Special Meeting of the Board of Trustees  
Wednesday, May 8, 2019  
9:00am – 2:30pm

The Lord Mansion  
211 21st Ave SW  
Olympia, Washington, 98501

AGENDA

9:00am  
1. Call to order, determination of quorum
2. President's overview
3. Approving minutes  
   A
4. Public comment*
5. Executive session**

10:35am  
6. Return to open session
7. Action items  
   B
8. FY20 budget  
   a) Tuition and fees
   b) Enrollment update and associated budget implications
   c) Legislative update and associated budget implications  
   d) Summary and next steps  
   C

12:00pm  
9. Working lunch  
   a) Inclusive Excellence  
   D
10. Board committee  
   a) Student success and recruitment committee update
11. Delegation of authority  
   E

12. Chair’s report  
   a) Remarks
   b) Appointing a nominating committee
   c) Student Trustee’s report

13. President's report  
   a) Remarks
   b) Fundraising report
   c) Representative reports

2:30pm  
14. Adjourn

* To participate in public comment, please arrive and sign in by 9:00am.

** The Board will meet in Executive Session pursuant to RCW 42.30.140(4)(a) and RCW 42.30.110(1)(f) and (g).

For more information or accommodations, please call 360-867-6100.
Chair Fred Goldberg called the meeting to order at 9:32 a.m. in Room 105 of the College’s Tacoma Program. A quorum was present.

President’s overview
President George Bridges gave a brief overview of the meeting agenda.

Adoption of minutes
Trustee Karen Fraser moved for approval of the minutes of the November 14, 2018 meeting. The motion was seconded and passed on a voice vote.

Public comment
Chair Fred Goldberg called for public comment. There was no public comment.

Executive session
Chair Fred Goldberg announced that the Board would move into executive session, pursuant to the Open Public Meetings Act RCW 42.30, to discuss with legal counsel representing the College litigation or potential litigation to which the agency, the governing body, or a member action in an official capacity is, or likely to become, a party and to review the performance of a public employee. He said that the Board would return to an open meeting at 11:15 a.m. unless notified that the time has been extended.

and that no final action will be taken in Executive Session. The executive session was extended to 11:20 a.m. The Board returned to an open meeting at 11:25 a.m. after an announced five-minute break.

**Renewal: new student recruitment**  
Chief Enrollment Officer Eric Pedersen and Vice President for College Relations Sandra Kaiser presented on new student recruitment. Chief Enrollment Officer Pedersen reported that fall-to-winter retention and new student enrollment exceeded expectations, and projected annual average full-time enrollment has moved up slightly. He outlined new recruitment initiatives including reputation enhancement, use of the Common Application, membership in the Western Undergraduate Exchange, community college connections, new leadership in admissions, on-site admission, expanded student search, and the implementation of test optional admission. Chief Enrollment Officer Pedersen noted that February 1, 2019 was the first read on application numbers. Considering the new initiatives have not been evaluated over multiple recruitment cycles in the past at Evergreen, it is difficult to predict yield. A refreshed analysis will be available after May 1, 2019.

**Renewal: reputation enhancement**  
Director of Government Relations Jeremy Mohn, and Vice President for College Relations Sandra Kaiser, presented on reputation enhancement. Director Mohn reported that Wednesday marked the halfway point of the 105-day session. In these first several weeks of session, he met with his counterparts from the other state institutions twice weekly to review the 200-plus bills introduced that would affect higher education. He also noted that he and President Bridges have met with and had meaningful conversations with 53 legislators leading up to and during this legislative session. After policy cutoff, a major session milestone occurring March 13, 2019, there will be a much greater sense of what bills are still in play.

Director Mohn indicated that one of the most important bills is the Governor’s Washington College Promise Scholarship. This bill would rename the current State Need Grant, extend funding to all eligible Washington students, and make the scholarship an entitlement, which would protect it from cuts in the event of a recession. While the Senate and House are scheduled to reveal their proposed 2019-2021 budgets the week of March 25, 2019, Director Mohn identified a significant shortfall between the November revenue forecast and the projected spending needs.

Director Mohn thanked Trustees Monica Alexander, Karen Fraser, and Kathleena Ly for participating in the Legislature’s Regents and Trustees Day in January. In all, the Trustees participated in 17 meetings with legislators, and Trustee Ly met with Governor Inslee that same day. Trustee Monica Alexander commended Director Mohn on the work at the Trustee Advocacy day and appreciated all the effort put into the event. Trustee Kathleena Ly noted her appreciation for Director Mohn and President George Bridges for offering her the opportunity to meet with Governor Inslee during the Legislature’s Regents and Trustees Day.

**Renewal: enrollment recovery**  
Faculty member Anthony Zaragoza and Tacoma Program Ambassador Natasha Lemke, joined by Provost and Vice President for Student and Academic Life Jennifer Drake, presented on enrollment recovery in the Tacoma Program. Dr. Zaragoza welcomed the Trustees to the Tacoma Program and introduced Ambassador Natasha Lemke, a recent graduate of the program. He also thanked Trustee Kathleena Ly for her part in the naming of the Tacoma Lyceum to the Mimms-Hardiman Lyceum Hall. Dr. Zaragoza and Ms. Lemke gave an overview of the development and work of the Tacoma Revitalization Think Tank. Recommendations of the study include new leadership; highway from incarceration to education; new
Renewal: Indigenous Arts and Education
Vice President for Indigenous Arts and Education Tina Kuckkahn-Miller presented on Indigenous Arts and Education. Vice President Kuckkahn-Miller reminded the Trustees that the mission of the Longhouse, which is a college public service center, is to promote Indigenous arts and cultures through education, cultural preservation, creative expression and economic development. Vice President Kuckkahn-Miller noted that the Evergreen Longhouse has been a model to other institutions and gave an overview of some of the recent and upcoming work and connections being made through the Longhouse. After outlining how the Native American and Indigenous programs connect with Evergreen’s renewal plan. She ended her presentation with inviting the Trustees to the Carving Studio opening celebration scheduled for April 13, 2019.

Working lunch
During the Board’s working lunch, Vice President for Advancement Amanda Walker introduced James Plourde from Campbell & Company. Mr. Plourde gave two-top line recommendations from the recently completed campaign feasibility study: 1) Evergreen is well positioned, but under resourced to carry out a successful campaign over a 5-year timeframe; and 2) the College and Foundation should move forward with a 12-18 month Advance Phase to refine campaign plans, cultivate and solicit early support, and confirm a working campaign goal. After reviewing the study’s findings and recommendations, Mr. Plourde stressed that Evergreen’s supporters want the College to pursue this campaign, that they have great pride in the College, and that Evergreen has a great platform to build from.

