Clark College

Board of Trustees Retreat

Wednesday, July 24, 2024
8:00 am – 5:00 pm

https://clark-edu.zoom.us/j/86078207883?pwd=VAOqiAFqv7Am7rbfdz4ARAgflSa4JY.1

Meeting ID: 860 7820 7883
Passcode: 515482
Dial in: 1 (253) 215 8782

Physical Location:

Columbia Tech Center (CTC 144)

Board of Trustees Retreat Agenda

I.   Call to Order/Agenda Review - Chair Canseco Juarez

II. Public Comment - Chair Canseco Juarez
     Public comments will be limited to two minutes each.

III. Board Business – Jill Wakefield

    a. Icebreaker

    b. Accreditation

    c. Review of 2023-2024 Board Goals

    d. Review Board Self-Assessment

    e. 2024-2025 Board Goals

    f. Transitioning to In-Person Meetings

    g. Board Best Practices/Responsibilities

    h. Committee and Board Assignments

    i. Calendar of 2024-25 Board Meetings

IV. Lunch Break

V.   Easement Requests for Boschma Farms

VI. Land and Labor Acknowledgement

VII. Assessment Cycle and Dashboard
     Presented by Dr. Martin

VIII. KPI Update
     Presented by Dr. Martin and VPs

IX. Reflection and Wrap-Up – Chair Canseco Juarez

X.   Next Meeting
     The next work session and regular Board Meeting is scheduled for Wednesday, September 25, 2024, starting at 3:30 pm.

XI. Adjournment – Chair Canseco Juarez

Clark College Board of Trustees Retreat

July 24, 2024

Accreditation Board Interview

What led you to seek a position on the Clark College Board?

What are your major responsibilities as a Board member?

How is the Board involved in the Accreditation process?

What are the Board's fiduciary responsibilities?

What role does the Board play in creating and reviewing the mission?

How does the Board promote student success for all students?
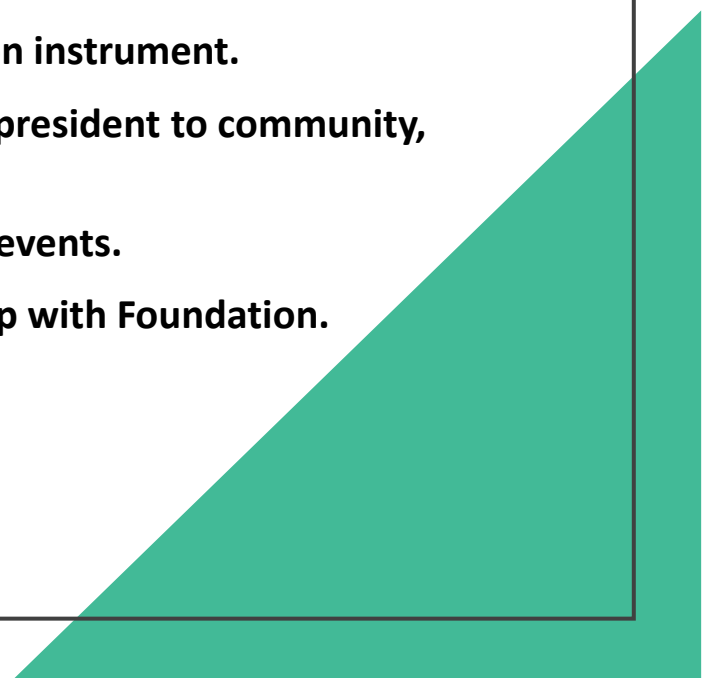
How are internal and external communities involved in your decision making?

How are you made aware of the performance of the president and how do you support her effectiveness/success?

2022-2023 Clark College Board Goals

1. Improve internal effectiveness of Board
   - Onboarding new Trustees
   - Professional learning of board
   - Equity goals
   - In-person meetings orientation
   - Making human connections – building community.

2. Development of board evaluation instrument.

3. Support strategic connection of president to community, including public advocacy.

4. Develop intentional calendar of events.

5. Continue to improve relationship with Foundation.

2023-2024 Clark College Accomplishments & Challenges
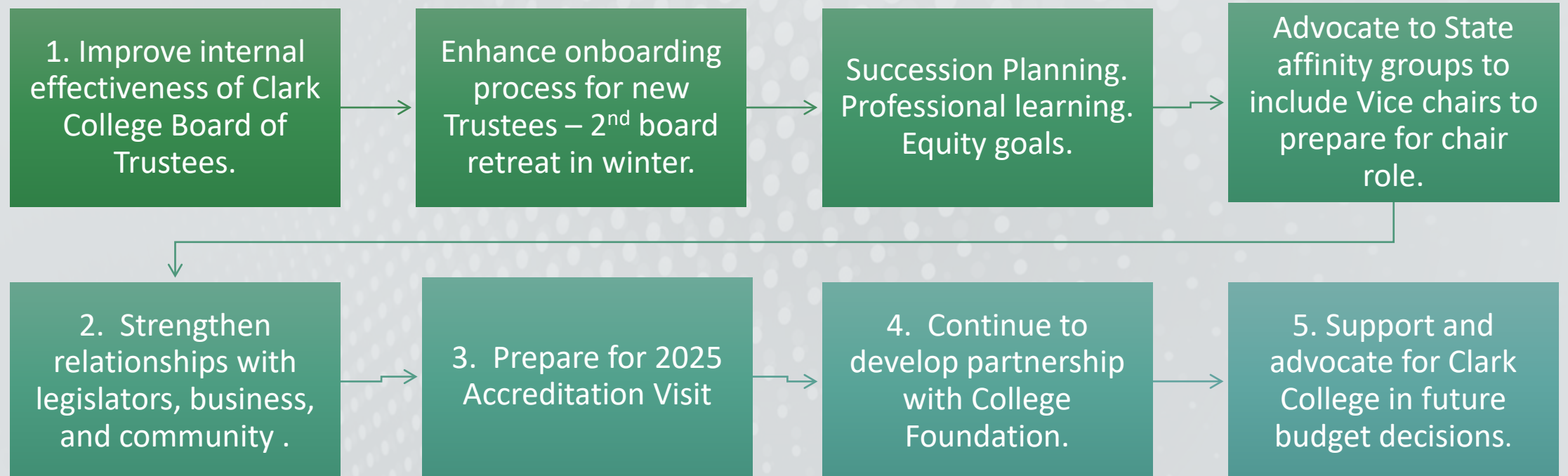
ASSESSMENT OF 2023-2024

- Biggest accomplishments for Clark.
- Biggest challenges for Clark College.

Board Accomplishments & Challenges.

2023-2024
Clark College Board Goals

1. Improve internal effectiveness of Clark College Board of Trustees.	Enhance onboarding process for new Trustees – 2nd board retreat in winter.	Succession Planning. Professional learning. Equity goals.	Advocate to State affinity groups to include Vice chairs to prepare for chair role.
2. Strengthen relationships with legislators, business, and community .	3. Prepare for 2025 Accreditation Visit	4. Continue to develop partnership with College Foundation.	5. Support and advocate for Clark College in future budget decisions.

2023-2024 Clark College Board Goals Assessment

1. Improve effectiveness of Board.

2. Strengthen relationships with community leaders, legislators.

3. Prepare for accreditation visit in 2025.

4. Continue to strengthen relationship with Clark Foundation.

5. Advocate for Clark's budget.

2024-2025 Clark College Board Goals

GOALS

1. *Prepare for 2025 Accreditation visit*

2. *Transition to in-person meetings*

3.

4.

5.

Moving Back to In-Person Board Meetings

1. **What have we learned from virtual meetings that we want to keep?**

2. **As we move to in-person meetings, how can we improve our discussions, decision making, accountability, commitment to equity, and engagement of internal and external communities?**

3. **How can we facilitate our most thoughtful strategic decision-making during this critical time for higher education?**

4. **Other thoughts about what more effective/efficient in-person meetings look like?**
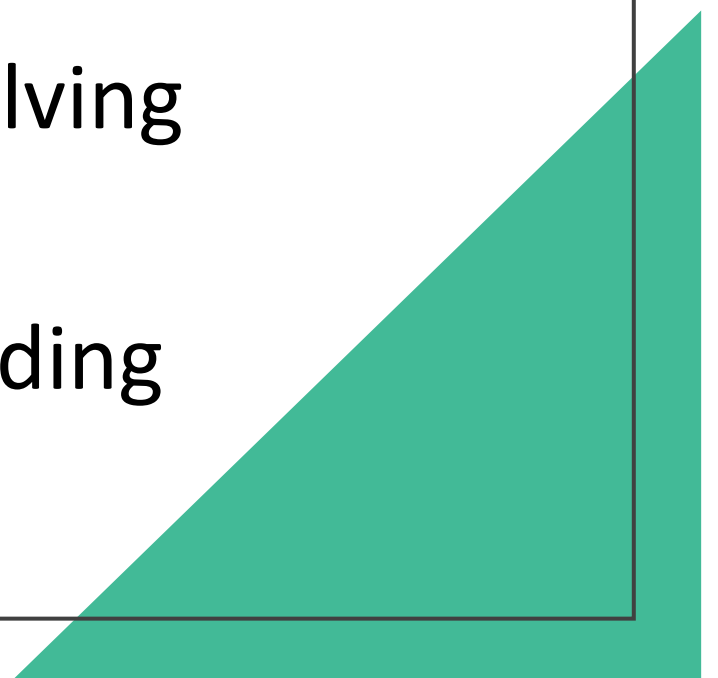
5 Essential Areas of Board Responsibility/ Accountability

1. Mission

2. President

3. Finances

4. Programs and Services

5. Board Performance
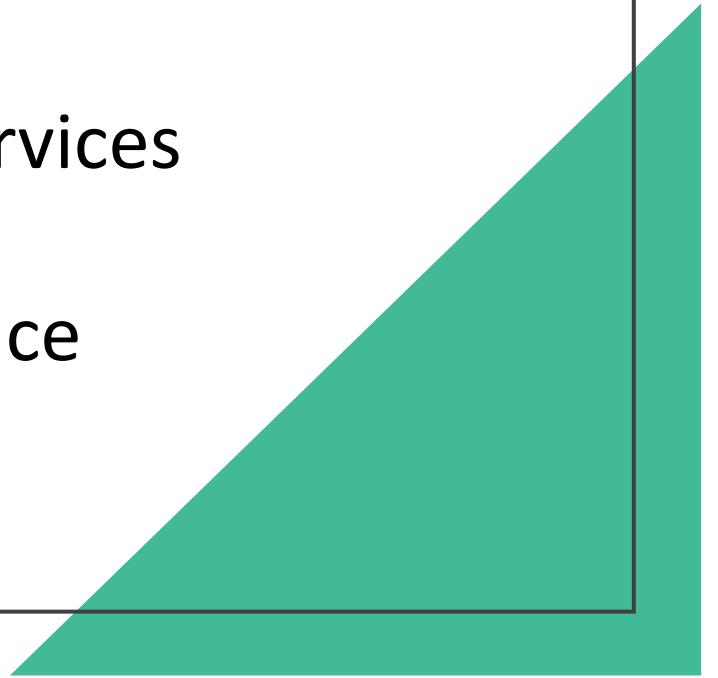
Board Work: Past/Present/Future

1. The Past
   -accountability
2. The Present
   -problem-solving
3. The Future
   -problem-finding

How Boards Ensure Governance Accountability

1. Practice Pre-decisional Accountability

2. Model Performance Accountability for the College.

3. **Create and Uphold a Statement of Expectations for Board Members.**

4. Hold executive sessions for reflective practice.

5. Use mission as a guidepost and touchstone.

Statement of Expectations for Board Members

1. What should be on a Statement of Expectations?

2. Review "Best Practices for Boards (handout)

10 Characteristics of High Performing Boards

1. You exhibit deep respect for the contributions of all board members. Chair engages all trustees.

2. You advocate for your community & are accountable to them.

3. Your role is clear and committed to college priorities.

4. You participate in honest debates regarding the issues.

5. You create and maintain a spirit of cooperation.

10 Characteristics of High Performing Boards

6. **Mission, not individual interests, informs decisions.**

7. **You exemplify ethical behavior and conduct above approach. You support board decisions.**

8. **You support the President and assist her to achieve her strategic goals.**

9. **You attend meetings prepared to fully discuss issues.**

10. **You focus on accountability and assess/measure your performance.**

Have a Great Year!

