change in FTE by Student Intent



2022-23 Annual FTEs to date	Transfer	Prof/Tech	TS	Other	Total
	580.0	575.0	219.8	233.8	1608.6

## Annual Change in FTE by Selected Program



2022-23 Annual FTEs to date	BAS	BFET	I-Best	Int'l	RS	Wrk Retr.	(enrollments are not mutually exclusive)
	38.7	99.5	128.4	44.5	240.7	169.3	



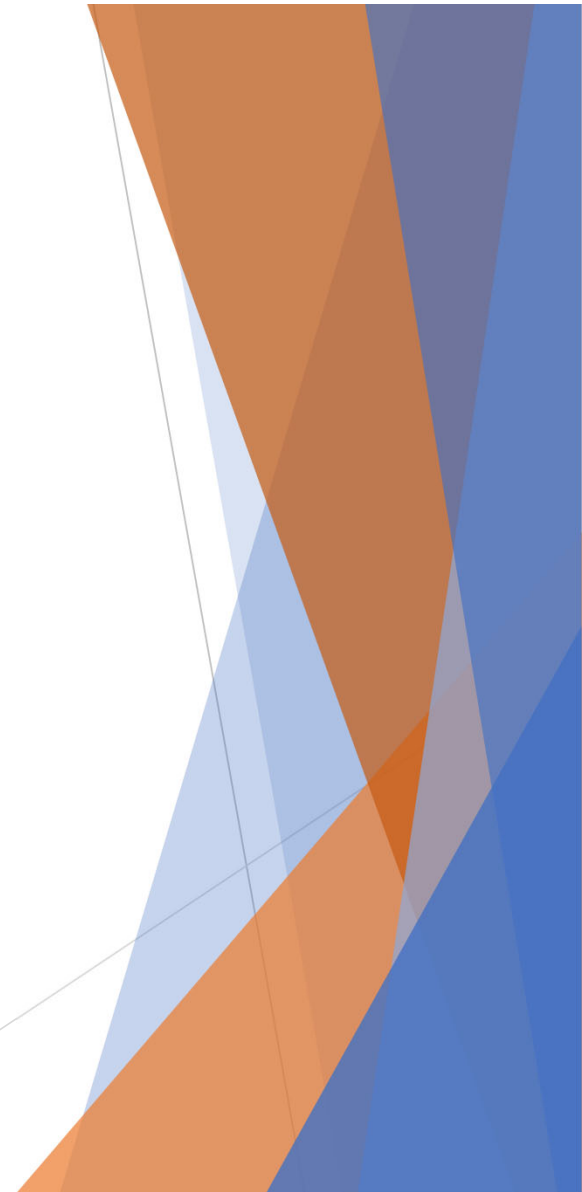
# Basic Needs Security Among Washington College Students

Washington Student Experience Survey

Fall 2022

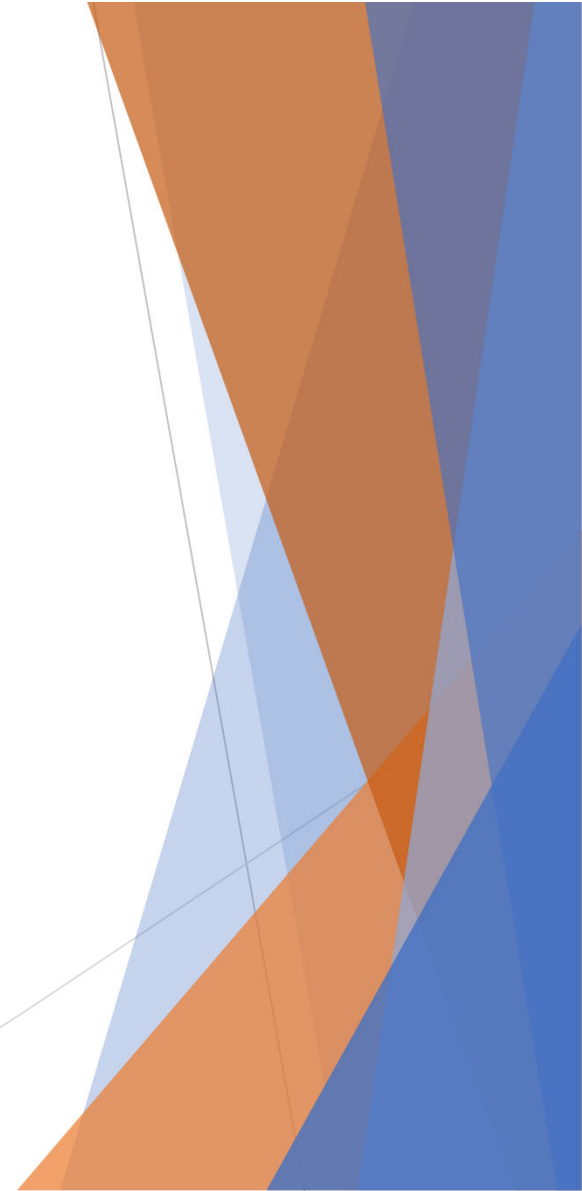
## Summary

- Facilitated by Washington Student Achievement Council (WSAC)
- Partnered with Western Washington University (WWU) to administer, analyze, and report
- Administered in fall 2022 to 39 participating colleges and universities
- Over 9,700 respondents state-wide