Board committees
Evergreen’s Vice President for Finance and Operations John Carmichael, presented on behalf of the Budget and Finance committee. He noted that the main factors that drive our budget are student enrollment and the College’s support from the Legislature. Vice President Carmichael indicated that the carry-forward balance from one fiscal year to the next has diminished over the years. Tuition and fee setting is in the purview of the Board’s authority and will be brought to the Trustees at the upcoming May 2019 meeting. After feedback is received from the Board of Trustees and others, a final budget action will come forward to the Board of Trustees in June.

Vice President of Finance and Operations Carmichael also announced that Evergreen will be conducting a facilities assessment with a national firm, in concert with the other five Washington State Public baccalaureate institutions. He noted the importance of giving adequate attention to capital maintenance and preservation and this facilities assessment work will assist with that analysis.

Accreditation update
President George Bridges gave a brief introduction on the accreditation process, indicated that Evergreen was well received, and the College’s accreditation was renewed. Provost and Vice President for Student and Academic Life Jennifer Drake gave an accreditation update, where she identified the commendations and recommendations received, noting that none of the recommendations were a surprise. Provost Drake read the mission statement and indicated that the College is affirming and remaining committed to the mission as we turn toward year one. She noted that the core themes
include integrated, interdisciplinary learning; individuals engaged in community; environmental stewardship and social justice; and diversity and equity. Next steps include assembling the strategy team for a new report due March 2020 articulating our intended approach to addressing the recommendations.

Chair’s report
Chair Fred Goldberg spoke about his experience serving on the Board of Trustees and the College’s cycles in the media indicating that he now sees the cycle turning upward. Chair Goldberg commented on the weekly updates that President Bridges has been sending to the Board of Trustees and commented on the strength of the Senior Leadership. He noted that President Bridges has been doing great work and thanked the leadership team for their work as well.

Chair Goldberg invited Trustee Kathleena Ly to give a Student Trustee report. Trustee Ly reported that she attended the Regents and Trustees day at the Washington State Capitol. She thanked President Bridges and Director of Government Relations Jeremy Mohn for the opportunity to participate in the event and to meet with Governor Jay Inslee. She state that in her meeting with the Governor she noted how Evergreen has opened up opportunities. Trustee Ly also reported that she attended a 3-day sustainability conference at the University of Washington. This visit to the conference helped her to formulate her Independent Learning Contract.

President’s report
President George Bridges indicated that he is committed to providing student conduct updates and Title IX reports to the Trustees. He commented that he is increasingly pleased with how the College is working on conduct and Title IX. He affirmed his commitment to assuring responses to conduct are responded to in a timely matter.

President George Bridges asked Assistant Attorney General Aileen Miller to address the Floeting case which has legal implications for the College. The case, which relates to sexual misconduct and discrimination, found that an organization is strictly liable for discriminatory or harassing conduct of its employees even if they are unknown to the organization when they occur. Defenses are limited to demonstrating 1) the conduct was not harassing or discriminatory; or 2) the alleged offender was not an employee. Assistant Attorney General Miller reported that she has been training employees on campus, with more trainings planned for the future. For the College to mitigate risk, she recommended that training for all levels of employees, including student employees, be accelerated.

President Bridges invited Vice President for Advancement Amanda Walker to give a fundraising report. Vice President Walker reported on the work undertaken since the last Trustees meeting: campaign study, progress toward the annual fundraising goal, and the Art of Giving. She indicated that by the end of February 2019, the College had raised $2.95m of a $3m goal. Vice President Walker noted that there are many generous gifts for scholarships and pre-college programs, pathways, and Indigenous arts and education.

President Bridges noted that Geoduck Student Union Representative Alexander Markley was unable to attend the meeting. President Bridges distributed a prepared written statement by Representative Markley to the Trustees. President Bridges commented on the constructive work underway by the Geoduck Student Union.
Finally, President Bridges invited Paul Przybylowicz to report as Faculty Representative to the Board of Trustees. Representative Przybylowicz reported that faculty have been busy teaching and working on Paths of Study. Paths of study is in the final planning phases prior to initial implementation. He noted that at an upcoming meeting faculty will be voting on a first-year experience proposal to orient our first-year students. He commented that the College is in the process of hiring a Director for the Learning and Teaching Commons and sees this as beneficial to orienting new faculty. Representative Przybylowicz also commented that he is pleased with the new communication channels that have been developed between faculty and the Geoduck Student Union and noted the excellent work of faculty members Paula Schofield and Alison Styring who have taken on advising responsibilities related to the science curriculum, in addition to their regular teaching load.

**Concluding remarks**
The meeting adjourned at 2:34pm.

_______________________________  _________________
Fred Goldberg, Chair                Irene Gonzales, Secretary
Special Meeting of the Board of Trustees
April 25, 2019

Trustees Attending: Monica Alexander
Karen Fraser
Fred Goldberg
Irene Gonzales
Keith Kessler
David Nicandri
Ed Zuckerman

Absent: Kathleena Ly

Staff Present: George Bridges, President
Susan Harris, Executive Associate to the President and Secretary to the Board of Trustees
Amanda Walker, Vice President for Advancement and Executive Director of The Evergreen State College Foundation

Others Present: Paul Przybylowicz, Faculty Representative to the Board of Trustees

Chair Fred Goldberg called the meeting to order at 3:01 p.m. in Room L3201 of the college’s Library building. A quorum was present. Chair Goldberg welcomed new Trustee Ed Zuckerman.

Public Comment
Chair Fred Goldberg called for public comment.

Staff member Jeannette Smith and her daughters Cassidy and Savannah addressed the Board. They thanked the Board and the College for holding bring your child to work day.

Executive Session
Chair Fred Goldberg announced that the Board would move into executive session pursuant to the Open Public Meetings Act, RCW 42.30.110(1)(f and g) to review the performance of a public employee and/or receive and evaluate complaints or charges brought against a public officer or employee. He said that the Board would be in Executive Session until 3:45 p.m. unless notification is given to extend the time and that no final action will be taken in Executive Session. The executive session was extended by announcement to 4:00 p.m. The executive session was extended by announcement to 4:05 p.m. at which time the Board returned to an open meeting.

Concluding Remarks
The meeting adjourned at 4:05 p.m.

_______________________________  ____________________________
Fred Goldberg, Chair               Irene Gonzales, Secretary
May 1, 2019

To: Board of Trustees

From: George Bridges, President

Subject: Approval of the student support services staff unit (SSSSU) 2019-2021 collective bargaining agreement with the Washington Federation of State Employees

1) Administrative Recommendation
   A motion to approve the negotiated 2019-2021 student support services staff unit (SSSSU) collective bargaining agreement between The Evergreen State College and the Washington Federation of State Employees (WFSE), contingent upon a successful ratification vote by the bargaining unit membership.