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10 Characteristics of High Performing Boards

- 1. You exhibit deep respect for the contributions of all board members. Chair engages all trustees.

- 2. You advocate for your community -are accountable to them.

- 3. Your role is clearly defined -committed to college priorities.

- 4. You participate in honest debates regarding the issues.

- 5. You create and maintain a spirit of cooperation.

2024-2025 Board Chair Responsibilities

Preside at meetings. Balance open discussion with running an efficient meeting and reaching closure on issues.

Foster teamwork, resolve board conflicts, lead respectful discussions. May occasionally remind board of appropriate behavior.

Onboard new board members. Encourage board members to participate in professional development.

Work closely with the CEO.

Work with president to determine meeting agendas.

Act as spokesperson for the board. Represent board on campus and in the community.

Work closely with college president.

Characteristics of a High Performing Board

Act as a Unit

Effective Boards govern as a unit with one voice

- Integrate multiple perspectives into decision-making.
- Establish and abide by rules for conducting board business.
- Speak with one voice.
- Support decision of board once made.
- Recognize that power rests with the board, not individual trustees.
- Board assesses and measures its own performance.

Characteristics of a High Performing Board

Represent Common Good

Boards represent the general public. Must translate a wide variety of interests and needs into policies that benefit the community.

Board members need to:

- Know community needs and trends.
- Link with the community.
- Debate and discuss issues in public.
- Serve the public good.

Characteristics of a High Performing Board

Define Policy Standards for College Operations

Set standards for quality, ethics and prudence.

Define clear expectations for high quality programs.

Define expectations for student achievement, equity and fair treatment of students.

Require wise and prudent use of funds.

Set parameters to attract high quality personnel.

Clark College Board of Trustees Retreat
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2023-2024 Board of Trustees Goals
(adopted August 23, 2023)

1. Improve Internal Effectiveness of the Clark College Board of Trustees,

   a. Enhance onboarding process for new Trustees.

   b. Succession Planning.

   c. Advocate to State affinity groups to include Vice Chairs to prepare for Chair role.

   d. Professional learning.

   e. Equity Goals.

   f. Second Board retreat in the Winter to include new Trustee,

2. Strengthen relationships for Clark College President & BOT with community leaders, local businesses, and Legislators.

3. Prepare for Accreditation visit in 2025.

   a. Including policy review and Board self-evaluation.

4. Continue to develop strong and effective partnership with Clark College Foundation leadership.

5. Support and advocate for Clark College in future budget decisions.

a. Including Executive Coaching priority and areas of skill-level improvement,

Clark College Board of Trustees Retreat
July 24, 2024

2024-2025 Board of Trustees Goals

1. Prepare for 2025 Accreditation Visit

2. Return to In-Person Meetings

3.

4.

5.

6.

Clark College Board of Trustees Retreat
July 24, 2024

BEST PRACTICES FOR BOARDS

1. Board members exhibit deep respect for contributions of fellow board members.

2. Board honestly debates issues and speaks with one voice once a decision is made.

3. Board members are curious and inclusive.

4. Board members actively listen to and encourage each other.

5. Board members balance the need for discussion, efficiency and resolution of issues.

6. Board members publicly support the president.

7. Board members delegate authority of president to lead, honoring president as point of contact.

8. Board provides visible support or president and back their decisions.

9. Board establishes and abides by rules of conducting board business.

10. Board members practice equitable decision making in their work.

11. Board members are committed to college mission and priorities.

12. Board members attend meetings fully prepared to discuss issues.

13. Board members participate in in-service training.

14. College mission, not individual interests, informs decisions.

15. Board focuses on accountability, making strategic decisions.
    .
16. Board remains accountable to its communities.

17. Board members model ethical conduct for faculty, staff, and students.

18. Board members have clear expectations for performance – the college, the president, and the board.

Higher Learning Commission

Trends 2024

» Artificial Intelligence » Paradigm Shifts » Outcomes and Accountability

» Finances » New Business Models » Short-Term Credentials

» Politicization » Civility and Safety » Mental Health » Talent Management

» Leadership » Influence of the Triad

The Higher Learning Commission provides a yearly list of trends at each annual conference, reflecting the ecosystem and issues impacting postsecondary education. In 2024, the climate at our nation's colleges and universities is filled with exponential change, amazing opportunities, and many challenges. The trends list is not prioritized; that is the task we encourage you to complete on your campus. Hold discussions to identify those that impact your institution the most, and identify ways you are managing to lead, adapt and learn from this helicopter view of higher education. Executive teams, departments, board members, and other groups have benefitted from using the HLC trends to take a deep dive into their own strategic priorities. We also encourage you to share the list with students to keep them informed and seek input as to what we might be missing. All follow-up input to HLC is welcome!

An electronic version of this document can be found at:
hlcommission.org/trends2024

Barbara Gellman-Danley, Ph.D.
President

1. Artificial Intelligence (AI) – Promises, Opportunities, and Threats

a. The use of Artificial Intelligence is growing within higher education, in particular Generative AI, i.e., ChatGPT.

b. There are many AI applications for teaching and learning available, and more on the horizon.

c. Universities are conducting research to test and develop new scalable products.

d. Personalized instruction will be enhanced through AI.

e. Institutional policies for use of AI will require statements on several topics, i.e., ethics, ownership, privacy, fraud, and integrity of information. Risk management is important – both using AI and the risk of ignoring it.

f. There are many ways AI is enhancing the work of institutions, such as generating job descriptions and other administrative tasks.

g. More sophisticated applications such as Machine AI are permeating higher education. Facial recognition is one example that can be very useful on campuses.

h. Colleges will benefit through professional development in the applications of AI. Artificial Intelligence will have a major impact on how institutions operate in the future.

2. Teaching, Learning and Enrollment Paradigm Shifts

a. Online learning grew exponentially during the pandemic out of necessity, and post-pandemic learners of all ages expect that option to continue.

b. Institutions are implementing or exploring the use of some "three-year" bachelor degrees, which could be a decreased timeline for the traditional 120 credit hours or a shift in selected programs to a total of 90. Students are seeking adaptive and flexible delivery choices. In general, institutional accreditors have signaled their willingness to implement or study such degree programs, either under existing policies or creating new ones. Federal and state compliance requisites need to be considered early in the planning process.

c. Faculty face ongoing challenges to historical traditions of shared governance and tenure. Key influencers are weighing in on these historical values of higher education, while governing boards are also debating the issues. It raises the growing question of who is in charge of higher education in this changing landscape.

d. Institutions are now required to adapt to the end of race-conscious admissions policies due to a landmark Supreme Court decision. Some states have also weighed in on the issue with new policy requirements, at times tied to funding. It is possible more historical

decisions will be changed or reversed. Higher education is prominently on the radar in many arenas.

e. Legacy admissions is facing a paradigm shift due to external pressure, influencing enrollment practices and public perceptions of equity in higher education. Institutions with highly selective admissions are most impacted.

3. Outcomes and Accountability for Programs and Institutions

a. Institutions are becoming increasingly adept in using data analytics to measure and predict outcomes.

b. Many smaller colleges may not have sufficient resources to utilize or sustain the software, technology and institutional research needed.

c. Outcomes-based funding is increasing, with some states investing in sophisticated methodologies for measuring student success. Identifying the most reliable data and useful outcomes metrics is a challenge for all; the measurements go far beyond simple graduation rates.

d. The pressure for reliable job placement numbers by program is palpable and will continue to be demanded by consumer protection groups, the public and elected officials.

e. Beyond quantitative metrics, "student intent" is important in demonstrating evidence-based outcomes.

f. Institutions will need to work collaboratively with stakeholders on metrics that matter most.

4. Financial Challenges and Opportunities Across All Sectors

a. Small private college mergers, affiliations and closures are on the rise.

b. With increased competition from within and outside of higher education, students have more choice. Some institutions will not survive.

c. Deferred maintenance and other capital expenses continue to put pressure on all colleges and universities.

d. The demographic cliff is real with fewer younger students in the pipeline moving from K-12 to postsecondary education.

e. The cost of technology and concomitant depreciation continues to impact the bottom line.

f. Partnerships for shared services may lower costs; it is vitally important to approach these arrangements

with clear memoranda of understanding and contracts related to the responsibilities and financial impact for each entity.

g. Reserves and endowments are critical to the financial sustainability and operations of any college. While the stock market is stable in the first quarter of 2024, colleges face an unpredictable future regarding returns.

h. Some elected officials continue to push for legislation to tax large college endowments.

i. International student enrollments are stabilizing, although political shifts could influence the numbers.

j. Institutions will need sophisticated risk-management procedures and policies to assure financial stability.

k. While enrollment numbers are improving as a whole, institutions will need realistic, evidence-based plans to stabilize, increase, or right-size capacity for sustainability and growth.

l. Donor support and grants are advancing the important work of higher education and the many communities served. Leadership will be expected to demonstrate successful fundraising outcomes.

5. New Business Models Emerging for Innovation and Sustainability

a. Students are increasingly able to use subscription models to choose courses and programs from multiple institutions. Colleges and universities are working with consortia and other partnerships to provide increased offerings and choice.

b. Postsecondary institutions are partnering strategically with employers to co-design educational programs and talent pathways to help meet workforce needs.

c. Institutions are restructuring with new business models that remove silos between credit and non-credit offerings.

d. Systems of higher education are also changing structures to meet student needs, while assuring both stability and response to the changing landscape of postsecondary education. More branch campuses and additional locations will merge or close.

e. Change management is difficult at times within higher education. Leaders are balancing historical programs and practices that will not fit easily into the dynamic future of higher education. It is advisable that change management training be offered as part of institutional professional development programs. Best practices for innovation and change will be helpful to share as case

studies within higher education. Change also needs to include guardrails for allowing some failures as long as students are not harmed.

f. If colleges are to survive and thrive, the concept of "not in my back yard" will have to be shut down because it serves as the enemy of positive change.

6. Exponential Growth of Short-Term Credentials and New Providers

a. States and workforce development organizations are moving rapidly to advance skills-based hiring. While off to slow start, Learning Employment Records (LERs) and evolving big data systems offer resources that will facilitate this movement. Other platforms assure records are increasingly comprehensive and provide the learner a standardized, clear platform to present who they are and what they have learned or practiced to employers and education/training providers. These advancements will have the capacity to become the new "transcript" and facilitate easier transfer for users.

b. In addition to industry-specific skill needs, durable skills (traditionally called "soft" skills) are increasingly important in the changing environment for employment. There is an increasing expectation that postsecondary institutions will design for and assess these skill areas. Examples of these important skills include critical thinking, communication, team building, and collaboration. Their importance remains, and they are not firewalled from the focus on workforce development.

c. Ultimately the degree retains validity, although the short-term certificate market poses some competitive challenges. These do not have to be mutually exclusively pathways.

d. Several alternative credential and training organizations with market-driven business models and sophisticated technology are rapidly gaining traction. These organizations partner with colleges, universities, systems, states, employers, consumers and other educational providers to offer curricula and credentials.

e. Well-known online companies are likely to continue to offer courses and programs via distance learning. Expect instances where behemoth corporations, with extensive consumer home delivery experience, choose to move strategically into the online short-term credential space.

f. Stackable credentials, leading to degree attainment and credit mobility, are important for colleges and universities. However, this emerging trend is based on the notion of credit for seat time versus skills outcomes. Legislators are proposing extension of Pell grants to new credentials for the workforce (Short-Term Pell); if passed, adoption will shine a bright light on the need to review limitations of the "credit hour" as a measurement of student engagement.

g. Quality assurance guidelines will become increasingly important to help navigate the growing credential marketplace.