## Peninsula College Respondents

- TargetX emails with link to survey sent to all students in credit-bearing classes
- 166 students responded (9.3% response rate)





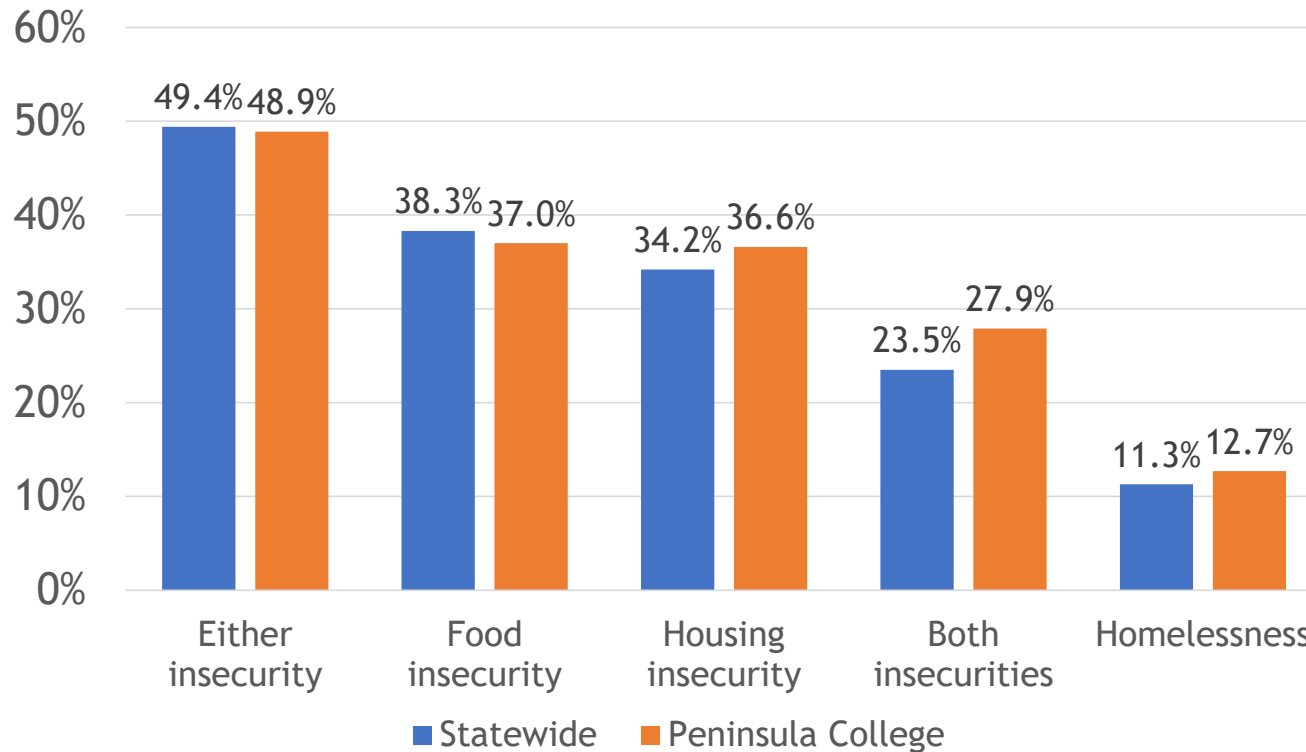
## Measuring Insecurity

- ▶ Food security - Assessed access to food, quality of food available, and frequency of experiencing hunger.
- ▶ Housing security - Assessed access and ability to pay for safe and reliable housing.
- ▶ Homelessness - Assessed where an individual has slept due to loss of housing, economic hardship, or similar reasons.
- ▶ Other basic needs - Assessed childcare access, healthcare access, and technology access.