2) Explanation
   a) Present policy comparison: On November 14, 2018, the Board appointed a negotiating team for collective bargaining with the Washington Federation of State Employees representing the college's student support services staff unit (SSSSU) bargaining unit. Associate Vice President for Human Resource Services Laurel R. Uznanski, served as Chief Negotiator.
   b) Proposed by: John Carmichael, Vice President for Finance and Operations
   c) Background: The Public Employment Relations Commission certified the Washington Federation of State Employees as the collective bargaining representatives of Evergreen's student support services staff unit. The current contract expires on June 30, 2019.
   d) Alternate view: None provided.

3) Scheduling
   The agreement would go into effect on July 1, 2019.

4) Fiscal Impact
   The negotiated agreement provides pay increases for student support services staff unit employees. The size of these increases are 3% on July 1, 2019 and 3% on July 1, 2020.

5) Legal Process
   The college negotiates with the student support services staff unit (SSSSU) under the terms of RCW 41.56. Board of Trustees Resolution 2007-04 reserves to the Board the authority to appoint the management negotiating team for collective bargaining, set management objectives for negotiation, and approve final negotiated agreements.

6) Staff Review
   [Signature]
   Executive Associate to the President and Secretary to the Board of Trustees
   [Signature]
   Vice President for Finance and Operations
Estimated Total Cost of Attendance for AY 19-20

Full-time, Full-year: UG at 16 cred/qtr, GR at 10 cred/qtr. Mandatory fees are presented at Olympia campus rates; off-site students pay only Clean Energy and New Student fees.

### Proposed Tuition Increases:

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<tr>
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<th>UG Resident</th>
<th>UG Non-Resident</th>
<th>GR Resident</th>
<th>GR Non-Resident</th>
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<td>3.0%</td>
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<tr>
<td>Services &amp; Activities</td>
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<tr>
<td><strong>Total tuition increase</strong></td>
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<td><strong>4.0%</strong></td>
<td><strong>4.0%</strong></td>
<td><strong>2.5%</strong></td>
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Student Wellness Services Fee would increase by $18/qtr (12.9%).

New Student Fee would increase by $25 (9.1% for Fall admits, 17.2% for Winter and Spring admits).

No Change proposed for Optional WASHPIRG ($8/qtr) and GSU fees ($7.50/qtr).

### Base Tuition

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<th>UG Resident</th>
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<th>WUE Non-Resident</th>
<th>Graduate Resident</th>
<th>Graduate Non-Resident</th>
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<td>987</td>
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<td>Services &amp; Activities</td>
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<td>674</td>
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<td><strong>Subtotal</strong></td>
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<td>per credit hr equivalent</td>
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<td><strong>Mandatory Fees</strong></td>
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<td>Student Wellness</td>
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<td>90</td>
<td>75</td>
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<td>15</td>
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<tr>
<td>CAB</td>
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<td>173</td>
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<tr>
<td>Clean Energy</td>
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<td>849</td>
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<td><strong>Total Direct Costs</strong></td>
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### Other Costs

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<th></th>
<th>Books/Supplies</th>
<th>Room/Board</th>
<th>Transportation</th>
<th>Loan Fees</th>
<th>Miscellaneous</th>
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<td>12,363</td>
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<td>2,130</td>
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<td>900</td>
<td>12,363</td>
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### TOTAL ESTIMATED COSTS

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<th>UG Resident</th>
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<th>WUE Non-Resident</th>
<th>Graduate Resident</th>
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Definitions/Abbreviations:

UG: Undergraduate student
GR: Graduate student
Resident: Student meets Washington State residency standards to qualify for in-state tuition.
Non-resident: Student is not considered a resident of Washington for tuition purposes.
WUE: Western Undergraduate Exchange (WUE) is a multi-state tuition reciprocity consortium of 14 western U.S. states and 2 territories, which Evergreen recently rejoined. Beginning Fall 2019, new first-time, first-year students who are academically qualified residents of a WUE state (high school g.p.a. of 3.5 or higher) will be charged a discounted non-resident tuition rate (approx. 150% of WA Resident tuition). Students must attend full-time, remain in good Academic Standing, not take leave for more than one-year, and retain legal residency in their home state to remain eligible for the WUE tuition rate.

Mandatory Fee descriptions:

Student Wellness: Students enrolled at the Olympia campus for 4 or more credits pay this quarterly fee which supports the Health and Counseling Center and other college wellness services. (For FY19, $140/quarter, Fall through Spring).

Transit: Students enrolled at the Olympia campus pay $2.50/credit, (up maximum of $30/quarter). The fee allows all Olympia campus students to ride Intercity Transit anywhere in Thurston County by showing their validated student ID card.

Late Night Bus: Students enrolled at the Olympia campus pay $5/quarter (Fall through Spring) to fund a late-night shuttle program through Intercity Transit to ensure student access to safe transportation after regular transit hours.

CAB: Students enrolled at the Olympia campus pay $5.75/credit each quarter. Fees collected fund the College Activities Building (CAB) redesign project which was completed in 2010.

Clean Energy: Evergreen students voted to have this fee assessed at $1/credit, each quarter, to be used to offset the electricity that the College uses through purchase of renewable energy credits and supporting other efforts to reduce carbon footprint. All enrolled students pay this fee.

Other fees:

New Student Fee: New matriculated undergraduate First-Year and Transfer students are assessed a one-time fee which funds an enhanced student transition program designed to increase academic success. In FY19, students entering in the Fall were charged $275.00, those entering in Winter or Spring quarter were charged $145.00. New post-baccalaureate students (those who have already earned a prior bachelor’s degree) and rematriculated students who were previously admitted to Evergreen are exempted from this fee.

WASHPIRG: The Washington Public Interest Research Group (WASHPIRG) is a nonprofit, politically unaligned corporation that works on behalf of students. Evergreen students have voted to support this organization via automatic billing. $8/quarter is billed along with tuition; however, students may opt out of this fee by completing the “Optional Fee Waiver Form.”

GSU: The Geoduck Student Union (GSU) fee supports the annual operations of the student union. Evergreen students have voted to support his group via automatic billing. $7.50/quarter is billed along with tuition; however, students may opt out of this fee by completing the “Optional Fee Waiver Form.”
TO: Board of Trustees

FROM: Jeannette Smith, Director, Student Activities & CAB
Wendy Endress, Vice Provost for Student & Academic Life
Jennifer Drake, Provost

SUBJECT: 2019-21 Services and Activities Fees

1. Funding Recommendation

   a) Approve an increase of 4% in the Services and Activities Fee for 2019-2020

   b) Approve an increase of 4% in the Services and Activities Fee for 2020-2021

   c) Approve the 2019-2021 Services and Activities Fee biennial budget as developed by the College and the Services and Activities (S&A) Fee Allocation Board (see attached detail). The budget includes two year funding for Tier One programs and one year funding for Tier Two organizations

2. Explanation and Purpose

Services and Activities Fees are defined in RCW 28B.15.041 to mean “Fees other than tuition fees charged all students registered at the state colleges and universities. Services and activities fees shall be used for the express purpose of funding student activities and programs.” The RCW also authorizes the expenditure of services and activities fees for the acquisition, construction, equipping and betterment of lands, buildings, and facilities.