7. Politicization of Higher Education, Increased External Interventions

a. More than ever, elected officials are weighing in on higher education. New regulations impact a variety of areas, including accreditation.

b. Some states have implemented mandatory elimination of Diversity, Equity and Inclusion(DEI) programs, including funding dedicated to support them. Other states are considering similar legislation.

c. Higher education proposals are part of the platform of individuals running for the presidential election. It is important for college leaders to be informed on all such opinions.

d. As the pathway to the college or university presidency changes over time, more elected officials and others outside of higher education are being chosen for leadership positions.

e. Congressional investigations of institutions are increasing, currently related to the war in the Middle East, anti-Semitism, balancing opposing perspectives, and related issues. Expect more Congressional investigations of higher education.

f. Both elected officials and institutions are dealing with critical issues, some of which have bi-partisan support, while others are divided. This leaves the colleges and universities in the challenging position of meeting the needs of all stakeholders.

g. Debates continue about the rights of states and the federal government, and differences are not easily resolved. Higher education may be caught in the middle.

h. Advocacy continues to be important for colleges and universities; balancing the myriad of opinions calls for very skilled leaders.

8. Speaking Out: Conflicting Voices, Civility and Safety on Campuses

a. The rules of engagement on academic freedom and free speech are facing serious challenges.

b. New policies are being developed that aim to produce some solutions, although the approaches are highly polarized.

c. A select number of states are implementing new regulations for public institutions with guardrails around academic freedom.

d. Colleges can expect continued interest as a variety of stakeholders opine about academic freedom and free speech. Higher education's centuries-old value that "everyone has a voice," is on questionably fragile ground.

e. Students will need support and guidance to understand both the value and impact of their actions under the umbrella of free speech.

f. Safety and security are important considerations related to demonstrations on campuses.

g. Presidents who have hesitated on taking firm public stands on campus security related to polarizing issues are finding their positions at risk. It is very difficult for all stakeholders to agree on a single approach that everyone will accept as appropriate, and this trend has the potential to make some leaders more tepid in their public positioning. Students need help to feel safe on campuses.

h. College and university leaders are seeking increased consultation from public relations experts and legal advisors regarding practices, policies and positioning related to polarizing current events.

i. Despite the decision-making and reputational challenges which would keep any leader up at night, concerns about safety are dominant and necessary. Leaders must be well-prepared to handle these challenges as the public face for their colleges.

j. Strong enforceable safety plans will continue to be needed, as will methods to protect students and others from physical danger, bias, bullying, or incivility.

9. Mental Health Challenges Continue – Impact and Oversight

a. The effect of mental health on the well-being of students continues to be a major concern of institutions of higher education.

b. The stress of the current higher education and societal environments impact the faculty, staff and administrators.

c. Support services for students and other campus personnel continue to be of critical need on campuses.

d. The remnants of the pandemic combined with increased generational stress continues.

e. Funding will be needed to assure sufficient support infrastructures and experts.

f. When safety is shattered through major incidents, the impacted campuses need immediate and long-term solutions to heal. Advanced planning is rising and will need to be continuously reviewed and updated.

10. Talent Management and Succession Planning: Colleges Need to Be Ready for Turnover at All Levels

a. As the population ages, colleges are experiencing a wave of retirements.

b. Burnout exacerbates increased turnover.

c. Institutions with financial challenges often cut or suspend professional development funding for employees. The results could be painful later; an investment to grow talent often yields a high return.

d. Leaders of colleges and boards are asking for detailed succession plans across the organization. In cases where people leave with little notice, not having such plans can be very costly.

e. New skills sets will be needed at all levels over time. Institutions are looking for ways to prepare for an unknown future. As an example, if Artificial Intelligence becomes a focus on the campus, ask if training should be siloed or more decentralized.

f. Job announcements are different than in the past; many are written to identify skills sets and not just titles as evidence of experience.

g. Colleges are searching for new talent from within and outside of the organizations, and often the competition is strong, while the pool of candidates may not be deep.

h. Combining positions due to budget reductions is common, although burnout can escalate for those who remain.

i. Human Resource and talent management staff recognize that despite its many challenges, working for a college or university offers an exceptional opportunity for growing professionally within a dynamic and very important industry with a global reach.

11. The Important Role of Leadership: Challenges and Continuity

a. This is likely the most difficult time be a college president. This trend will continue for a long time, and it threatens the leadership pipeline.

b. Turnover of leadership at colleges is more frequent and impacts the sense of stability of their institutions.

c. Turnover of provosts, vice presidents and deans also disrupts the sense of continuity within postsecondary institutions. In difficult times, consistency of all leadership matters.

d. Professional development for current and future leaders is critical. The learning pathway to leadership has no dead end. Funding needs to be allotted to support continuing education and training.

e. Due to the challenges facing higher education, the candidate pool for leadership positions might decrease or at the very least, be less prepared for the jobs for which they are applying.

f. Trustees of college boards also need ongoing training and assessments. These volunteer positions are becoming increasingly complex, requiring both support and self-reflection.

g. Unstable governing boards impact the stability and reputation of their institutions.

h. Presidents, other leaders and boards need and deserve support from their college community. In particular, boards need to support their leaders who are facing daunting challenges.

i. The rewards of volunteer leadership on governing boards can far outweigh the challenges if members keep an eye on the institution's mission, vision and strategic directions – finding ways to be proactive, responsive, transparent, and empathetic to all constituents.

12. Accreditation and the Influence of the Triad

a. The relationship of the Triad (the states, the federal government, and accreditors) is increasingly important in these challenging times for higher education. Their coordination, transparency and shared problem-solving is needed to support and collectively oversee the quality assurance and compliance of institutions. Each is also obligated to find ways to be adaptive in the face of the many advances and innovations emerging.

b. Accreditors, which previously were low on the national radar, are now facing increased public scrutiny and interest.

c. There are times that the guiding principles, requirements, vision and opinions of each member of the Triad are in conflict. Coordination is critical.

d. Accreditors frequently receive mixed signals from states and the federal government about new or proposed legislation. It is not their role to adjudicate or mediate differences when conflicting mandates are passed in states that are different from those of the federal government, although they must determine how to adapt accordingly to each.

e. As voluntary membership organizations, accreditors will need to advocate for balancing diverse viewpoints on behalf of their members.

f. Competition among accreditors is on the rise since passage of the July 2020 regulations allowing former regional accreditors (now "institutional") to expand their scope.

g. New accreditors will join the marketplace, and some experienced accreditors will add new business models to remain relevant.

h. HLC will need to respond to current and future trends, while honoring its mission that prioritizes a focus on students.

How do you prioritize these trends?

_____ Artificial Intelligence (AI) – Promises, Opportunities, and Threats

_____ Teaching, Learning and Enrollment Paradigm Shifts

_____ Outcomes and Accountability for Programs and Institutions

_____ Financial Challenges and Opportunities Across All Sectors

_____ New Business Models Emerging for Innovation and Sustainability

_____ Exponential Growth of Short-Term Credentials and New Providers

_____ Politicization of Higher Education, Increased External Interventions

_____ Speaking Out: Conflicting Voices, Civility and Safety on Campuses

_____ Mental Health Challenges Continue – Impact and Oversight

_____ Talent Management and Succession Planning: Colleges Need to Be Ready for Turnover at All Levels

_____ The Important Role of Leadership: Challenges and Continuity

_____ Accreditation and the Influence of the Triad

Clark College Board of Trustees Retreat

July 24, 2024

The Board may be asked some of the following questions during its interview with the accreditation visiting team:

1. What led you to seek a position on the Clark College Board?
2. What are your major responsibilities as a Board member?
3. How was the Board involved with the accreditation process?
4. What are the Board's fiduciary responsibilities?
5. What role does the Board play in creating and reviewing the mission?
6. How are you made aware of the performance of the President? How do you support her effectiveness/success?
7. How does the Board promote student success for all students?
8. How does the Board involve internal and external communities in its decision-making?
9. How does the college promote ethical conduct for Board members, faculty, staff, and students?
10. How does the board evaluate its own performance?

Presidents' and Boards' Reciprocal Relationship

Peter Eckel and Cathy Trower describe the ways boards and presidents must work together to understand each other's needs and devise ways to deliver on them.

It's difficult to be a college or university president these days. Beyond the traditional challenges of running the institution, the issues and problems are increasingly complex and have high stakes: the uncertainties of AI, concerns about free speech and inclusion, political intrusion into the curriculum along with the defunding of diversity and inclusion efforts, the ongoing pressures of budgets and inflation, the enrollment cliff, activist donors, the loss of the public's confidence in higher education—the list goes on. Not to mention being hauled in front of congressional committees and state legislators.

At times like these, it's specially essential for the president and board to develop an [effective relationship](). Yes, boards hold presidents accountable, but they also can be vital strategic assets for the college, university or state system. Working together right now, in this current context and on these immediate and growing challenges, requires both boards and presidents to understand each other's needs.

What Presidents Need From Boards

The list below should not be surprising, but it should serve to remind board leaders and members that they need to provide the following to their college or university leader in these difficult times.

- **A safe place to discuss challenges and risks.** Presidents have few outlets to admit the challenges and concerns that their institution—and they personally—face, as well as their own shortcomings and failures. Boards and board leaders can provide a safe harbor amid the squalls surrounding them. But boards must remember that, for many presidents, such transparency and openness are risky—especially when it comes to public boards that have to adhere to strict and limiting open meetings acts. And all presidents know they report to the board and can

be fired by them. Minimizing the risk and emphasizing the rewards of such difficult conversations are important.

- **A culture of candor.** Presidents need not only the support we've just described but also reciprocal candor from their boards. As presidents charge forward on their countless priorities, they need board members who will speak truthfully and honestly both to them and the other trustees. Candor can lead to constructive discussions about the thorniest issues. Trust between the board and president is essential.

- **Backing on tough calls.** Challenging times call for difficult decisions about what to do and what not to do. Boards need to both privately and publicly support their presidents as they make difficult and often unpopular decisions. Effective boards provide the necessary cover for presidents.

That does not mean that boards should accept everything presidents put forth at face value. Boards have their due diligence to conduct—they should be informed and constructively skeptical, ask penetrating questions, and scrutinize administrative assumptions that shape decisions.

But once the board has done those things and a decision is made, they need to support the president. If they do not publicly and sufficiently stand by decisions, or start to second-guess the president, boards may find themselves searching for a new leader and doing so at a point in history when demand may be outpacing the supply of willing and qualified candidates. (Too many of those candidates are asking, "Who wants that job?")

- **Strategic thinking.** Presidents need help with today's immediate problems and opportunities, but they also benefit from a long-term and strategic perspective that boards can provide. Board members, because they are leaders from outside academe, can help presidents frame and reframe difficult work and ambiguous circumstances, translate and transfer their insights and personal leadership lessons, and serve as sounding boards. Engaging in sense making and helping presidents

reframe issues are essential roles for boards, given the fast-paced and changing contexts in which institutions operate.

- **A real understanding of the institution.** Presidents should expect boards to be well informed about the institution and its current challenges, threats and opportunities. Too often, board members govern based on nostalgia from their undergraduate days or an outdated set of assumptions. Higher education is a complex enterprise yet one that often is ripe for oversimplification. Board members must do their homework on the institution and the context in which it operates. They should pay attention to trends and meaningful shifts, and they need to ask questions in order to be appropriately informed.

- **Support—moral as well as financial.** Presidents and their institutions need support from their boards. Two areas are especially important. First, moral: the old adage that "it's lonely at the top" is truer now than ever before. So much is going on—on the campus and in the world—and presidents are juggling multiple and sometimes shifting priorities. Thus, it can be difficult for presidents to find time for themselves or psychological support. Good boards ensure the health and well-being of their presidents and provide moral support. The other form of support—financial—has long been important, as boards are often a major source of philanthropy. Ideally, that comes without strings or demands attached.

- **Confidentiality.** Presidents should expect confidentiality from their boards. The stakes are too high, and the stakeholders too interested, to have boardroom leaks. The news media and others are looking for insights and ways to get under the tent. Boards should be diligent in protecting what is to be held in confidence. Without confidentiality, there is no trust and governance breaks down.

- **Coordinated advocacy.** Finally, the work of boards is not only conducted in the boardroom. Trustees can also play an important external role for their institutions and state systems by advocating on

behalf of their colleges and universities and working with external stakeholders, including policymakers, alumni and donors. They need to engage on behalf of their institutions in a coordinated effort, one that aligns with the strategic priorities of the institution and the president.

Concurrently, presidents may need board members to run interference from undue outside influences. For instance, policymakers, as well as alumni and donors, can increasingly overreach into university affairs. Boards need to serve as buffers as well as advocates for institutional autonomy and independence.