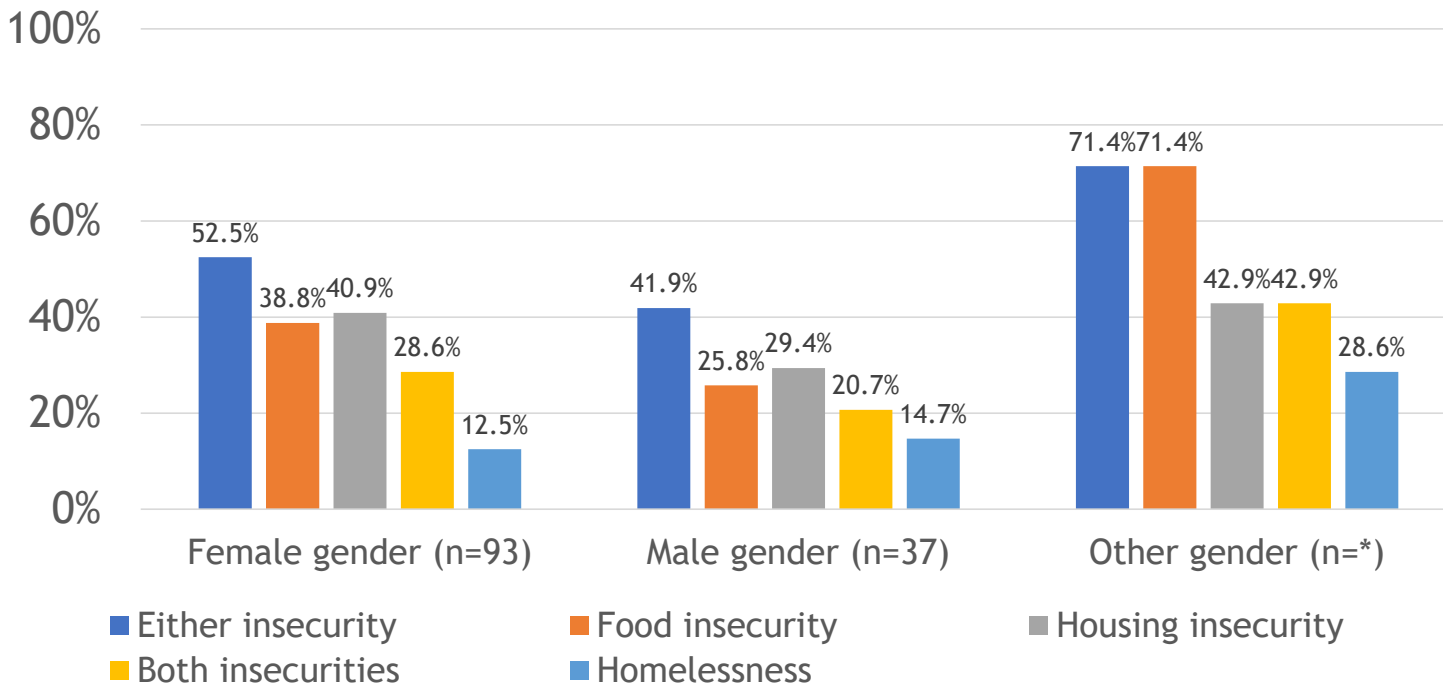
# Basic Needs Insecurity Rates

## PC vs. Statewide



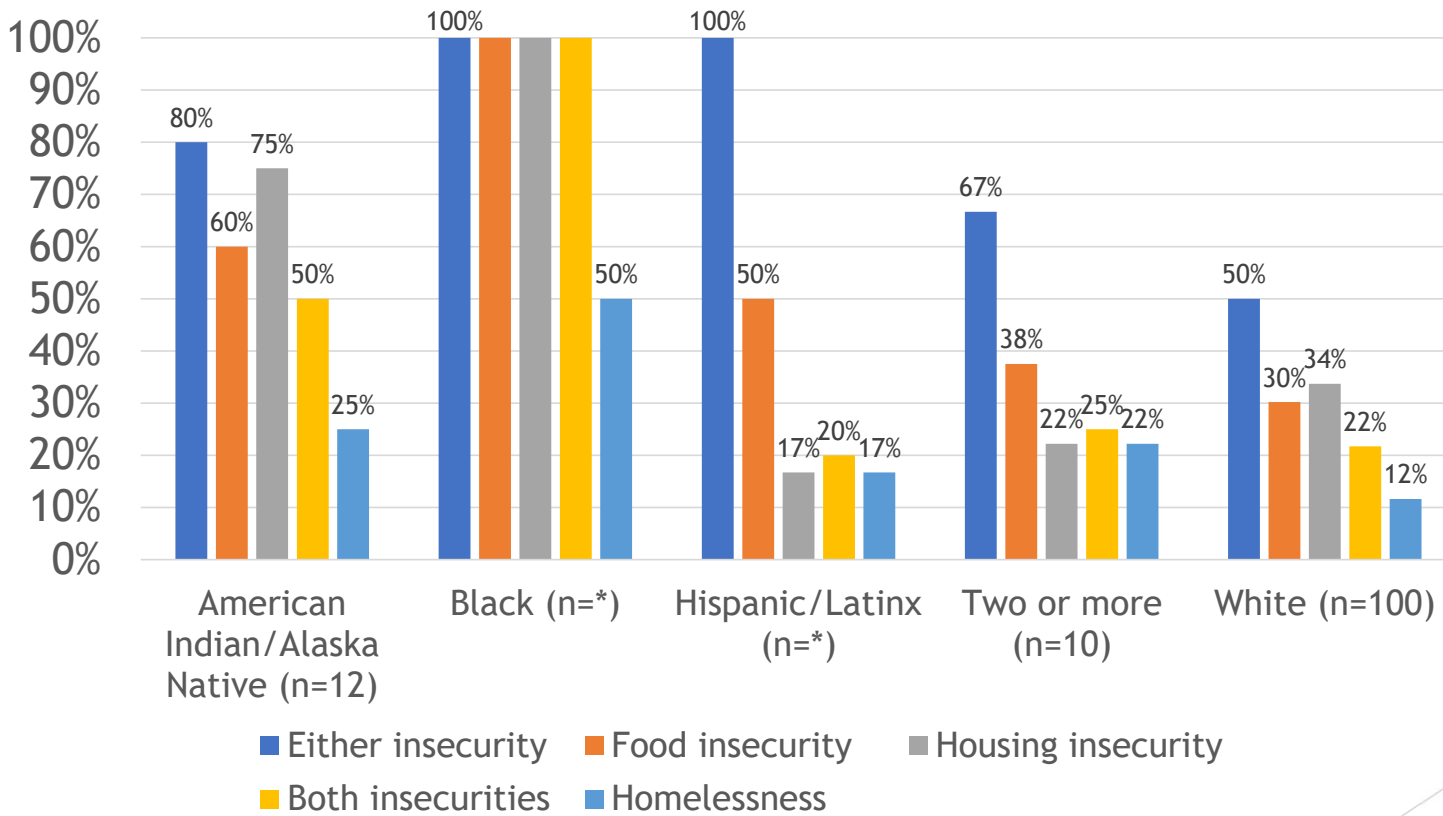
1 in 2 students experienced either food or housing insecurity.  
1 in 4 students experienced both food and housing insecurity.  
1 in 10 students experienced homelessness.

