



the  
evergreen  
state college

## Board of Trustees Meeting

Friday, March 24, 2023

The Evergreen State College Tacoma

1210 6<sup>th</sup> Avenue, Room 105

Tacoma, Washington 98405

9:30am – 2:30pm

In person meeting with Zoom webinar option

Public link: <https://evergreen.zoom.us/j/81700297845>

### AGENDA

- 9:30 a.m. Optional tour: The Evergreen State College Tacoma campus
- 10:00 a.m.
1. Call to order, determination of quorum
  2. Chair's opening remarks
  3. Executive Leadership report
    - a) Legislative update
  4. Open Public Meetings Act executive and exempt session\*\*
  5. Action items from the exempt/executive session
    - a) Proposed action item: management team for the United Faculty of Evergreen (UFE) bargaining group
    - b) Proposed action item: management team for the Student Supports Services Staff Union (SSSSU) bargaining group
  6. Approval of meeting minutes
    - a) Proposed action item: motion to approve the meeting minutes for November 7, 2022, and January 13, 2023
  7. Public comment\*
  8. Student Trustee report
  9. Representative reports
- LUNCH
10. Update on Strategic Plan: Student academic success and support
    - a) Student Achievement and Success Committee
      - i. Professional and Continuing Education update
    - b) Washington Student Achievement Council (WSAC) basic needs report
    - c) Tacoma presentation
    - d) Showcase student work
  11. Update on Strategic Plan: Strengthen our Financial position
    - a) Finance and Budget Committee update
    - b) New student recruitment and retention initiatives
    - c) Campaign update
- 2:30 p.m.
12. Adjourn

\* The Board of Trustees welcomes public comment. It can be submitted in writing or made orally during the meeting. Written comment will be distributed to the Trustees per the [Board of Trustee's Public Comment Policy](#). Please submit written comment, or sign up to make oral public comment, no later than 10:00 a.m. Friday, March 24, 2023, by signing in at the meeting location or by emailing Executive Associate to the President and Secretary to the Board of Trustees Susan Harris at [harriss@evergreen.edu](mailto:harriss@evergreen.edu).

\*\* The Board will meet in a combined exempt and executive session to discuss bargaining (RCW 42.30.140(4)); discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party (RCW 42.30.110(1)(i)); and/or any other legally authorized grounds for executive session enumerated in RCW 42.30.110(1).

For more information or accommodations, please email Executive Associate to the President and Secretary to the Board of Trustees Susan Harris at [harriss@evergreen.edu](mailto:harriss@evergreen.edu).



## EXECUTIVE SUMMARY

**To:** The Evergreen State College Board of Trustees  
**From:** John Carmichael, President  
**Date:** March 17, 2024  
**Subject:** Appointment of management team for collective bargaining

1) **Administrative Recommendation:**

Approve a motion to appoint the following staff to conduct collective bargaining with the United Faculty of Evergreen bargaining unit:

- David McAvity, Interim Provost (lead negotiator)
- Trevor Speller, Interim Vice-Provost
- Steff Beck, Academic Dean
- Kevin Francis, Academic Dean

In addition, Evergreen will require the services of Rod Younker, Summit Law Group

2) **Explanation:**

- a) Present policy comparison: The College and the United Faculty of Evergreen have a collective bargaining agreement and successor agreements for faculty that covers September 1, 2021 through August 31, 2023.
- b) Proposed by: John Carmichael
- c) Background: The College expects to begin bargaining the successor agreement with the United Faculty of Evergreen in April 2023. The goal is to conclude negotiations in spring and summer so that the successor agreement can be implemented before August 31, 2023.
- d) Alternate view: None provided.

3) **Scheduling:**

Prior to the opening of negotiations, the President will recommend to the Board the management objectives for negotiations. When negotiations are complete, the final agreement will be subject to Board approval.

- 4) **Fiscal Impact:**  
The college's operating budget spending plan provides flexibility to cover the costs of negotiations.
- 5) **Program Impact:**  
Members of the negotiating team will devote considerable time to negotiations. Staff assignments may be adjusted as needed.
- 6) **Legal Process:**  
RCW 28B.10.528 allows the governing boards of institutions of higher education to delegate, by resolution, any of the powers and duties vested in or imposed upon such governing board to the President or his or her designee. Board of Trustees Resolution 2007-04 reserves to the Board the authority to appoint bargaining teams for negotiations with represented employee groups.

**Staff Review:**

SMH Executive Associate to the President and Secretary to the Board of Trustees

DK Chief Financial Officer



## EXECUTIVE SUMMARY

**To:** The Evergreen State College Board of Trustees

**From:** John Carmichael, President

**Date:** March 24, 2023

**Subject:** Appointment of management team for Student Support Services Staff Union (SSSSU) collective bargaining

1) **Administrative Recommendation:**

Approve a motion to appoint the following staff to conduct collective bargaining with the Washington Federation of State Employees Student Support Services Staff Union (SSSSU) bargaining unit:

- Andy Corn, Interim Associate Dean for Student and Academic Life
- Michael Rupp-Talamantez, Director of First Peoples Multicultural, Trans and Queer Support Services
- Laurel R. Uznanski, AVP for Human Resource Services (Chief Negotiator)

2) **Explanation:**

- a) Present policy comparison: Andy Corn and Laurel R. Uznanski represented management in the previous negotiations. Michael Rupp-Talamantez is a new addition to the team.
- b) Proposed by: John Carmichael, President
- c) Background: The College expects to begin bargaining the successor agreement with the Student Support Services Staff Union (SSSSU) staff in April 2023. The goal is to conclude negotiations in early June so that the successor agreement can be implemented July 1, 2023.
- d) Alternate view: None provided.