What Boards Need From Presidents

Effective governance is a two-way street between boards and presidents. Boards rely on presidents to be able to govern well and to pursue the following.

- **A culture of candor and realism.** As above, boards need candor from presidents. A truthful telling of the facts and a willingness to share difficult situations and worrisome trends—early on—is important. There is risk to presidents here, but there are greater risks to the institutions for which boards are responsible. Making sure boards have the necessary data and information, as well the correct assumptions and interpretations, is essential for boards to provide appropriate oversight and add useful insights.

- **Contextualization and translations.** Most board members spend their lives outside higher education. Their day jobs are in other industries and sectors. Therefore, boards benefit when presidents and their teams spend the time and energy to contextualize their challenges and translate them in ways that trustees can readily understand. Avoiding jargon and insider language, providing explanations and history, and checking for comprehension are important. This work is particularly

essential for new trustees joining boards right now. They are like first-time paddleboarders trying to balance in rushing rapids. They need to get their feet underneath them and keep their balance while quickly moving downstream.

- **Prioritization of the most important issues.** Presidents and their teams that staff boards should be particularly attentive to meeting agendas and ensure that the most salient topics are given necessary time and attention. Too many boards seem to work off rote agendas that do not reflect the most pressing matters. Making sure there are clear objectives for agenda items and explaining why the board is addressing them (such as labeling items as "information," "discussion" or "decision") helps. Too often, boards sit through presentations filled with information that is simply good to know when time can, and should, be much better spent strategically.

- **Flexible governance.** Similarly, if bylaws permit more meetings and different types of meetings, boards would be well served to have priorities drive their work and not calendars. The typical format of private university boards meeting three times a year through a well-structured calendar—a.k.a. "just-in-case" governance—may need to be supplemented by "just-in-time" governance, which can be accomplished through flexible meeting schedules and briefings.

- **Investments in board education.** Trustees may benefit from more education to appreciate the issues and contexts, understand data, and have informed conversations. Deeper dives on select topics, structured retreats and more frequent educational briefings are ways to operationalize the points above. Presidents and their teams should consider using technology for asynchronous briefings to supplement in-person board engagements as well as building more time into committee and board meetings. Presidents can also invite more outside experts to present or set up structured debates to help boards understand complex issues. And they can provide more frequent, but

hopefully shorter, briefings instead of overwhelming busy trustees just before board meetings.

- **Effective bylaws.** While plumbing the depths of bylaws may seem superfluous given the demands listed above, outdated bylaws can come back to haunt boards when they need effective processes and structures most. Reviewing the guiding documents for governance should be undertaken regularly and with care. Too many boards operate based on past practice and habit when a more intentional approach may be beneficial.

- **A reminder of their value.** Presidents, please express gratitude to your board, both privately and publicly. Its members are committed to the well-being of your institution in the both the short and long run—they are volunteers who are investing their time, talent and resources to play a meaningful role.

Clarity and Trust

Boards and presidents should have a conversation about what they need from each other. It's vital to ensure each understands they aren't just guessing.

Finally, fundamental to this conversation and a thread throughout much of what we've recommended is a foundation of trust. Boards and presidents need to trust each other. Boards need to trust the presidents that they hired and oversee to provide the necessary leadership. Presidents need to trust that the boards that hired them are working to uphold their fiduciary responsibilities and will be there when they need them most. And that seems to be right now.

Peter Eckel serves as senior fellow and director of the [Global Higher Education Management](#) program at the University of Pennsylvania's Graduate School of Education. He co-directs the Penn Project on University Governance. Cathy Trower is president of [Trower & Trower](#) Inc., a governance consulting firm.

Together they wrote the book [Practical Wisdom: Thinking Differently About College and University Governance](#).

-

Clark College Board of Trustees
2024 – 25 Board Committee Assignments

COMMITTEE	ROLE (if applicable)	2024 – 25	2023 - 24
Trustee Officers			
Clark College Board of Trustees	Chair	Denise Gideon	Cristhian Canseco Juarez
	Vice Chair	Marilee Scarbrough	Denise Gideon
Clark College Foundation Representatives			
Clark College Foundation Committee	Board (Position One)		Marilee Scarbrough
	Executive Committee (Position Two)		Jeanne Bennett
Board Committees			
Legislative Committee	Primary		Jeanne Bennett
	Alternate		Cristhian Canseco Juarez
Trustee Recruitment	Position One		Denise Gideon
	Position Two		Marilee Scarbrough
College Committees			
Social Equity Advisory Council	Primary		Denise Gideon
	Alternate		Cristhian Canseco Juarez
Board Budget Commitment	Position One		Marilee Scarbrough
	Position Two		Paul Speer/Suzanne Donaldson
Strategic Planning			Hold
Comprehensive Facilities Plan			Paul Speer
Guided Pathways			N/A
Board Evaluation Committee			Sunset
Washington Association of College Trustees Committees			
Equity Committee			N/A
Audit Committee			N/A
Awards Committee			N/A
Finance and Budget Committee			N/A
Legislative Action Committee			Marilee Scarbrough
Nomination Committee			N/A
Bylaws Committee			N/A
Education Committee			N/A

Clark College Board of Trustees

2024 – 25 Board Committee Assignments

COMMITTEE	ROLE (if applicable)	2024 – 25	2023 - 24
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Legislative Action Committee			Marilee Scarbrough
Nomination Committee			N/A
Bylaws Committee			N/A
Education Committee			N/A

Clark College Board of Trustees
Proposed 2024 – 25 Board Meeting Schedule

DATE	ACTIVITY	START TIME
September 25, 2024	Work Session/Regular Session	3:30/5:00 pm
October 23, 2024	Work Session/Regular Session	3:30/5:00 pm
November 27, 2024	Work Session/Regular Session Executive Session: YR-1 Tenure	3:00/5:00 pm
December 11, 2024	Work Session/Regular Session	3:30/5:00 pm
January 22, 2025	Work Session/Regular Session Executive Session: YR-2 Tenure	3:00/5:00 pm
February 26, 2025	Work Session/Regular Session	3:30/5:00 pm
March 3, 2025	Special Session – Executive Session: YR-3 Tenure	1:00 pm – 5:00 pm
March 19, 2025	Work Session/Regular Session	3:30/5:00 pm
April 23, 2025	Work Session/Regular Session Executive Session: Off-cycle YR-3 Candidates	3:30/5:00 pm
May 28, 2025	Work Session/Regular Session Executive Session: President's Evaluation	3:30/5:00 pm
June 11, 2025	Work Session/Regular Session Executive Session: President's Evaluation	3:30/5:00 pm
July 23, 2025	Board Retreat	8:00 am – 5:00 pm

Boschma Farms Easements

Board of Trustees Work Session

July 2024

Boschma Farms Property

Boschma Farms completion – December 2024

Final details include:

- City of Ridgefield - Stormwater covenant
- City of Ridgefield – Public Road – Easement related to the Development Agreement, and associated utilities easement
- Clark County Regional Wastewater – related to the drainage pond and sewer system access points

Boschma Farms in Ridgefield, WA

Road Easement – City of Ridgefield
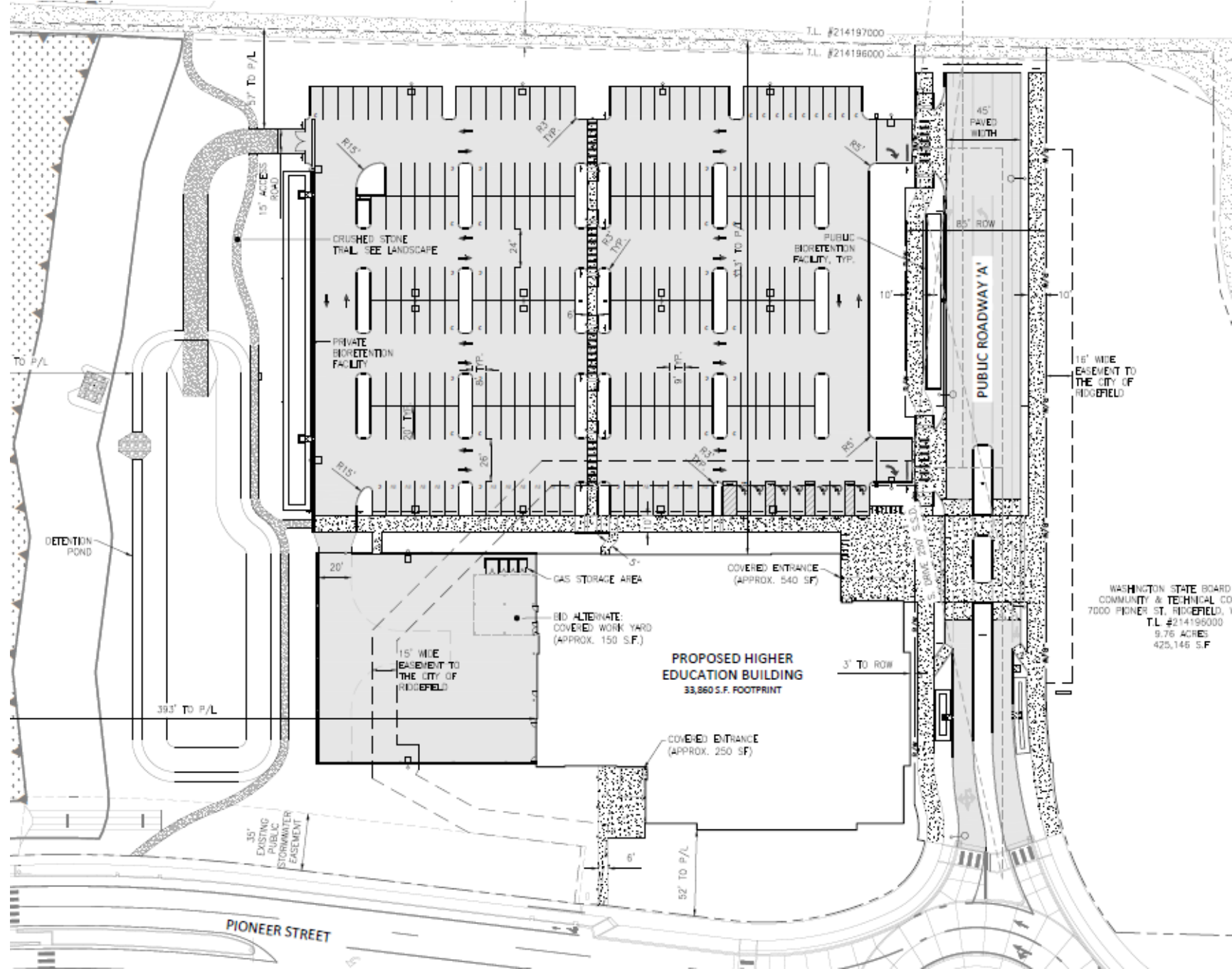
Utilities, wastewater, and stormwater Easements
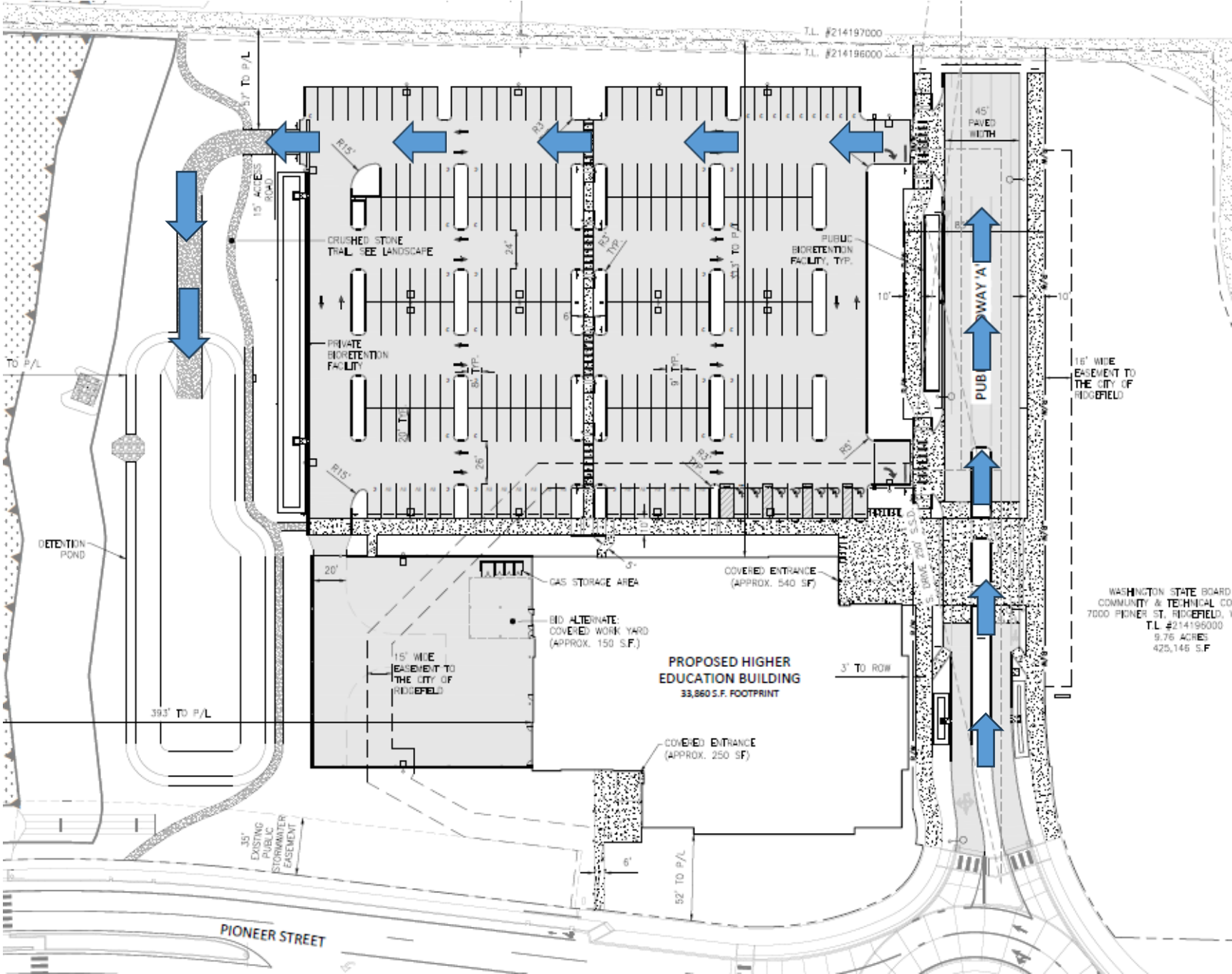
Next Steps