# Basic Needs Insecurity - Gender



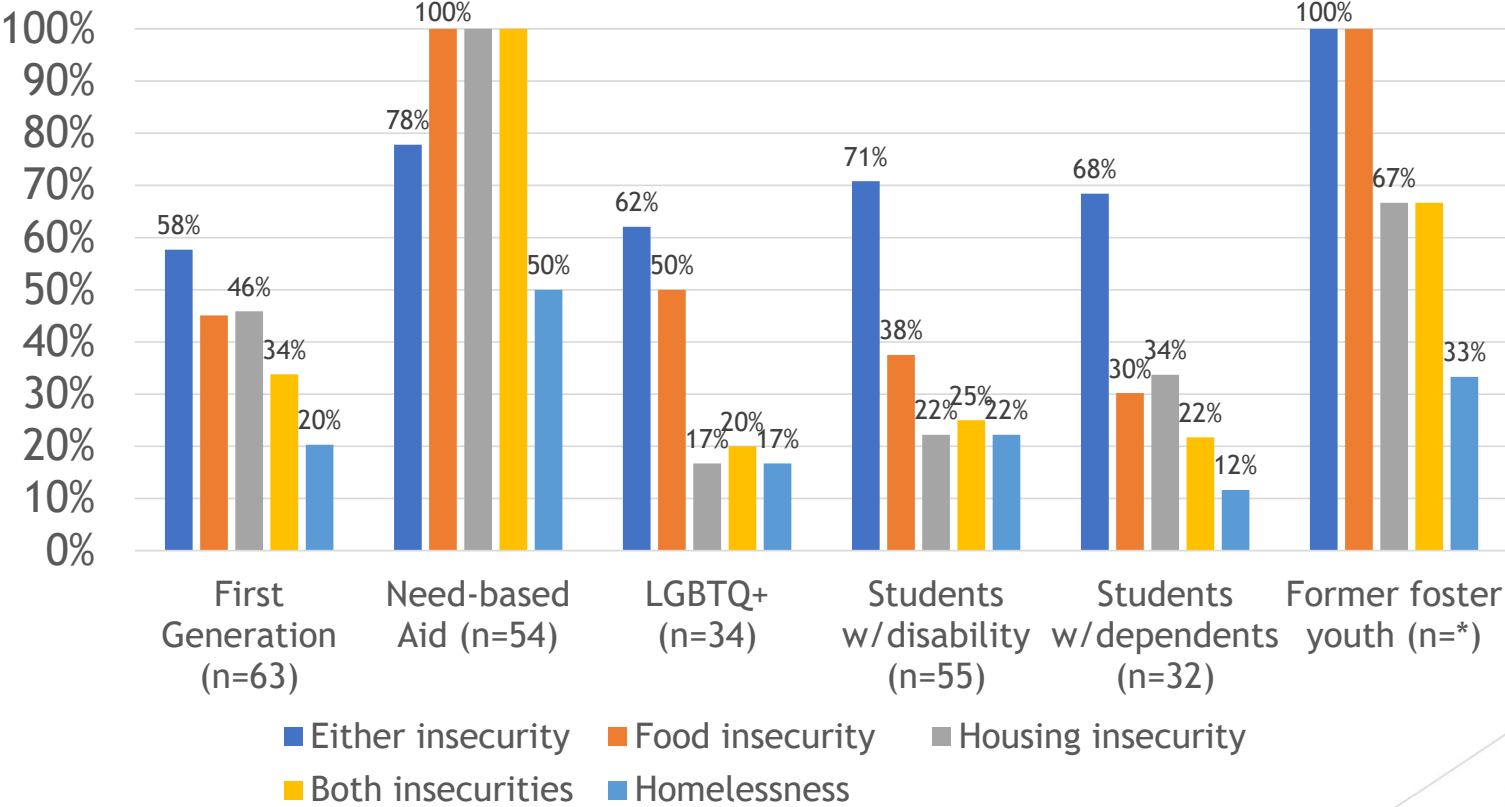
Statewide, female respondents experienced basic needs insecurity at a rate of 51.3%, male respondents experienced basic needs insecurity at a rate of 45.7%, and respondents who indicated other genders experienced basic needs insecurity at a rate of 56.4%