At Evergreen, Services and Activities Fees are used to fund a broad spectrum of programs and organizations. All funding is for the purpose of meeting the diverse needs of the Evergreen student body.

Washington State Law 28B.15.004 and .045 establishes procedures for development and approval of expenditure plans for services and activities fees. The statute requires Board of Trustees approval of those plans. Guidelines governing the establishment and funding of programs supported by Services and Activities Fees were adopted by the Board of Trustees at the July 14, 1993 meeting. Revisions to the Services and Activities Fee Allocation Board Institutional Guidelines were approved by the Board of Trustees in 2002 and again in 2008.

Criteria for the annual Services and Activities Fee allocation review were developed by the S&A Board. As part of this annual process, orientation and training was provided in the areas of
budgeting, group communication and dynamics, consensus decision-making, relevant case law, and the history of student activities fee use both locally and nationally.

3. Funding Recommendation for Services & Activities Fees

The proposed budget and associated fee increases includes continued funding on a biennial basis for Tier One activities, which includes the Children’s Center, KAOS-FM, Student Wellness, Recreation & Athletics (SWRA), Student Activities Administration, College Activities Building, and the Native Pathways & Tacoma S&A Committees. In addition, the proposal includes the 2019-2020 Tier Two funding for registered student organizations and a special initiative fund. The 2020-2021 Tier Two budget is to be developed by the 2019-2020 S&A Board and will be reported to the Board of Trustees for their consideration in the Spring of 2020.

The College administration and the S&A Board worked closely with S&A funded programs to respond to the challenges of reduced fee revenues anticipated for 2019-2021. This recommendation was collaboratively developed by staff directing S&A Tier One funded programs. It is positioned to provide core services attend to the highest needs and interests of our students.

This required new partnerships and offers a fiscally responsible approach involving reductions, strategic use of fund balances, and migrating some services to alternative funding sources given significant constraints. Funding for the First Peoples Multicultural, Trans, and Queer Support Services which has been funded by S&A for the past three years to assist in launching this important program will move to general operating funds.

The S&A Board in collaboration with SWRA issues a joint recommendation to migrate funding for some services within Recreation from S&A Fees to Wellness Fees. This shift in funding source prioritizes and sustains students’ holistic wellness and offers a programmatic alignment given the scope of the Wellness Fee.

The projections for S&A Fee revenue for 2019-2021 are based on a 4% increase in the fee during the first year of the biennium and a 4% increase in the second year as well. Each full-time student pays an average of $649 per year. This will increase in FY20 to $675 with the proposed 4% increase and in FY21 to $702 with the proposed 4% increase.
<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Expenditures</th>
<th>Revenue</th>
<th>S&amp;A Fees Needed</th>
<th>Expenditures</th>
<th>Revenue</th>
<th>S&amp;A Fees Needed</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Activities Admin</strong></td>
<td>$554,468</td>
<td>$33,500</td>
<td>$520,968</td>
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<td><strong>KAOS-FM</strong></td>
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<td>$49,902</td>
<td>$196,197</td>
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<tr>
<td><strong>SWRA: CRC Operations</strong></td>
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<td>$234,001</td>
<td>$234,001</td>
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<tr>
<td><strong>SWRA: Athletic Program</strong></td>
<td>$88,921</td>
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<td>$88,921</td>
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<tr>
<td><strong>SWRA: Recreation Program</strong></td>
<td>$11,023</td>
<td>$900</td>
<td>$10,123</td>
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<td><strong>Tacoma Program</strong></td>
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<td>$60,581</td>
<td>$60,581</td>
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<tr>
<td><strong>Native Pathways</strong></td>
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<tr>
<td><strong>Labor Contingency</strong></td>
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<td>$52,350</td>
<td>$87,087</td>
<td>$87,087</td>
<td></td>
<td></td>
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<td><strong>Bridge from KAOS Foundation</strong></td>
<td>$20,000</td>
<td>-$20,000</td>
<td></td>
<td>$20,000</td>
<td>-$20,000</td>
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<tr>
<td><strong>Bridge from S&amp;A Reserves</strong></td>
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<td></td>
<td>$55,000</td>
<td>-$55,000</td>
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<td><strong>Tier II (Student Organizations)</strong></td>
<td>$256,320</td>
<td>$256,320</td>
<td>$256,320</td>
<td>$256,320</td>
<td>$256,320</td>
<td>$256,320</td>
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<td><strong>Total</strong></td>
<td>$2,578,378</td>
<td>$873,087</td>
<td>$1,705,291</td>
<td>$2,613,115</td>
<td>$818,087</td>
<td>$1,795,028</td>
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</table>

**Gross S&A Fee Revenue**: $1,965,000

**Fin Aid / Waiver Adjustment**: -$283,500

**Net S&A Fee Revenue**: $1,681,500

**Contingency / IOD**: -$23,791

**Fin Aid / Waiver Adjustment** **Net S&A Fee Revenue**: -$189,540

**Contingency / IOD** **Net S&A Fee Revenue**: -$14,168
TO: Board of Trustees

FROM: Elizabeth McHugh, Director, Student Wellness, Recreation & Athletics
Wendy Endress, Vice Provost for Student & Academic Life
Jennifer Drake, Provost

RE: 2019-21 Student Wellness Fees

1. Funding Recommendation

   a) Approve an increase to $474/year or $158/quarter in the Wellness Fee for 2019-2020

   b) Approve an increase to $501/year or $167/quarter in the Wellness Fee for 2020-2021

2. Explanation and Purpose

The Wellness Fee is assessed to students attending the Olympia campus enrolled for four (4) or more credits. This fee directly supports Student Wellness Services and is not health insurance. Student Wellness Services operates during Fall, Winter and Spring quarter and provides limited services during the summer; no fees are charged during the summer quarters. This fee is similar to those assessed at other Washington state four-year public institutions that charge a health/wellness fee.

3. Funding Recommendation for Student Wellness Services

The proposed budget and associated fee increases will maintain the quality of service for students in a manner which is sustainable. The purpose of Student Wellness Services is to promote student health and emotional well-being through care and support to students in the pursuit of academic and co-curricular success. Student Wellness Services continues to balance meeting the needs of the greatest number of students while responding to the students with the greatest need.

This increase will address compensation and benefit changes, support the transition of costs from the services and activities fee budget onto the fee and secure base staffing to sustain a Wellness Services Program for the student population at Evergreen. This fee increase ensures continuation of current services and programs for the student population, and referral services for students whose care is beyond the scope of a campus medical and/or counseling service.
Additionally, Student Wellness Services has worked closely with the S&A Board this year and issues a joint recommendation that based on budget reductions and revenue constraints within the S&A Program, Student Wellness Services will support and fund a larger share of the recreation programs related to holistic wellness to sustain these vital services for students. This service programmatically aligns well with the portfolio of services within Student Wellness, Recreation, and Athletics. The transition would be effective July 1, 2019 upon approval by the Board of Trustees.