- Sign letters of support for the easements/covenants to the State Board for Community and Technical College Board from the Clark College Board

- The State Board will work with the College, the City of Ridgefield, and Clark Regional Wastewater, to move forward with the documents

July 24, 2024

Darrell Jennings
Capital Budget Director
State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Permanent Easement on Property ID #214196000.

Dear Darrell:

The Clark College Board of Trustees supports the attached easement agreement. This agreement is with City of Ridgefield and transitions responsibility of the access road and associated utilities to the City of Ridgefield as part of completing the construction of that location in Ridgefield, Washington. We ask the state to join us in supporting this easement agreement.

Sincerely,

Cristhian Canseco Juarez
Chair
Clark College Board of Trustees

After recording return document to:

<mark>█</mark>

<mark>█</mark>

Ridgefield, WA 98<mark>██</mark>

Perpetual Non-Exclusive Easement of Dedication for Public Use

Grantor: Washington State, Board for Community and Technical Colleges

Grantee: City of Ridgefield, a municipal corporation

Abbreviated Legal Description: Actual legal description is attached as Exhibit A

WHEREAS, the Grantor is the owner of the property described in Exhibit A attached hereto ("Property"); and

WHEREAS, the parties have entered into a development agreement for the Grantor's construction of a street improvements to the City Collector Street standard for a public roadway; and

WHEREAS, the Grantor wishes to grant this easement of dedication to dedicate a portion of the Property in perpetuity for public use as a City street and transportation corridor by the City.

NOW THEREFORE,

The Washington State, Board for Community and Technical Colleges, for the purposes of this document hereinafter known as "Grantor", hereby dedicates, conveys, and grants to the City of Ridgefield, a municipal corporation of the State of Washington ("Grantee"), and its successors and assigns, a permanent perpetual non-exclusive easement over, under, upon, and across the following described easement area for the purposes of a public collector street and transportation corridor, including but not limited to the development, maintenance, repair, operation and public use of any and all road and pedestrian improvements, including but not limited to curbs, gutters, streetlights, sidewalks, walkways, roadways, and public and private utilities:

Easement Area: Legal description is documented in example A.

SITUATED IN THE COUNTY OF CLARK, STATE OF WASHINGTON

Grantee shall have the right without prior institution of any suit or proceeding at law, at times as may be necessary, to enter upon said property and adjoining property owned by Grantor and its assigns and successors to develop and maintain any and all public infrastructure within the easement area.

Grantee shall have the right to authorize the use of the easement area by other public and private utility providers for purposes of installation of utility infrastructure within the easement

area consistent with Grantee's municipal codes. In the event an easement is required across the easement area by a public or private utility, the Grantor agrees that its grant of such easement shall not be unreasonably withheld.

This easement and the covenants herein shall be covenants running with the land and shall be binding on the successors, heirs, and assigns of both parties hereto. Grantor warrants that Grantor has good title to the above property and warrants Grantee title to and quiet enjoyment of the easement conveyed herein.

No other easements shall be granted within the aforementioned described easement area except for necessary utility crossings.

DATED this _____ day of _____, 2024

GRANTOR:
Washington State, Board for Community and Technical Colleges

_____

_Paul Francis_____

Accepted and agreed this ____ Day of _____, 2024

GRANTEE:

_____

_____print name

State of Washington   )
)ss
County of _____   )

I certify that I know or have satisfactory evidence that _____is the person who appeared before me as Grantor, and said person acknowledged that he/she signed this instrument, and acknowledged it to be the free and voluntary act for the uses and purposes mentioned in the instrument.

DATED this _____ day of ___, 20____.

_____
NOTARY PUBLIC in and for the
State of Washington, residing at:

_____
My commission expires: _____

EXHIBIT A – EASEMENT LEGAL DESCRIPTION

A TRACT OF LAND SITUATED IN THE SOUTH ONE-HALF OF THE NORTHWEST ONE-QUARTER OF SECTION 22, TOWNSHIP 4 NORTH, RANGE 1 EAST OF THE WILLAMETTE MERIDIAN, CITY OF RIDGEFIELD, CLARK COUNTY, WASHINGTON, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCEING AT THE SOUTHWEST CORNER OF THE NORTHWEST ONE-QUARTER OF SAID SECTION 22;

THENCE NORTH 83°58'18" EAST A DISTANCE OF 1307.54 FEET TO THE **POINT OF BEGINNING;**

THENCE; NORTH 79°59'31" WEST A DISTANCE OF 4.50 FEET TO A POINT OF CUSP, A RADIAL FROM WHICH BEARS NORTH 79°59'31" WEST;

THENCE ALONG A CURVE TO THE LEFT, HAVING A RADIUS OF 40.50 FEET, THROUGH A CENTRAL ANGLE OF 26°18'50" (CHORD BEARS NORTH 03°08'56" WEST A DISTANCE OF 18.44 FEET), AN ARC LENGTH OF 18.60 FEET TO A POINT OF REVERSE CURVATURE, CONCAVE TO THE NORTHEAST, A RADIAL FROM WHICH BEARS NORTH 73°41'39" EAST;

THENCE ALONG SAID CURVE TO THE RIGHT HAVING A RADIUS OF 121.50 FEET, THROUGH A CENTRAL ANGLE OF 01°33'47" (CHORD BEARS SOUTH 15°31'27" EAST A DISTANCE OF 3.31 FEET), AN ARC LENGTH OF 3.31 FEET;

THENCE ALONG THE FOLLOWING FIVE (5) COURSES;

NORTH 00°00'00" EAST A DISTANCE OF 235.99 FEET
NORTH 90°00'00" WEST A DISTANCE OF 5.50 FEET;
NORTH 00°00'00" EAST A DISTANCE OF 138.85 FEET;
NORTH 90°00'00" EAST A DISTANCE OF 5.50 FEET;
NORTH 00°00'00" A DISTANCE OF 87.22 FEET TO THE SOUTH LINE OF THAT TRACT OF LAND DESCRIBED IN AFFIDAVIT NO. 6077126, CLARK COUNTY RECORDS;

THENCE ALONG SAID SOUTH LINE SOUTH 88°35'39" EAST A DISTANCE OF 80.02 FEET;
THENCE LEAVE SAID SOUTH LINE SOUTH 00°00'00" EAST A DISTANCE OF 388.12 FEET TO A POINT OF CURVATURE;

THENCE ALONG SAID CURVE TO THE LEFT, HAVING A RADIUS OF 380.50 FEET, THROUGH A CENTRAL ANGLE OF 07°03'50" (CHORD BEARS SOUTH 03°31'55" EAST A DISTANCE OF