# Basic Needs Insecurity - Race/Ethnicity



Statewide, American Indian/Alaskan Native (67.8%) and Black/African-American (66.8%) respondents experienced the highest rates of basic needs insecurity based on respondent race/ethnicity.

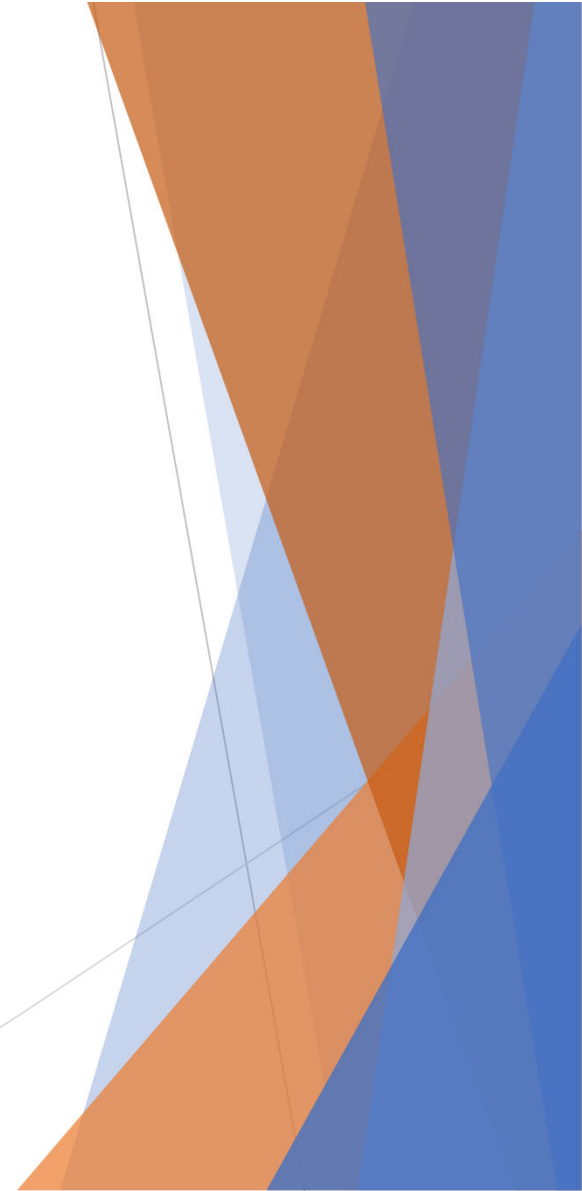
# Basic Needs Insecurity - Other Demographics



Significant disparities in basic needs security were also present for respondents based on other demographic characteristics.

## Resource Utilization

- ▶ Statewide, only half of all students experiencing basic needs insecurity used support resources.
  - ▶ 48.9% of respondents experiencing basic needs insecurity accessed public basic needs support resources
  - ▶ 33.7% of respondents experiencing basic needs insecurity accessed campus basic needs support resources.
- ▶ Among Peninsula College respondents
  - ▶ 46.9% reported using public resources
  - ▶ 66.7% reported using campus resources



# Conclusion

The WSES now represents a source of sound, evidence-based research to support the development of policies, programs, and investments to address the attainment barriers associated with basic needs insecurity for college students across Washington state and on the Olympic Peninsula.