The projections for Wellness Fee revenue for 2019-2021 are based on an increase in the fee from $420/year ($140 per quarter) to $474/year ($158/quarter) in FY20 and $501/year ($167/quarter) in FY21.

**Proposed Wellness Fee Budget 2019-2021**

<table>
<thead>
<tr>
<th>Budget Model for Student Wellness Fees</th>
<th>2019-2020 (Proposed)</th>
<th>2020-2021 (Proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits (12.96 FTE)</td>
<td>1,165,781</td>
<td>1,184,895</td>
</tr>
<tr>
<td>Goods/Services</td>
<td>90,000</td>
<td>90,000</td>
</tr>
<tr>
<td>Travel</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Budget Total</strong></td>
<td><strong>1,258,781</strong></td>
<td><strong>1,277,895</strong></td>
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</tbody>
</table>
TO: Board of Trustees

FROM: Sharon Goodman, Director, Residential & Dining Services  
Wendy Endress, Vice Provost for Student & Academic Life  
Jennifer Drake, Provost

RE: 2019-21 Residential and Dining (RAD) Services, Housing and Board Rates

1. Funding Recommendation
   a) Approve increases in the Residential & Dining Services rates as follows:
      i. Approve an increase in housing rates of 5% for 2019-2020
      ii. Approve an increase in dining rates of 4% for 2019-2020
      iii. Approve an increase in housing rates of 5% for 2020-2021
      iv. Approve an increase in dining rates of 4% for 2020-2021

2. Explanation and Purpose

   Residential and Dining Services is an auxiliary enterprise within the institution. Revenues from housing and dining contracts are the sole source of funding for operations of providing safe and comfortable facilities. Rates are recommended based on an assessment of the cost of operations, anticipated investments for the future, and review of the local rental market. Rates for the dining plans are also recommended in the context of the existing contract with the food service provider as well as the cost of operations.

3. Funding Recommendation for Residential & Dining Services

   The proposed budget and associated rate increases will maintain the high level of service for students in a sustainable manner.

   This increase will address compensation and benefit changes, routine maintenance and improvements to the housing and dining facilities, and increase the fund balance intended to afford some flexibility in financing future investments for facility improvements.
The estimated 12.5% increase in labor costs due to state mandated minimum wage increases is significant for RAD due to the reliance on student labor. Over 30% of operating budget is allocated to student wages.

The housing fee increases are estimated to generate new revenue of $180,000 in 2019-20, and an additional $190,000 in 2020-21. Individual housing rates are variable based on the type of plan selected by the student. For example, the average monthly cost of housing for a student living in a residence hall with a roommate would increase from $577/month to $607/month in FY20 with the proposed 5% increase and to $638/month in FY21 with the proposed 5% increase.

The additional revenue is targeted for the following:

<table>
<thead>
<tr>
<th>Proposed Use of New Housing Fee Revenue</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wage increases</td>
<td>$66,000</td>
<td>$47,000</td>
</tr>
<tr>
<td>Professional staff wage and benefit increases</td>
<td>$42,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>Housing facility and furniture improvements</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Directed to fund balance for future flexibility</td>
<td>$22,000</td>
<td>$61,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$180,000</strong></td>
<td><strong>$190,000</strong></td>
</tr>
</tbody>
</table>

Dining rates are built in partnership with the college food service provider and are variable based on the type of plan selected by the student. For example, the typical monthly cost of dining for a new student would increase from $345/month to $360/month in FY20 with the most common plans. Returning students, who often select more limited service plans, would increase from $162/month to $169/month in a typical plan for FY20.

Dining rate increases are required for compliance with the college food service contract, and represent cost increases across the food system and service industry sector related to minimum wage increases and cost of food. The institution receives commission from net revenue increases and this commission will grow 5.6% in FY19 and FY20. In addition, the aspects of program funded by the College will likely see increased costs associated with utilities and services and institutional recharges associated with staff compensation.
STEP UP & LEAD for Equity

What Higher Education Can Do to Reverse Our Deepening Divides
Land of Opportunity . . . for Whom?

For generations, the United States has promised universal access to opportunity. It is part of our history and the engine of our economic and civic prosperity. But opportunity in America continues to be disproportionately distributed.

The effects of this imbalance are evident. We have persistent gaps in education, income, and wealth, and these gaps are widening as our nation becomes more diverse. As a result, the middle class is shrinking, and the fastest-growing segments of our population are the least likely to have the opportunities they need to succeed.

Expanding access to quality education is key to making opportunity real for all. It is key to closing America’s deepening divides, strengthening the middle class, and ensuring our nation’s vitality. Yet at all levels of U.S. education, there are entrenched practices that reinforce inequities—and that lead to vastly different outcomes for low-income students and for students of color. We are failing the very students who must become our future leaders.

Higher education can no longer leave this issue unattended. It is our responsibility to the students we serve as well as to our democracy and the nation’s economy. It is time for higher education to step up and lead for equity.

Economic Vitality Depends on Expanding Educational Opportunity

The United States cannot thrive unless all Americans are fully enfranchised—prepared to contribute to our economy and engage effectively in our democracy. And that means restoring the American middle class even as the profile of the U.S. workforce is changing.

Today, well-paying, low-skill jobs are disappearing, and in turn, America’s economic polarization is increasing. The American middle class, once among the most affluent in the world, has both shrunk and become poorer relative to the middle classes in other developed nations.¹

The decline of the middle class coincides with decreased economic mobility because educational and economic opportunity are so closely intertwined. In 1970, for example, 65 percent of Americans lived in a middle-class neighborhood, and today that figure has dropped to 42 percent. This change “limits access to quality schools and jobs for struggling people of all races.”²

At the same time, America’s demographic diversity is growing—and the fastest-growing populations are the ones who typically have the least educational and economic opportunity.
The only path to economic success—for both individuals and the nation—is to be more intentional and equitable in our efforts to provide quality learning opportunities. We must expand access to high-quality postsecondary education, particularly to the kind of broad, integrative, and applied liberal learning needed for success in today’s workplace. Higher education cannot close the educational gaps by itself. But it can take a leadership role, on campus and in our communities, in addressing the issue honestly, constructively, and aggressively.

**Democratic Ideals Depend on Expanding Educational Opportunity**

Deep, persistent, and unacceptable inequities in education begin in pre-K and continue through higher education. The results of these systemic barriers to educational success are evident, for both low-income students and students of color, in uneven higher education enrollment rates, dissimilar college experiences, and lower levels of degree attainment.

Higher education has a special role to play in addressing the historically entrenched inequities that affect low-income students and students of color. These inequities directly contradict our democratic ideals, yet persist at institutions across the country.