46.88 FEET), AN ARC LENGTH OF 46.91 FEET TO A POINT OF CUSP, A RADIAL FROM WHICH BEARS NORTH 82°56'10" EAST;

THENCE ALONG THE FOLLOWING TWO COURSES;
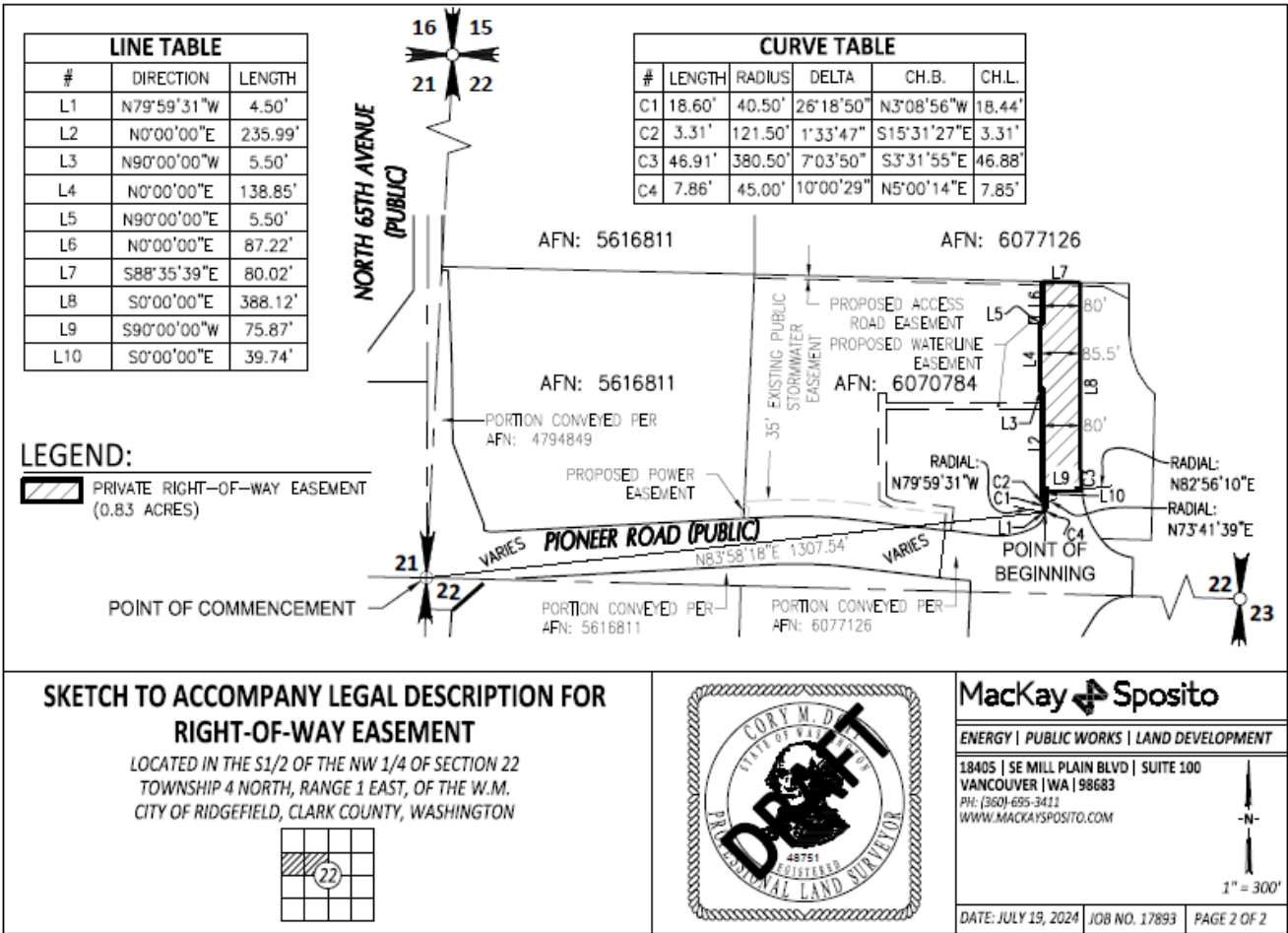
SOUTH 90°00'00" WEST A DISTANCE OF 75.87 FEET
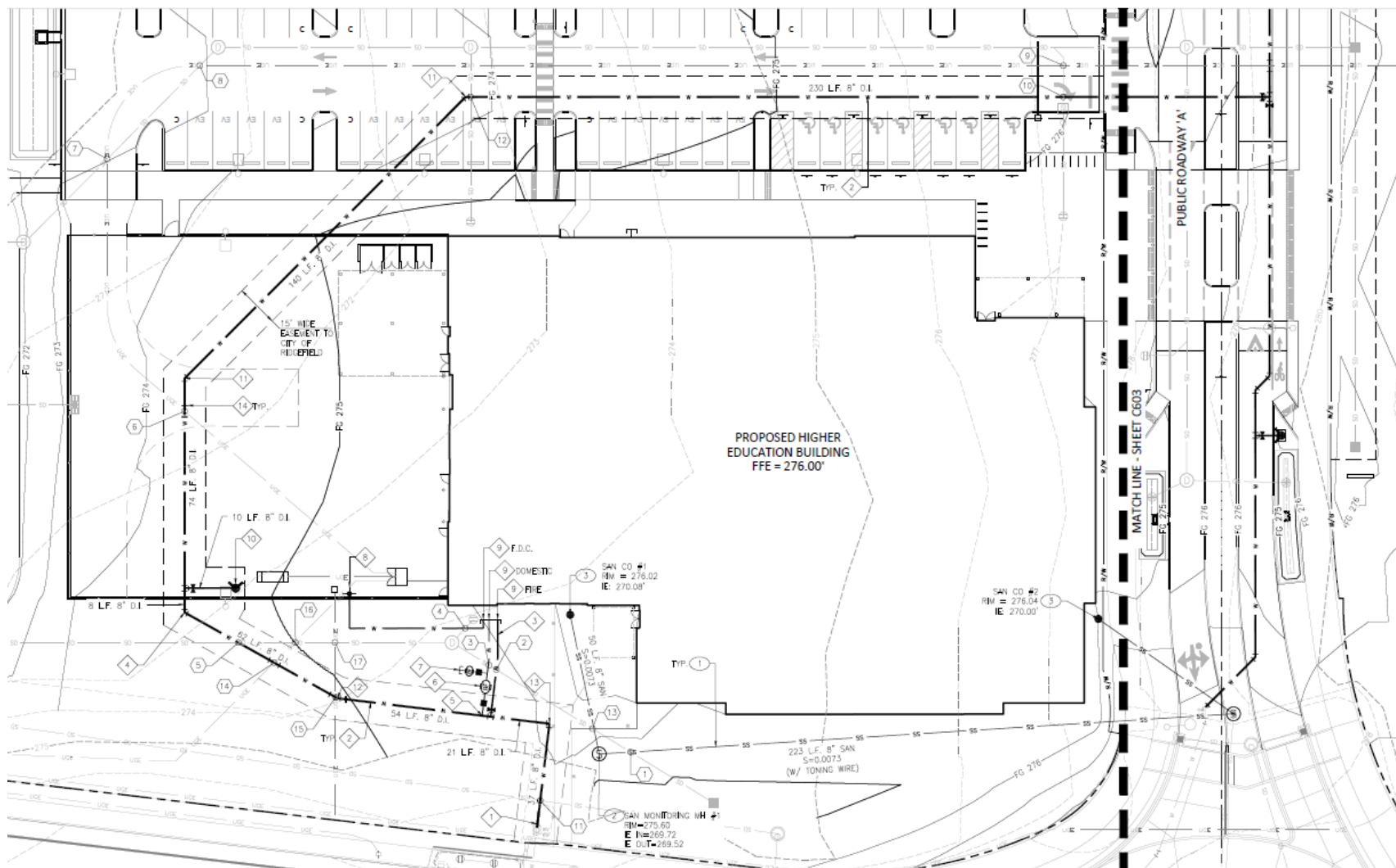SOUTH 00°00'00" EAST A DISTANCE OF 39.74 FEET TO A POINT OF CURVATURE;

THENCE ALONG SAID CURVE TO THE RIGHT, HAVING A RADIUS OF 45.00 FEET, THROUGH A CENTRAL ANGLE OF 10°00'29" (CHORD BEARS NORTH 05°00'14" EAST A DISTANCE OF 7.85 FEET), AN ARC LENGTH OF 7.86 FEET TO THE **POINT OF BEGINNING.**

CONTAINING 0.83 ACRES, MORE OR LESS.

REFERENCE EXHIBIT – PUBLIC ROAD AND UTILITY PLANS

LINE TABLE

#	DIRECTION	LENGTH
L1	N79°59'31"W	4.50'
L2	N0°00'00"E	235.99'
L3	N90°00'00"W	5.50'
L4	N0°00'00"E	138.85'
L5	N90°00'00"E	5.50'
L6	N0°00'00"E	87.22'
L7	S88°35'39"E	80.02'
L8	S0°00'00"E	388.12'
L9	S90°00'00"W	75.87'
L10	S0°00'00"E	39.74'

CURVE TABLE

#	LENGTH	RADIUS	DELTA	CH.B.	CH.L.
C1	18.60'	40.50'	26°18'50"	N3°08'56"W	18.44'
C2	3.31'	121.50'	1°33'47"	S15°31'27"E	3.31'
C3	46.91'	380.50'	7°03'50"	S3°31'55"E	46.88'
C4	7.86'	45.00'	10°00'29"	N5°00'14"E	7.85'

LEGEND:

▨ PRIVATE RIGHT—OF—WAY EASEMENT (0.83 ACRES)

SKETCH TO ACCOMPANY LEGAL DESCRIPTION FOR RIGHT-OF-WAY EASEMENT

LOCATED IN THE S1/2 OF THE NW 1/4 OF SECTION 22
TOWNSHIP 4 NORTH, RANGE 1 EAST, OF THE W.M.
CITY OF RIDGEFIELD, CLARK COUNTY, WASHINGTON

MacKay Sposito

ENERGY | PUBLIC WORKS | LAND DEVELOPMENT

18405 | SE MILL PLAIN BLVD | SUITE 100
VANCOUVER | WA | 98683
PH: (360)-695-3411
WWW.MACKAYSPOSITO.COM

-N-

1" = 300'

DATE: JULY 19, 2024 | JOB NO. 17893 | PAGE 2 OF 2

PROPOSED HIGHER
EDUCATION BUILDING
FFE = 276.00'

PUBLIC ROADWAY 'A'

MATCH LINE - SHEET C603

230 L.F. 8" D.I.

15' WIDE
EASEMENT TO
CITY OF
RIDGEFIELD

140 L.F. 8" D.I.

74 L.F. 8" D.I.

10 L.F. 8" D.I.

8 L.F. 8" D.I.

62 L.F. 8" D.I.

54 L.F. 8" D.I.

21 L.F. 8" D.I.

F.D.C.

DOMESTIC

FIRE

SAN CO #1
RIM = 276.02
IE: 270.08'

SAN CO #2
RIM = 276.04
IE: 270.00'

50 L.F. 8" SAN
S=0.0073

223 L.F. 8" SAN
S=0.0073
(W/ TONING WIRE)

SAN MONITORING MH #1
RIM = 275.60
E IN = 269.72
E OUT = 269.52

TYP.

FG 272
FG 273
FG 274
FG 275
FG 276

July 24, 2024

Darrell Jennings
Capital Budget Director
State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Permanent Easement on Property ID #214196000.

Dear Darrell:

The Clark College Board of Trustees supports the attached easement/covenant agreement. This agreement is with Clark County Regional Wastewater, which provides access to the sewer access points, and water retainage pond on the west end of the property for maintenance and inspections, in relation to the water runoff and sewer system of that location in Ridgefield, Washington. We ask the state to join us in supporting this easement agreement.

Sincerely,

Cristhian Canseco Juarez
Chair
Clark College Board of Trustees

Clark College
Land & Labor Acknowledgement

We acknowledge that we live and work on the ancestral and modern lands of the Federally recognized Cowlitz Tribe and Peoples of the Lower Columbia. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We pay respects to the indigenous elders, past and present, as we respectfully consider the many legacies of violence, erasure, displacement, migration, and settlement that bring us together today.

We also acknowledge that our nation has benefited and profited from the free enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of violence and White supremacy.

Clark College Board of Trustees

100.B25 EQUITY STATEMENT

The Board of Trustees of Clark College, in united solidarity, explicitly affirms the college's identity as an anti-racist institution. We commit to the development and implementation of strategies and best practices that dismantle systemic racism and other forms of systemic oppression within all aspects of our college. As the college's leading governing body, policy setting group, and fiduciary agents, we commit to championing diversity, equity, and inclusion in all aspects of our work, and guiding and supporting the college to achieve equitable outcomes. We also commit to intentional actions, continued learning, and acknowledgement that there will be missteps during our journey. Nonetheless, we will persist and accept that responsibility toward meaningful cultural change and progress on diversity, equity, inclusion, and anti-racism rests on the shoulders of the college's top leaders and the Board of Trustees.

This work is essential to Clark College's ability to provide all members of our community with access to quality education and services, promoting economic and community development, and preparing a trained and readied workforce.

Land Acknowledgment

Portland Community College

We would like to start this event by acknowledging that the room we are in rests on the traditional village sites of the Multnomah, Kathlamet, Clackamas, bands of the Chinook, Tualatin Kalapuya, Molalla, and many other Tribes who made their homes along the Columbia River. Multnomah is a band of Chinooks that lived in this area.

We thank the descendants of these Tribes for being the original stewards and protectors of these lands since time immemorial. We also acknowledge that Portland, OR has the 9th largest Urban Native American population in the U.S. with over 380 federally recognized Tribes represented in the Urban Portland Metropolitan area. We also acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many Indigenous/Native American families today.

We are honored by the collective work of many Native Nations, leaders, and families who are demonstrating resilience, resistance, revitalization, healing, and creativity. We are honored to be guests upon these lands. Thank you, and thanks also to our colleagues at the Portland State University Indigenous Nations Studies Program for crafting this acknowledgment.