Links:

[Executive Summary](#)

[2023 Basic Needs Report](#)



# July 1, 2018 through June 30, 2022 Accountability Audit

- **Finding**
  - Payroll
    - Leave Accruals, documentation, validation of payments made
- **Management Letter**
  - Travel
  - Student Tuition Waivers
- **Exit Items**
  - Open public meetings
  - Risk Assessment
  - Inventory/Bookstore
  - Cash receipting/Voids
- **College's Response**
  - The College concurs with this finding. We have pulled together Human Resources and Business Services teams, with leadership from Vice President for Finance and Administration, Director for Fiscal Services and Director for Human Resources to develop updated policies and procedures, including business process redesigns to work within ctclink.





Dear Trustees,

Below is a set of goals I created for the 2022-23 academic year and beyond. I look forward to reviewing them with you.

Since starting this position I have learned a significant amount about the college and the community and honed in on ambitious short- and long-term goals. The long-term goals will likely take a few years but will require regular shepherding and progress attainment starting right away. As a result, I thought it would be helpful to include both types of goals.

### **Strategic Goals:**

#### **Ames Goal: Foster college/tribal relations to take partnerships to the next level**

*(Strategic Plan Goal 3: Deploy resources and develop policies and procedures that foster equity and inclusion)*

##### Short-term Strategies:

1. Re-engage the Tribal Advisory Group. Membership would include all of the region's tribal council chairs and myself. We would meet regularly to discuss policy-level issues related to our partnership and identify future possibilities for collaboration.

##### Long-term Strategies:

1. Identify funds to create an Indigenous executive-level position to foster relationships with the Tribal Nations, support Diversity, Equity, Inclusion efforts on campus, and support success of Indigenous students.
2. Hire Indigenous faculty to teach courses throughout the college, including but not limited to languages and the Indigenous Studies Pathway.
3. Double the number of Indigenous students enrolled to achieve federal status as a Native American Serving Non-Tribal Institution.

#### **Ames Goal: Foster Community of Belonging on campus to support the Diversity, Equity & Inclusion plan**

*(Strategic Plan Goal 3: Deploy resources and develop policies and procedures that foster equity and inclusion)*

##### Short-term Strategies:

1. Create stronger internal community connections to provide greater supports for students.
2. Begin identifying student experiences, by demographic, and raising awareness across campus.
3. Implement the DEI campus plan.

##### Long-term Strategies:

1. Increase enrollment of students of color.
2. Close equity gaps across all demographics.

**Ames Goal: Develop workforce connections and align instructional programs to serve the local economy**

*(Strategic Plan Goal 1: Increase enrollments to meet State FTE targets.*

*Strategic Plan Goal 4: Strengthen fiscal stability by cultivating innovative responses to rapid disruptive changes in technology, economics, and higher education)*

Short-term Strategies:

1. Expand Welding program to meet needs of Stabicraft and other manufacturers.
2. Explore teaching off-site at employer locations.
3. Identify healthcare needs in the community, including new instructional programs and expanded current programs.
4. Launch new programs including: K-8 Education (BAS), Behavioral Health (BAS), Natural Resources Technician (AA), Virtual Office Assistant (AA), Electric Vehicle Repair (Certificate)

Long-term Strategies:

1. Develop Associates/Certificate programs that potentially include: Dental Hygiene (AA), Maritime Manufacturing, 911 Dispatcher, paraeducator, and healthcare-related fields.
2. Develop Applied Bachelor's Degrees that potentially include: Indigenous Business Operations, HR, and Medical Office Management.

**Ames Goal: Support next generation of Guided Pathways efforts with an infusion of strategic enrollment management to recruit and retain more students**

*(Strategic Plan Goal 2: Institutionalize the Guided Pathways model at scale to improve student success.)*

Short-term Strategies:

1. Engage Guided Pathways coaches in collaborative evaluation of the college's efforts. Give credit to work done in the past and re-set the direction to include Instruction.
2. Empower VPSS and VPI to co-lead Guided Pathways
3. Create accountability for success of new instructional programs at the cabinet level, including marketing, outreach and scholarships.

Long-term:

1. Infuse Guided Pathways/strategic enrollment management across the whole college in a holistic manner.

## **Ames Goal: Develop K-12 relationships to support more student transitions**

*(Strategic Plan Goal 1: Increase enrollments to meet State FTE targets.)*

### Short-term Strategies:

1. Maximize Running Start for Prof-Tech programs and summer Running Start, including wrap-around support services for students and relationships with Port Angeles High School counselors.
2. Create opportunities for faculty connections to high school teachers

### Long-term Strategies:

1. Support the creation of a Sequim Skills Center.
2. Foster relationships with all superintendents and principals to increase college-going trends of high school graduates.

## **Ames Goal: Foster PNNL Sequim connections to create educational opportunities**

*(Strategic Plan Goal 4: Strengthen fiscal stability by cultivating innovative responses to rapid disruptive changes in technology, economics, and higher education)*

### Short-term Strategies:

1. Make introductions from PNNL to Tribal Education Partners and PC faculty to raise awareness of partnership possibilities.