Challenging this status quo requires being conscious of the ways higher education currently mirrors, rather than remedies, inequity. It involves providing leadership that guides colleges through frank, sometimes uncomfortable, conversations. It involves partnerships with our communities as well as actions on campuses. And it demands a deep commitment to making changes that ensure that all students have access to quality learning opportunities.

“Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.”

— W.E.B. Du Bois
Changing Demographics, Deepening Economic Divides
U.S. Students Will Very Soon Be Majority Students of Color

The demographics of the U.S. population are shifting. The workforce and citizenry of each new generation have a greater proportion of people of color. Older workers are retiring, and younger workers are increasingly coming from communities that have historically been underserved by our educational system. U.S. education must evolve to better serve the students who will be tomorrow’s workers, community members, and leaders.

Public elementary and secondary school enrollment, 2010–2060 (projected)

Access to Quality Learning Is Inequitable at All Levels
Too Few Students of Color Complete College

In addition, there continues to be a degree attainment gap for students of color. An increasing percentage of all groups hold bachelor’s degrees, but a consistently higher percentage of white adults holds degrees, as compared to African American and Latino adults.

Degree attainment levels

PERCENTAGE OF PERSONS AGED TWENTY-FIVE AND OVER WITH A BACHELOR’S OR HIGHER DEGREE, BY RACE/ETHNICITY


Note: Data are not available until 1989 for Asian/Pacific Islanders and until 2003 for American Indian/Alaska Natives.
Inequities in Access to Resource-Rich Institutions

Low-income students and students of color disproportionately attend community colleges and less-selective four-year institutions. And while broad-access institutions have been charged with helping more students graduate, they typically have seen decreases in public funds for their work.

White students are most likely to enroll in selective colleges; students of color are most likely to enroll in open-access colleges

White individuals represent 62 percent of the college-age population (eighteen to twenty-four years old). They represent 75 percent of students at the 468 most selective four-year colleges and only 57 percent of students at the open-access two- and four-year colleges.

By contrast, black and Hispanic individuals represent 33 percent of the college-age population (eighteen to twenty-four years old). They represent only 14 percent of students at the 468 most selective four-year colleges and 36 percent of students at the open-access two- and four-year colleges.

Inequities in Educational Opportunities in College

Students of color are underrepresented in many of the high-impact practices that are central to a high-quality liberal education. These practices teach students to synthesize information, apply knowledge, and develop problem-solving skills—all attributes that are in high demand by employers. And some of these experiences, “such as undergraduate research and internships[,] may constitute critical gateways into graduate education or high-demand and high-wage jobs.”

Students of color experience fewer high-impact practices

Income Disparity Does Not Account for Racial and Ethnic Gaps

Even after adjusting for income, we see persistent, unacceptable gaps in educational achievement. National Education Longitudinal Study (NELS 1988/2000) data show 111,000 African Americans and Hispanics who scored in the top half of the SAT/ACT (high-scoring students) but did not graduate from college; 49,000 of them came from the top half of the family income distribution.¹³

Among high-scoring students of color who did not complete college, four in ten were from higher-income families


“The postsecondary system is more and more complicit as a passive agent in the systematic reproduction of white racial privilege across generations.”

— Anthony P. Carnevale and Jeff Strohl
Taking the Lead on Equity and Opportunity

Equality is about sameness; it focuses on making sure everyone gets the same thing. Equity is about fairness; it ensures that each person gets what he or she needs.

This distinction is especially important in education, where there are visible gaps in opportunities and outcomes for large numbers of students. Historically, low-income students and students of color have been excluded from too many opportunities in higher education, and today’s policies, expectations, and unspoken rules perpetuate the problem.

To effectively educate today’s students, higher education must focus on both equity and quality—to make the most empowering forms of college learning available to all students. Such an approach begins with equity-minded leaders who make it a priority to build new opportunities for low-income students and students of color.

Equity-Mindedness

Equity-minded leaders are aware of the historical context of exclusionary practices in higher education and recognize the impact of this history. They recognize the contradiction between the ideals of democratic education and the social, institutional, and individual practices that contribute to persistent inequities in college outcomes.

Equity-minded leaders also reject the ingrained habit of blaming inequities in access, opportunity, and outcomes on students’ own social, cultural, and educational backgrounds.

Most important, equity-minded leaders use this mindset to act for change. They recognize the need for systemic transformation, starting in school and continuing in higher education, to make quality learning for the nation’s underserved students a shared priority. They invest their time, effort, and political capital into discussing these issues and mobilizing institution-wide efforts and community partnerships to address them.

What Does It Mean to Be Equity-Minded?

Equity-minded practices are created through
1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.

2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.

3. Respect for the aspirations and struggles of students who are not well served by the current educational system.

4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.

5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.
It Is Time to Act: What College Leaders and Faculty Can Do
It Is Time to Act

Every college and university must focus with new intensity on supporting higher persistence and higher learning for students from underserved communities. This critical work begins with examining the institution’s history and data. Then with this context in mind, institutions should ensure that they have a framework of inclusive excellence—one in which underserved students are experiencing the high-impact practices and engaging in the inquiry-based learning that is essential in any high-quality liberal education.

In the newest phase of its influential Liberal Education and America’s Promise (LEAP) initiative, AAC&U has issued the LEAP Challenge: Every college and university should make excellence inclusive and ensure that every student prepares for and completes Signature Work. Through Signature Work, students demonstrate their achievement of twenty-first-century learning outcomes.

As part of this effort, colleges should gather representatives from across their institutions—students, faculty, staff, administrators, and trustees—and engage them in self-study and planning about equity, inclusion, and excellence. The ten items below are designed to help guide such discussions and identify necessary action steps. They provide action steps that emerged from AAC&U’s longstanding work on inclusive excellence and the LEAP Challenge. They are informed by America’s Unmet Promise, AAC&U’s General Education Maps and Markers project (GEMs), and the GEMs Equity Working Group. For more detail, visit www.aacu.org/gems.

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Key Terms

Students who are traditionally underrepresented in higher education, primarily African American and Latino students, will soon be America’s new majority of students. Underserved students are students who are not experiencing a high-quality education. Any student can be underserved, including students from groups that are traditionally underrepresented in higher education. And any student can be well served, particularly in institutions with a strong focus on equity.

In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem he or she defines. In work conducted throughout at least one semester, and with faculty guidance, the student produces work that expresses new insights and learning. Students’ completion of Signature Work provides evidence that they are ready to tackle complex problems in the workplace and in society.
Does Your Institution Do the Following?

1. Know who your students are and will be.
   - Study your institutional history and disaggregate data on student access and success.
   - Assess your track record in educating students from underserved communities.
   - Build PK–12 partnerships to strengthen underserved students’ preparation and encourage enrollment in college.
   - Make equity-mindedness an explicit goal across the institution’s reform efforts.

2. Have frank, hard dialogues about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
   - Engage the campus with evidence about how your institution is achieving its equity goals.
   - Examine attitudes about underserved student success that may hinder or advance your institution’s ability to support these students.
   - Ensure that underserved students get whatever help is needed in ways that support, rather than marginalize.