Mission Fulfillment Update: Operationalizing the Strategic Plan

Planning & Effectiveness
July 24, 2024

Contributors:
Brad Avakian
Michele Cruse
Yingcong Li
Cecelia Martin
Vanessa Neal
Mona Tiniakoff
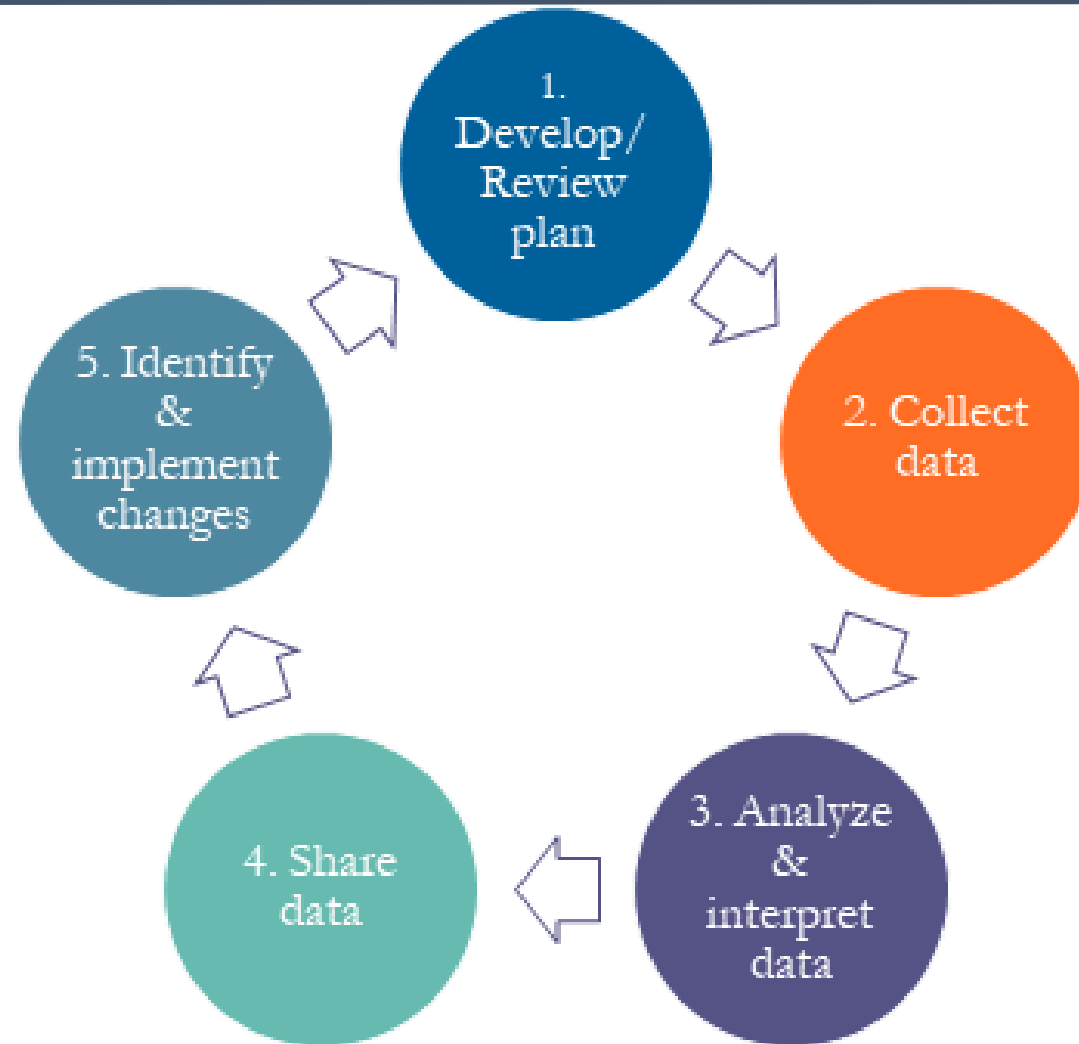Feddie Young

Agenda

- Operationalization of Strategic Plan
  - Plan
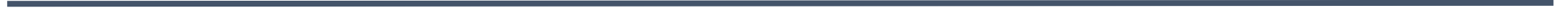 - Do
  - Assess
  - Act
- VPs Updates

Clark College Equity-Centered Strategic Plan

Mission

To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals.

The Assessment Cycle

Plan

Planning, Budgeting, and Assessment Calendar

Month	Planning	Budgeting	Assessment
July	BOT Retreat: Review KPI data and proposed action plans		Reviews
August	EC Retreat: Review KPI data and finalizes action plans		Reviews
September		Budget priorities identified based on assessment and KPI data	Reviews completed
October	Planning and Institutional Effectiveness Committee coordinates with appropriate VP on unit-level KPI data collection and action planning.	Budget committee membership finalized	Plans updated for current year Outcomes Assessment Day Feedback on reports provided
November			
December		Governor submits first balanced budget proposal Budget process begins First Budget Committee meeting	Fall data collection complete
January			
February	Planning and Institutional Effectiveness Committee follows up with VP on the status of unit-level KPI data collection and action planning		Check-in on data collection
March		Budget Kickoff presentation to the Campus Community	Winter data collection complete
April		Budget proposals for each Executive Cabinet unit presented in open meetings to Budget Committee	Outcomes Assessment Day
May	Planning and Institutional Effectiveness Committee follows up with VP on the status of unit-level KPI data collection and action planning	Budget Committee prioritizes proposals and provides feedback to Executive Cabinet Executive Cabinet reviews Budget Committee feedback and finalizes the proposed budget President provides the proposed budget to the Board of Trustees for a first reading.	
June	AIR finalizes KPI data collection for year Planning, Institutional Effectiveness Committee Reviews KPI data Propose action plans for identified KPIs		Spring data collection complete Reports submitted (1st Friday)

KPI Leads, ESE & EEEE

ESE	Lead	EEEE	Lead
Student Access	VPSA	Employee Demographics	VPHR
Student Sense of Belonging	VPSA	Employee Retention	VPHR
Completion Rate	VPI/VPSA	Anti-Racist Professional Development	VPDEI
Post-Completion Outcomes	VPI		
Student Learning	VPI	Professional Development	VPHR
		Shared Governance	VPHR

KPI Leads, CPE & IEE

CPE	Lead	IEE	Lead
K-12 Matriculation	VPI/VPSA	Integrated Planning & Assessment	PRES
Adult Engagement	VPI	Compliance	VPHR
Career-Connected Learning	VPI/VPSA	Long-Term Budget Planning	VPO
Program Alignment	VPI	Efficiency	VPIT
Student Learning	VPI		

Clark College

Key Performance Indicators (KPI)

Equitable Student Experience
- Student Access
- Student Sense of Belonging
- Completion Rate
- Post-Completion Outcomes
- Student Learning

Employee, Engagement, Empowerment, and Excellence
- Employee Demographics
- Employee Retention
- Anti-Racist Professional Development
- Professional Development
- Shared Governance

KPIs, continued

Community Partner Engagement

- K-12 Matriculation
- Adult Engagement
- Career-Connected Learning through Employer Engagement
- Program Alignment
- General Education Student Learning

Institutional Effectiveness and Equity

- Integrated Planning and Assessment
- Compliance
- Long-Term Budget Planning
- Efficiency

Do

Methodology

- Annual assessment of all KPIs, except
  - Student Sense of Belonging
  - Shared Governance
- Academic and Student Support Units
- Administrative Units

Data Sources

- Institutional Surveys
- Census Data
- State Board
- ctcLink
- Lightcast
- Professional Development Dashboard
- Internal Documentation

Assess

Analysis and Interpretation

- Results are compared to the annual and mission fulfillment targets

- Interpretation
  - Met Mission Fulfillment Target - MMFT
  - Met Annual Target - MAT
  - Did Not Meet Annual Target - DNMAT

Equitable Student Experience, 2024

KPI/Year	Progress				
	2024	2025	2026	2027	2028
Student access	MMFT				
Student sense of belonging	DNMAT				
Completion rate	DNMAT				
Post-completion outcomes	DNMAT				
Students learning	MMFT				

Employee Engagement, Empowerment, and Excellence

KPI/Year	Progress				
	2024	2025	2026	2027	2028
Employee Demographics	MAT				
Employee Retention	MMFT				
Anti-Racist Professional Development	DNMAT				
Professional Development Certification	DNMAT				
Shared Governance	DNMAT				

Community Partners Engagement

KPI/Year	Progress				
	2024	2025	2026	2027	2028
K-12 Matriculation	DNMAT				
Adult Engagement	MMFT				
Career-Connected Learning through Employer Engagement	In process				
Program Alignment	MAT				
Student Learning	MAT				

Institutional Effectiveness and Equity

KPI/Year	Progress				
	2024	2025	2026	2027	2028
Integrated Planning and Assessment	In process				
Compliance	MMFT				
Long-Term Budget	MMFT				
Efficiency	DNMAT				

KPI Dashboard

- ESE
  - Student Access
- IEE
  - Efficiency

Next Steps: Act

Planning and Institutional Effectiveness Committee

- First meeting in the Fall
- Tenet subgroups
  - Review relevant KPI data
  - Develop recommendations on how to use the data
  - Meet with KPI Lead to review
  - Follow-up in winter and spring quarters

Annual Report

- [Annual Report](#)

VPs Updates

Office of Diversity, Equity, and Inclusion

**Key Performance Indicator
Anti-racist Professional Development**

Academic Year: 2023-2024

Presented by: Vanessa Neal

Office of Diversity, Equity, and Inclusion

Racial Equity Statement:

Clark College leads with racial equity as a holistic approach to identify barriers and best practices relating to the retention, enrollment, and completion of historically underrepresented racial and ethnic groups. Using data to guide us, we proactively seek out best practices and eliminate barriers to ensure equitable outcomes for students and employees. We accomplish this through abolishing practices that do not effectively serve students or employees, dismantling White Supremacy Culture, and by adopting principles of anti-racism, disability justice, and universal design.

Office of Diversity, Equity, and Inclusion

Anti-racism:

"Anti-racism is the active dismantling of systems, privileges, and everyday practices that reinforce and normalize the contemporary dimensions of white dominance." (Crenshaw)

Clark College Anti-racist Training Program Policy

- **One (1)** 2-hour Power, Privilege and Inequity (PPI) trainings presented by the Office of Diversity, Equity and Inclusion to be completed annually. Trainings are generally offered August through May each year. This requirement will be due June 30th.

- **One (1)** 1-hour online training module

- **One (1)** 2-hour Equitable Decision-Making workshop, to be completed every 2 years

*Employees are expected to adhere to this policy as intended, using, and applying their training to advance the college's social equity goals and strategic plan. Employees' progress toward goals will be documented in their Performance Development Plans Expectations and Evaluations. Overtime eligible employees must take the training during regularly paid time.

Anti-racist Training Program Data (AY 23-24)

Academic Year 23-24	Completed PPI Requirement Only	Completed EDM Requirement Only	Completed Program Requirement (PPI + EDM)
Administrative/Exempt	90% (117 of 130)	83% (108 of 130)	79% (103 of 130)
Classified	74% (289 of 389)	51% (199 of 389)	42% (164 of 389)
Hourly	19% (11 of 58)	7% (4 of 58)	5% (3 of 58)
Student Workers	40% (92 of 229)	14% (33 of 229)	9% (20 of 229)
Faculty	86% (157 of 182)	66% (121 of 182)	59% (107 of 182)
Part-time Faculty	44% (194 of 442)	17% (77 of 442)	16% (71 of 442)
Total	**60% (860 of 1430)**	**38% (542 of 1430)**	**33% (468 of 1430)**

Celebrating Successes

- Enhanced community agreements, engagement strategies, data reporting, and introduced SMART**IE** Goals

- Expanded offerings (external presenters, equitable time offerings, etc.)
  - **24** distinct Power, Privilege and Inequity (PPI) workshops
  - **12** Equitable Decision-Making workshops
  - **8** Implementing Equitable Decision-Making workshops
  - **9** guest speaker workshops (Cowlitz Indian Tribe: Then and Now; Embracing Neurodiversity; Environmental Justice; AI and DEIA: Supporting Undocumented Students; etc.)
  - **6** PPI-designated workshops offered at Staff Development Days 2023
  - **1** workshop presented to an external organization (**thank you, Trustees**)

- Increased collaboration with various college departments to enhance the training program, strengthen commitment, and embed this work in workplans

24-25 Anti-racist Professional Development Roadmap

Abolitionist Framework

Collective Care

Advancing Social Justice

Inclusive Practices

Transformative Mindset

SUM 24

FALL 24

WTR 25

SPR 25

ONLINE MODULE

One-time module for **all new and current employees**.

PROGRESSION PATHS

A learning journey for employees to go from **theory to action**.

ANTI-RACIST STUDENT PROGRAM

Anti-racist program for **all degree-seeking students**.

DATA REVIEW

Identify gaps and opportunities for the upcoming year.

Human Resources- Employee Demographics

- Focus on Job advertising- Thank you Trustees for allocating an additional $25,000 to support expanded targeted advertising that will increase our chances of attracting top talent and an even greater diversity of applicants.

- Interview committee members required to attend Equity in Hiring training and include a BUILD member.

- College is more responsive than ever in filling current positions- 2021 recruitment process was on average 4 months. Current recruitment average is under 2 months.

- Racial diversity hiring rate has increased from about 15% to 46% in last 3 years.