### Long-term Strategies:

1. Create Peninsula College as “THE” local college partner for PNNL Sequim, following the Columbia Basin College model.

## **Operational Goals:**

### **Goal: Support the implementation of the Strategic Plan to achieve its goals**

#### Short-term Strategies:

1. Identify two-year priorities to complete the current plan based on post-pandemic assessment with the college community and the Board.
2. Put strategies in place to achieve these goals.

#### Long-term Strategies:

1. Engage Board, College and community in development of the next strategic plan

### **Goal: Create budget transparency/accountability to achieve balanced budgets across divisions and college awareness of funding**

#### Short-term Strategies:

1. Provide Division-level budgets to vice presidents and hold them accountable for budget tracking/management.

2. Re-envision the Budget Advisory Group to demonstrate shared governance and transparency through the budget development process.

Long-term Strategies:

1. Align college priorities with the budget with contributions from the college community and buy-in for the decisions.
2. Create a sustainable budget positioned for growth.

**Goal: Revamp Student Services to increase services to students and the college**

Short-term Strategies:

1. Empower Student Services leadership to break down barriers and start creating an effective division.

Long-term:

1. Hire permanent Vice President for Student Services and guide them to creating fully functional division.

DRAFT  
Peninsula College  
BOARD OF TRUSTEE SELF EVALUATION  
*Version with proposed changes accepted*

1=Unacceptable      2=Below average      3=Average      4=Above average      5=Superior

**1. Board Organization and Development:**

**1   2   3   4   5**

- a. The Board operates as a unit; members work together as a team to accomplish the work of the Board
- b. Board members represent Board policy in responding to public and employee questions
- c. Board meetings are conducted in an orderly, efficient manner
- d. The Board packet includes sufficient information for Trustees to make informed decisions
- e. Board meetings provide appropriate time to explore and resolve issues
- f. New members of the Board receive orientation to Board roles and the college
- g. Board members participate in trustee learning activities
- h. The Board understands and adheres to the open meetings law
- i. The Board maintains confidentiality of privileged information
- j. The Board operates ethically without conflict of interest
- k. The Board evaluation process helps the Board enhance its performance

Comments \_\_\_\_\_

**2. Policy Role and Direction:**

**1   2   3   4   5**

- a. The Board understands that its primary function is to establish the policies by which the College is to be administered
- b. The Board has clarified the difference between its policy role and the roles of the President and the staff
- c. The Board, through the President, seeks advice and recommendations from faculty, staff, and students in developing policy
- d. The Board is appropriately involved in the planning process and is familiar with the general strategic and master plans of the College

Comments \_\_\_\_\_

**3. Community Relations:**

**1   2   3   4   5**

- a. The Board is committed to protecting the public interest
- b. The Board is knowledgeable about community interests
- c. The Board assists in developing partnerships with community agencies, businesses, and local governments where appropriate

Comments \_\_\_\_\_

**4. Standards for College Operations and Performance:** **1 2 3 4 5**

- a. The Board is knowledgeable about the programs and services offered by the College
- b. The Board approves the budget document and assures the budget reflects the mission, goals, and priorities of the college
- c. The Board has policies that require fair and equitable processes
- d. The Board monitors the effectiveness of the College in fulfilling its mission
- e. The Board understands the fiscal condition of the College
- f. The Board is involved in the accreditation process, as appropriate

Comments \_\_\_\_\_

**5. Advocating the College:** **1 2 3 4 5**

- a. Board members actively support the mission and Guiding Principles of the College
- b. The Board advocates for College interests as appropriate
- c. Board members participate in community activities as representatives of the College
- d. The Board actively seeks to understand state and national educational policy issues
- e. The Board advocates for College interest to regional, state and national agencies and legislators

Comments \_\_\_\_\_

**6. Board/President Relations:** **1 2 3 4 5**

- a. The Board and President have a positive, cooperative relationships
- b. The Board provides a high level of support to the President
- c. The Board maintains open communication with the President
- d. The Board annually develops goals and objectives that are used in the evaluation of the President
- e. The Board understands the role of the President as the link between the Board and the staff

Comments \_\_\_\_\_

Questions	Response
1. What are the Board's greatest strengths?	
2. What are the major accomplishments of the Board in the past year?	
3. In order for the Board to continue performing at a high level, we need to....	
4. I recommend the Board establishes the following goals for the coming year...	