3. Invest in culturally competent practices that lead to success of underserved students—and of all students.
   - Be aware of who is already leading—or struggling to be heard—on equity and inclusion issues—and who else needs to be included.
   - Braid your equity programs into ongoing orientation for all faculty and staff. Include contingent faculty as well as tenure-track faculty.
   - Commit to a program of systematic and equity-minded leadership development for curricular and cocurricular change to better support student success.

4. Set and monitor equity-minded goals—and allocate aligned resources to achieve them.
   - Define success in terms of access to inclusive excellence.
   - Hold your institution accountable for progress on four levels: outreach and access, completion/transfer, engaged and high-impact learning, and demonstrated achievement of stated learning outcomes.
5. Develop and actively pursue a clear vision and goals for achieving the high-quality learning necessary for careers and citizenship, and therefore essential for a bachelor’s degree.

- Develop a framework of associate and/or baccalaureate goals that set clear standards for students’ development of the following Essential Learning Outcomes:
  - broad and integrative knowledge of histories, cultures, science, and society
  - well-honed intellectual and adaptive skills
  - in-depth engagement with unscripted problems relevant to both work and civic participation
  - Signature Work, which can include a student’s research, practicum, community service, internships, or other project-based learning
- Ensure that all students are working each term on inquiry, analysis, projects, presentations, and other forms of active, collaborative learning.

6. Expect and prepare all students to produce culminating or Signature Work at the associate (or sophomore) and baccalaureate levels to show their achievement of Essential Learning Outcomes, and monitor data to ensure equitable participation and achievement among underserved students.

- Begin at entry to help students engage in problem-centered inquiry and identify problems or questions of special interest.
- Provide at least one experience of cross-disciplinary inquiry work at the associate or sophomore level and additional experiences for juniors and seniors.
- Scale up the number of academic programs that support Signature Work.

7. Provide support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers.

- Faculty and staff advisors should help students plan a course of study keyed to students’ goals, attentive to students’ life contexts, and designed to help them achieve the Essential Learning Outcomes.
- Using equity-minded data analytics, track students’ progress and provide proactive guidance and, as needed, mentoring or academic assistance.
8. Identify high-impact practices (HIPs) best suited to your institution’s students and its quality framework of Essential Learning Outcomes, and work proactively to ensure equitable student participation in HIPs.

- Collect and disaggregate data on who is participating in selected HIPs.
- Work systemically to redress inequities in students’ experiences of high-impact and empowering learning.

9. Ensure that Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and cocurricular/community-based programs.

- Redesign general education to directly address equity goals and to involve students in active learning from their first through final year of college.
- Review and amend major programs to ensure students’ achievement of Essential Learning Outcomes in ways appropriate to students’ fields of study.
- Provide professional development opportunities that help faculty and staff design and implement quality high-impact practices.

10. Make student achievement—including underserved student achievement—visible and valued.

- Assess students’ achievement of expected Essential Learning Outcomes and report regularly to faculty, staff, trustees, and other stakeholders. Disaggregate data on students’ progress toward completion/transfer and demonstrated achievement of expected Essential Learning Outcomes.
- Develop capacity to tell the story of what an empowering education looks like in the twenty-first century and why it matters for underserved students.
- Develop/expand partnerships with nonprofit organizations and employers to reinforce the college’s commitment to making excellence inclusive.
May 2, 2019

To: George Bridges
   President

From: John Carmichael
   Vice President for Finance & Operations

Subject: Proposed revisions to the Board of Trustees delegation of authority

I am proposing that we ask the board to consider revising its Delegation of Authority. Specifically, I suggest we focus on three areas:

1. Clarification of authority for rule-making;
2. Updating the levels of delegated authority for contracts, including major capital projects;
3. Clarification of authority for certain legal actions.

Background
The Board of Trustees can delegate authority by resolution (RCW 28B.10.528). By policy, the board prefers to delegate authority to the president. The president may in turn delegate authority to faculty and staff (Board Policy #3 – Board-President Relationship).

Resolution 2007-04 (“Delegating the Board’s Powers and Duties”) describes the Board’s standing delegations of authority. Under that resolution, all the board’s delegable powers are delegated to the president except for those authorities specifically reserved by the board. The resolution enumerates the board’s reserved authority.

Clarification of authority for rule-making
The current resolution is silent on the authority to engage in rule-making, so presumably rule-making authority under the Administrative Procedures Act is delegated to the president. The sole exception under the current resolution is contained in Reservation #4:

“To review and adopt any changes to Chapter 174, Section 121 of the 1989 Washington Administrative Code, SOCIAL CONTRACT - COLLEGE PHILOSOPHY.”

Any revisions of the college’s Social Contract would require the college to follow the rule-making process defined by the Administrative Procedures Act. Under the current Delegation of Authority,
the board could conduct this process directly or could delegate the authority to conduct the process in a separate resolution.

In recent years, in discussion at open meetings, trustees have expressed that the board should exercise similar authority over revisions to the Student Conduct Code. Responding to that discussion, the president sought and received an express delegation of authority from the board before adopting the most recent revision to the Student Conduct Code.

The board may wish to consider clarifying the Delegation of Authority for rule-making. One possibility would be to revise Reservation #4 to read:

“To approve proposed rules that would revise or replace the college’s Social Contract (WAC 174-121) or Student Rights and Responsibilities (WAC 174-123).”

Contracts, including major capital projects
The Delegation of Authority deals with the authority for contracts and capital projects at length (Reservations 12 – 22). The dollar thresholds in these sections have not been updated in many years. In practice, the Board has routinely delegated authority to authorize change orders on capital projects on a project-by-project basis. I would propose that the board consider doubling the dollar thresholds in these sections. I would also propose that the board provide a blanket authorization for change orders, provided that those change orders are consistent with the board-approved budgets for major capital projects.

Clarification of authority for certain legal actions
Under the current Delegation of Authority, the board reserves the authority “to authorize lawsuits and recommend legal defense” (Reservation #11). The delegation is silent regarding the cessation of lawsuits, so the authority for these actions is presumably delegated to the president. (In some cases, the statutory authority to settle lawsuits rests with the Office of the Attorney General, not with the Board.) Regardless, we have understood that the Board has an interest in being informed about such matters. I would propose that the Delegation of Authority be clarified to state this expectation.
THE EVERGREEN STATE COLLEGE
RESOLUTION NO. 2007-04
Resolution of the Board of Trustees of
The Evergreen State College

DELEGATING THE BOARD’S POWERS AND DUTIES

Whereas, it is the intention of the Board of Trustees of The Evergreen State College to concentrate its efforts on strategic direction and major policy making functions and to reaffirm its expectation that the president be responsible for managing the institution and carrying out Board policy; and

Whereas, the Board of Trustees of The Evergreen State College has the authority to delegate its powers and duties under RCW 28B.10.528. And whereas, RCW 28B.10.528 states:

"The governing boards of institutions of higher education shall have the power, when exercised by resolution, to delegate to the President or his" (or her) "designee, of their respective university or college, any of the powers and duties vested in or imposed upon such governing board by law. Delegated powers and duties may be exercised in the name of the respective governing boards";

Be it therefore resolved that pursuant to the authority in RCW 28B.10.528 and RCW 28B.40.120, The Evergreen State College Board of Trustees grants to the President, or to such persons the President declares to be his or her designee, appointing authority for all employment matters relating to all personnel with the exception of the position of President.