Clark College

EMPLOYEES AND STUDENTS BY RACE
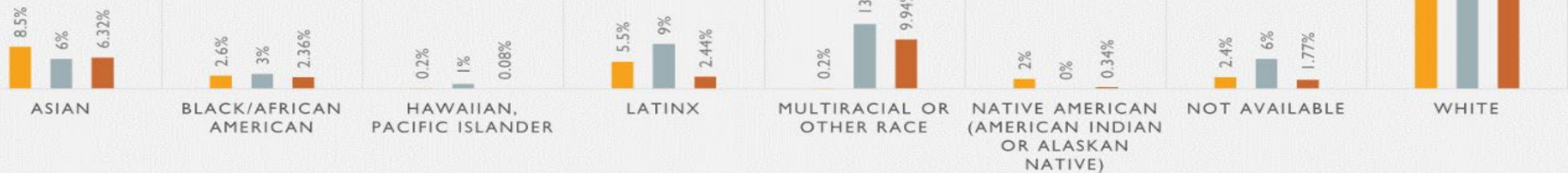
Human Resources- Employee Retention

- Onboarding Process- We have modernized our onboarding process to help new employees and their supervisors be more prepared as the new employee transitions in. There is more work to be done on helping new employees learn and feel a part of the campus culture.

- Professional Development Plan- VPHR hosting session at Staff Development Days covering best practices in creating and implementing PDPs.

- Foster an Even More Inclusive Workplace- A Respectful Workplace policy is being drafted and will soon be ready for review by the college's Policy Committee and EC. This policy will reflect the principles of Caring Campus, our Social Equity Plan, and include clear accountability for behavior violating the policy.

Human Resources- Professional Development

- We have offered 6 General Trainings and 32 Supervisor Trainings
- The college and Foundation helped 55 employees with Professional
  Development Funding
- 31 different Wellness activities/events (Ex. Walktober, Springtime Stroll)
  Winner of Zo8 Award (article [here](#))
- We offered 41 sessions during Staff Development Days-
  (Ex. Maximizing your Paid Time Off, WPEA Contract Basics, Supervisor Essentials)
- We have welcomed 55 new employees at New Employee Orientation

KPI: Student Access -
student racial/ethnic demographic averages meet or exceed service area demographics

Objectives:

Increase Strategic, Inclusive, and Equitable Outreach & Engagement Efforts with External Partners/Stakeholders

Successes:

• Increase in prospect students

• Increase in enrollment

• Increase engagement with BIPOC CBO partners & the communities they serve

Opportunities:

• Improve the matriculation (conversion) rate

• Continue cultivating and maintaining partnerships (internally & externally)

KPI: Student Access -
student racial/ethnic demographic averages meet or exceed service area demographics

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Objective/Goal: CWSEM:

3 Year College-wide Strategic Enrollment Management Plan (CWSEM) plan that leads with social equity to achieve a 5% increase in enrollment to identify, recruit, enroll, retain, close equity gaps, and graduate the student body **(College-wide/SA.**

Success: Achieved: Stabilized enrollment and increased enrollment by 10% from Fall 2021 - 2024

Opportunities:
- Recalibrate goals for Strategic Enrollment Management Plan
- Utilize Penguin Path framework to align KPI's, SEM goals, activities, Title III, GP, & Student Support Assessments
- Continue cultivating and maintaining partnerships (internally & externally)

KPI: Equitable Student Experience -
student access, affordability; student sense-of-belonging

Objectives:

- Create an inclusive culture; providing opportunity for students to see themselves at Clark. (**ODEI/SAS**)

- Create RFP process to partner with CBO to deploy PROVISO funding: Financial Aid Completion Summit. SA/Latino Network. **SA**

- VCOE – increase awareness & enrollment for military connected students. (**SA/GP**)

- Phase 2: Implementation of the One Stop w/ full staff coverage. (**SA/Admin Svs**)

- Intentional and increased College & student support. (**Foundation/SA**)

Successes:

- Enhanced BIPOC student engagement, Black High school student visit, Black Student & Family Night.
- Increase awareness and support for families completion of FASFA & WASFA.
- Development of VCOE video assets to increase awareness, enrollment, resource connection for military connected students
- Increase student wayfinding, direct student support i.e. Fully staffed OneStop, Virtual campus tour, Welcome Week, Penguin Pantry, scholarships, & loaner laptops

Opportunities: Student Support Assessments

KPI: Equitable Student Experience – Student Sense of Belonging
Opportunities: Student Support Assessments

Departments	Interventions
Advising	Engagement with academic advisors, students co-develop a Long-term Educational Plan
Athletics	Through participation in College Athletics, student-athletes will persist and complete their degrees at a higher percentage than the general student-population
Academic Retention Concern & Academic Student Academic Progress	As a result of engaging with ARC, student participants will make satisfactory academic progress

Assessments: Bio/demographics; Student Success outcomes: term to term progression; fall to fall retention; engaged in services, academic standing, GPA, time frame, Academic progress, completion.

KPI: Equitable Student Experience – Student Sense of Belonging
Opportunities: Student Support Assessments

Departments	Interventions
Care	As a result of receiving an email, text, call, or meeting with the student in person, students will engage with Student CARE to receive necessary resources to support their needs.
Career Services	As a result of being student employees at Clark College, students will develop career readiness skills
Counseling & Health Services	As a result of successfully reaching the goals stated in their treatment plan, students will have experienced a decrease in distressing mental health symptoms and may have a decrease in academic distress

Assessments: Bio/demographics; Student Success outcomes: term to term progression; fall to fall retention; engaged in services, academic standing, GPA, time frame, Academic progress, completion.

KPI: Equitable Student Experience – Student Sense of Belonging
Opportunities: Student Support Assessments

Departments	Interventions
International Program	As a result of available ctcLink queries, students who completed 100% of certificate of completion without receiving the award will receive email communication emails outlining completion benefits and deadlines.
Penguin Early College Center	As a result of engaging with the PEC center, student participants will make satisfactory academic progress.
Student Life	As a result of using the Penguin Pantry monthly food box service, students will progress to the next academic term at the same rate as students who do not use the Penguin Pantry

Assessments: Bio/demographics; Student Success outcomes: term to term progression; fall to fall retention; engaged in services, academic standing, GPA, time frame, Academic progress, completion.

KPI: Equitable Student Experience – Student Sense of Belonging
Opportunities: Student Support Assessments

Departments	Interventions
Veterans Center of Excellence	VCoE will promote academic success among student veterans actively receiving benefits by offering a range of academic and personal support services.
Workforce Education Services	For students completing the WES application, they will engage with case managers to promote the achievement of their academic and personal goals.

Assessments: Bio/demographics; Student Success outcomes: term to term progression; fall to fall retention; engaged in services, academic standing, GPA, time frame, Academic progress, completion.

KPI: Equitable Student Experience – Student Sense of Belonging
Opportunities: Student Support Assessments

Departments	Interventions
Conduct	As a result of participating in the Conduct process and assigned a sanction, students will explain the conduct process and how their behavior may impact the campus community, their personal relationships, and personal goals
Disability Support Services	As result of engaging with Disability Student Support Services, Clark students will persist at a rate similar to students with disabilities at community colleges nationwide. As result of students being provided accessible format and/or testing accommodations, Clark students will persist at a rate similar to students with disabilities at community colleges nationwide

Assessments: Bio/demographics; Student Success outcomes: term to term progression; fall to fall retention; engaged in services, academic standing, GPA, time frame, Academic progress, completion.

Continue Alignment: KPI's SEM, Title III, Student Support Assessments

Penguin Success Path*

an intentional path to student success & goal completion

CLARK COLLEGE · EST. 1933

Clark College is committed to delivering accessible and quality education to support students' academic, professional, and personal goals. We recognize that the steps to accomplish these goals can be confusing and difficult to navigate. As part of our commitment, we are prepared to assist students along their journey, which typically follows these six steps:

OUTREACH*   PREPARE   ENGAGE   COMMIT   ACHIEVE*   THRIVE
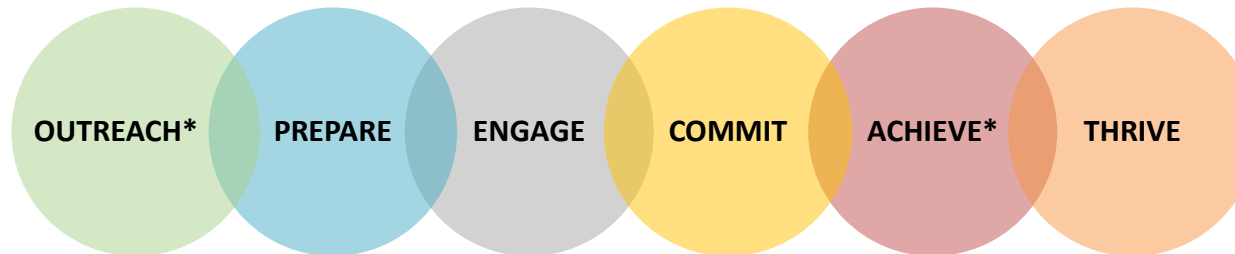
The **Penguin Success Path***is a roadmap for student success at Clark college

*name subject to change

Thank you!

Clark College - Budget Status Report
May 31, 2024

Sources of Funds (Revenues)	2023-24 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	50,550,432	43,093,942	(7,456,490)	85.2%
Tuition & ABE	14,920,410	20,486,139	5,565,729	137.3%
Running Start	11,493,298	13,229,323	1,736,025	115.1%
Planned use of prior fund balance	2,717,277	-	(2,717,277)	0.0%
Dedicated, matriculation, tech, cont ed	4,173,059	6,159,703	1,986,644	147.6%
Total Operating Accounts	**83,854,476**	**82,969,106**	**(885,370)**	**98.9%**
Other Accounts				
Grants	2,909,761	1,928,089	(981,672)	66.3%
Contracts	586,893	2,009,515	1,422,622	342.4%
Internal Support & Agency Funds	985,485	1,420,520	435,035	144.1%
ASCC	2,076,718	2,274,111	197,393	109.5%
Bookstore	2,389,302	2,442,700	53,398	102.2%
Parking	324,355	355,538	31,183	109.6%
Auxilliary Services	2,291,638	2,994,634	702,996	130.7%
Financial Aid	20,180,780	21,207,958	1,027,178	105.1%
Total Other Accounts	**31,744,932**	**34,633,065**	**2,888,133**	**109.1%**
Total Sources of Funds	**115,599,408**	**117,602,171**	**2,002,763**	**101.7%**

Uses of Funds (Expenses)	2023-24 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	1,411,838	1,158,399	253,439	82.0%
Vice President of Diversity, Equity & Inclusion	1,166,993	760,143	406,850	65.1%
Vice President of Instruction	53,120,016	50,896,920	2,223,096	95.8%
Vice President of Operations	10,925,470	11,019,284	(93,814)	100.9%
Vice President of Student Affairs	10,169,900	8,950,625	1,219,275	88.0%
Chief Information Officer	5,135,609	4,809,492	326,117	93.6%
Vice President of Human Resources and Compliance	1,924,650	1,888,330	36,320	98.1%
Bank/CC Fees	-	173,171	(173,171)	0.0%
Total Operating Accounts	**83,854,476**	**79,656,364**	**4,198,112**	**95.0%**
Other Accounts				
Grants	2,909,761	1,992,274	917,487	68.5%
Contracts less Running Start	586,893	2,278,531	(1,691,638)	388.2%
Internal Support & Agency Funds	985,485	1,524,577	(539,092)	154.7%
ASCC	2,076,718	1,981,679	95,039	95.4%
Bookstore	2,389,302	2,756,827	(367,525)	115.4%
Parking	324,355	389,547	(65,192)	120.1%
Auxilliary Services	2,291,638	2,782,170	(490,532)	121.4%
Financial Aid	20,180,780	21,055,543	(874,763)	104.3%
Total Other Accounts	**31,744,932**	**34,761,148**	**(3,016,216)**	**109.5%**
Total Uses of Funds	**115,599,408**	**114,417,512**	**1,181,896**	**99.0%**
Difference - Excess (Deficiency)	**-**	**3,184,659**		

c. Dr. Karin Edwards, Sabra Sand, Vanessa Neal, Nicole Rogers-Marcum, Julie Taylor
e. Michele Cruse, Sudha Frederick, Brad Avakian, Tina Redd, Heather Adams, Darci Feider, Tanya Kerr
Linda Tuve 6/12/24