DRAFT

Peninsula College

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Comments \_\_\_\_\_

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Comments \_\_\_\_\_

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Comments \_\_\_\_\_

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Comments \_\_\_\_\_

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<b>Question</b>	<b>Response</b>
<b>1. What are the Board's greatest strengths?</b>	
<b>2. What are the major accomplishments of the Board in the past year?</b>	
<b>3. In order for the Board to continue performing at a high level, we need to....</b>	
<b>4. I recommend the Board establishes the following goals for the coming year...</b>	

DRAFT  
Peninsula College  
PRESIDENTIAL PERFORMANCE REVIEW

The purpose of performance reviews is to assess and discuss performance of the President. This form contains a list of presidential functions and performance goals. The Board of Trustees, among themselves and with the president, discusses performance for each function and objective. During this process, the Board completes the rating scale in a manner that results in the consensus of the Board. The Chair signs the form on behalf of the Board for the permanent record.

1=Unacceptable      2=Below Average      3=Average      4=Above Average      5=Superior

- |   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>1. Community/Legislative Relations</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
- a. Maintains effective relationships with the media and community leaders to make the community aware of college activities
  - b. Active in the community fostering relationships to create educational opportunities throughout the District
  - c. Actively communicate with legislators to convey local and statewide needs for community colleges

Comments \_\_\_\_\_

- |                                |          |          |          |          |          |
|--------------------------------|----------|----------|----------|----------|----------|
| <b>2. Educational Planning</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--------------------------------|----------|----------|----------|----------|----------|
- a. Manages enrollment consistent with or better than regional and statewide trends
  - b. Provides leadership in formal and informal assessment of educational opportunities in the community
  - c. Provides leadership in formal evaluation and assessment of educational program quality and innovative educational practices

Comments \_\_\_\_\_

- |                            |          |          |          |          |          |
|----------------------------|----------|----------|----------|----------|----------|
| <b>3. Budget Oversight</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------------------------|----------|----------|----------|----------|----------|
- a. Provides oversight and management of college budget assuring proper allocations to meet college needs and management
  - b. Oversees collegewide engagement in budget development process through shared governance and effective decision making
  - c. Seeks external funding to augment state funding sources to foster innovation

Comments \_\_\_\_\_

**4. Personnel and Labor Relations** **1 2 3 4 5**

- a. Supports and pursues good faith negotiations with employee groups and associations, and respects the role of the contract in labor relations
- b. Develops and promotes professional development activities for faculty and staff to support retention and employee growth
- c. Fosters an equitable hiring process that results in employees mirroring student demographics
- d. Creates an environment that supports shared governance, collaboration and involvement throughout the college community

Comments \_\_\_\_\_

**5. College Operations** **1 2 3 4 5**

- a. Assures the college's plant and facilities are adequate for daily operations
- b. Utilizes organization and critical thinking skills to plan ahead, evaluate complex situations, anticipate problems, make decisions and use resources effectively to solve challenges
- c. Assure college operations are in place to effectively serve students as they pursue their educational goals, including student services, instructional and financial services

Comments \_\_\_\_\_

**6. Communication Skills** **1 2 3 4 5**

- a. Regularly and effectively communicates with the college community regarding statewide higher education issues and the state of the college
- b. Regularly and effectively communicates with the college community to gather feedback and offer rationales for decision making
- c. Create a college environment that fosters input, feedback and collaborative decision making

Comments \_\_\_\_\_

**7. Strategic Planning/Accreditation** **1 2 3 4 5**

- a. Engages the entire college in execution of the strategic plan, including resource allocation and analysis of efforts
- b. Tracks progress toward strategic planning goals and effectively communicates progress to the college community, adjusting strategy along the way based on analysis
- c. Assures accreditation processes are proactive and in line with regional accreditation standards

Comments \_\_\_\_\_

- 8. Diversity, Equity and Inclusion** **1 2 3 4 5**
- a. Develops and pursues specific action plan to put diversity, equity and inclusion at the forefront of the college
  - b. Supports and promotes the recruitment and retention of diverse faculty and staff.
  - c. Fosters a diverse, enriching, safe, inclusive, equitable working and learning environment

Comments \_\_\_\_\_

- 9. Board Relations** **1 2 3 4 5**
- a. Assists the Board in serving as advocates of the College to legislators and in the community
  - b. Keeps the Board informed of statewide higher education issues and the state of the college
  - c. Informs the Board of trends and issues impacting enrollment and the financial health of the college
  - d. Provides the Board with data to assess the health of the institution, including the strategic plan core themes

Comments \_\_\_\_\_

- 10. College Community** **1 2 3 4 5**
- a. Assures college community has Guiding Principles at the forefront and culture is positive
  - b. Accessible to employees and supports access to the President for all employees
  - c. Accessible to students and concerned about their welfare

Comments \_\_\_\_\_

- 11. Professional Growth** **1 2 3 4 5**
- a. Utilizes professional organizations to keep abreast of new and innovative practices and programs
  - b. Seeks opportunities for stretch and grow in leadership experiences
  - c. Demonstrates willingness to take risks in attempting new and innovative practices and programs

Comments \_\_\_\_\_