Be it further resolved that the Board of Trustees of The Evergreen State College delegates to that person now holding or subsequently appointed to the position of President of The Evergreen State College the authority to exercise in the name of the Board all of the powers and duties, which are required for the effective management of the institution and which do not set major policy or strategic direction, and which are vested in or imposed upon the Board by law which may be delegated, except such powers and duties as the Board shall expressly reserve for the Board.
Be it further resolved that the president may designate other college employees to exercise specific powers and duties delegated to the President.

Be it further resolved that the President will use good faith and judgment in bringing to the Board's attention any new areas of major institutional policy or strategic direction that may from time to time arise.

Be it further resolved that the Board of Trustees has reviewed the legally mandated functions of the board and assessed which areas of this policy-making function are of the long-term strategic nature described and reserves unto itself the following authority:

**AUTHORITIES RESERVED BY THE BOARD OF TRUSTEES**

1. To organize, administer, and operate the Board of Trustees.

2. To employ the president and set the salary, terms and conditions of employment.

3. To review any additions or changes to the powers and duties assigned to the Board of Trustees as may be required by the enactment of new law or Higher Education Coordinating Board requirements.

4. To review and adopt any changes to Chapter 174, Section 121 of the 1989 Washington Administrative Code, SOCIAL CONTRACT - COLLEGE PHILOSOPHY.

5. To review and approve all changes to the strategic/long-range plan, operating budget requests to the governor and the legislature, and operational expenditure plans regardless of fund sources. This in no way hinders the Board's responsibility to provide strategic leadership to the institution. Initiating changes to the strategic/long-range or expenditure plans is always the prerogative of the Board.

6. To approve all elements of the college campus master plan, 10 year long-range capital plans, modifications to the 10 year long-range capital plan that vary by more than 5% for each individual program project or preservation category, biennial capital budget requests, and capital spending plans regardless of fund source. (Program projects include remodeling to change or improve the use of existing space, or creating a new facility. Preservation projects maintain and preserve college facilities, and do not significantly change the program use of the facility.)

7. To establish academic divisions, schools, departments, programs and institutes connected with the college.

8. To approve the degrees offered by the institution and to award all degrees earned by its students e.g., Masters in Environmental Science, Masters in Public Administration, Masters in Teaching, Bachelor of Arts and Bachelor of Science.
9. To award Emeritus status.

10. To authorize self-supporting programs, services, and facilities. (Funding for self-supported programs is generated by the users of the program through general fees or through payment-for-services fees. Housing, the bookstore, food services, parking facilities, student activities, and summer school are all examples of self-supported programs or services.)

11. To authorize lawsuits and recommend legal defense.

12. To enter into interagency, inter-institutional, and intra-governmental agreements which establish a contractual relationship between The Evergreen State College and another agency, institution, or governmental jurisdiction that extend more than a two-year period or exceed $150,000 annually.

13. To purchase, sell or lease college real property and to approve entering into leases of real property in excess of $50,000 per year.

14. To authorize borrowing money and the issuance and sale of revenue bonds.

15. To authorize all non-real property leases that have a total value of $250,000 or greater over the total life-cycle of the lease agreement.

16. To approve the final design of all major capital program projects with a total project cost exceeding $1,000,000.

17. To authorize the award of professional architectural, and engineering consulting (A&E) contracts which exceed a total award of $250,000.

18. To authorize the award of construction contracts which exceed $500,000.

19. To authorize change orders that would cause a project to exceed the Board approved contract level (including construction contingency) for both the base bid and any bid alternate awards by $49,999, except as otherwise established by the Board for a specific contract.

20. To approve change order levels not previously approved by the Board when the cumulative amount of change orders for any contractor will exceed $49,999 within a biennium.

21. Notwithstanding any limitation or reservation of authority to the contrary contained in this Resolution, the Board of Trustees hereby further delegates to the President or the President’s designee, as now or hereafter appointed or designated, the emergency power and authority to enter into lawful contracts and agreements, and to incur lawful financial
obligations, on behalf of the Trustees and College which are necessary to reduce or eliminate threats of serious injury to persons or property that: (a) are immediate and apparent; and (b) are within the jurisdiction of the College to control. To the extent practicable, the president of the college will consult with the Chair of the Board regarding decisions made under this grant of emergency authority; until such time as a quorum of the full Board can be convened.”

22. To approve construction projects not previously reviewed by the Board as part of the regular budget cycle that exceeds $100,000 regardless of fund source.

23. To adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits, and income of gifts, grants, conveyances, devices, and bequests of real or personal property.

24. To define management's objectives in negotiations, approve the management bargaining team, and approve collective bargaining agreements.

25. To approve general tuition and mandatory fees, as well as Housing and Dining rates.

26. To name college facilities and landmarks, including the naming of buildings, their wings, labs, classrooms, lecture halls, libraries and other interior components; roadways, plazas, gardens, and other outdoor features; and programs, institutes or centers.

Be it further resolved that the Board of Trustees of The Evergreen State College reserves all rights to revoke or revise this delegation of authority in part or in whole, at any time, at its discretion.

Be it further resolved that nothing in the delegation of authority absolves the Board of Trustees from assuming its ultimate responsibility for the powers and duties as defined under RCW 28B.40.

Be it finally resolved that this resolution rescinds Resolution 2007-03 adopted May 9, 2007 and all other previous resolutions of the Board of Trustees of The Evergreen State College regarding delegating powers and duties of the Board or reserving powers and duties for Board action.

Done in open meeting by the Board this 14th day of June, 2007.

THE EVERGREEN STATE COLLEGE
BOARD OF TRUSTEES

By: _____________________________
Christopher Hedrick, Chair
Attested to by: ____________________ 

Marilee K. Roloff, Secretary

Revision History:
June 14, 2007: Revised and adopted as Resolution 2007-04
May 9, 2007: Revised and adopted as Resolution 2007-03
May 11, 2005: Revised and adopted as Resolution 2005-02
January 9, 2002: Revised and adopted as Resolution 2002-02
May 14, 1997: Revised and adopted as Resolution 97-10
June 8, 1994: Revised and adopted as Resolution 94-5
March 11, 1992: Adopted as Resolution 92-2
November 20, 1992: Resolution adopted on Board approval of capital projects