3) **Scheduling:**

Prior to the opening of negotiations, the President will recommend to the Board the management objectives for negotiations. When negotiations are complete, the final agreement will be subject to Board approval. The current collective bargaining agreement expires on June 30, 2022.

- 4) **Fiscal Impact:**  
The College's operating budget spending plan provides flexibility to cover the costs of negotiations.
- 5) **Program Impact:**  
Members of the negotiating team will devote considerable time to negotiations. Staff assignments may be adjusted as needed.
- 6) **Legal Process:**  
RCW 28B.10.528 allows the governing boards of institutions of higher education to delegate, by resolution, any of the powers and duties vested in or imposed upon such governing board to the President or his or her designee. Board of Trustees Resolution 2007-04 reserves to the Board the authority to appoint bargaining teams for negotiations with represented employee groups.
- 7) The existing Collective Bargaining Agreement (CBA) is included as reference.

**Staff Review:**

\_\_\_\_SMH\_\_\_\_ Executive Associate to the President and Secretary to the Board of Trustees

\_\_\_\_DK\_\_\_\_ Chief Financial Officer



**Meeting of the Board of Trustees**  
**Day one of a two-day meeting & retreat**  
November 7, 2022

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**Trustees Attending:**

Allyson Brooks  
Shane Everbeck  
Karen Fraser  
Fred Goldberg  
Miguel Pérez-Gibson  
Kris Peters  
Ed Zuckerman

**Staff & Faculty  
Presenting:**

Lori Blewett, Academic Dean  
Kara Briggs, Interim Vice President for Tribal Relations, Arts, and Cultures  
Kelly Bush, Co-Director for the Sustainability in Prisons Project  
John Carmichael, President  
Erik Gimness, Director of Institutional Research & Decision Support  
Dexter Gordon, Executive Vice President  
Susan Harris, Executive Associate to the President and Secretary to the Board of Trustees  
Farra Layne Hayes, Associate Vice President for Marketing and Communications  
James Jackson, Re-Entry Navigator Support  
Holly Joseph, Dean of Students  
Abby Kelso, Vice President for Advancement and Executive Director of the College Foundation  
David McAvity, Interim Provost and Vice President for Academic Affairs  
John McLain, Associate Vice President for Strategic Initiatives, Grants, and Foundation Relations  
Therese Saliba, Interim Associate Vice President for Inclusive Excellence and Student Success  
Nora Selander, Director of Government Relations  
Eirik Steinhoff, Member of the Faculty  
William Ward, Interim Chief Administrative Officer  
Anthony Zaragoza, Member of the Faculty

**Others Presenting:**

Clarissa Dirks, Faculty Representative to the Board of Trustees  
Sharon English, Assistant Attorney General  
Susan Keefe, Staff Representative to the Board of Trustees  
Trygve Vandal, Student Representative to the Board of Trustees

Chair Karen Fraser called the meeting to order at 1:00 p.m. and Secretary Ed Zuckerman confirmed a quorum. The meeting was held at The Evergreen State College, 2700 Evergreen Parkway NW, Evans Hall L3201, in Olympia, Washington. A remote Zoom option was available. All Trustees participated in person.

### **Chair's opening remarks**

Chair Karen Fraser introduced the new Student Trustee, Shane Everbeck, and welcomed them to the Board. Chair Fraser shared that since the last meeting she has attended numerous events on Evergreen's campus and reflected on how much she appreciated each of these events and the impact Evergreen was having on the community.

### **Executive Leadership report**

President John Carmichael reported that since they last met the college held Return to Evergreen, inducted new persons into the Athletics Hall of Fame, held the House of Welcome community dinner, hosted multiple community events on the Tacoma campus, hosted delegates from Finland visiting the Changemaker Lab, and much more. He gave an overview of the day's meeting agenda, then reminded everyone that tomorrow is Election Day and that as a public institution the college is at the heart of civil society and encouraged everyone to get out and vote.

Executive Vice President Dexter Gordon provided a few opening remarks to frame some of the discussions that would take place that afternoon. He stated that growing Evergreen's enrollment remains their top priority. This requires ongoing recruitment and retention success. Executive Vice President Gordon explained that much of their initial retention focus will be on new first year students. He briefly recapped the last meeting wherein they were happy to report a 17% growth in first year and transfer students, stating this was thanks to the work of a dedicated team of staff and faculty. Executive Vice President Gordon stressed that the college is doubling down on recruitment strategies, exploring new strategies, and focusing more on retention efforts.

### **Approval of meeting minutes**

Proposed action item: motion to approve meeting minutes for October 14, 2022

**Motion 2022-30** Trustee Allyson Brooks moved to approve the meeting minutes for October 14, 2022, as written. The motion was seconded by Trustee Fred Goldberg and passed on a voice vote.

### **Public comment**

Chair Karen Fraser called for public comment. Executive Associate to the President and Secretary to the Board of Trustees Susan Harris announced that there was no public comment for the meeting.

### **Student Trustee report**

Trustee Shane Everbeck provided a brief report that they have noticed campus is more vibrant and alive and is heartened to hear that enrollment numbers are up. Trustee Everbeck came to Evergreen after being a student at the University of Washington, largely in part because of the interdisciplinary way of doing things at Evergreen and the benefits of the Changemaker Lab.

### **Representative reports**

Faculty Representative Clarissa Dirks spoke on the 2022 Evergreen Faculty Recruitment and Outreach Activities and shared a written report with more details. She reminded the Board of the efforts led by Members of the Faculty Nancy Koppelman and Brad Proctor throughout the school year and summer, detailing that approximately 1600 students were contacted during this time by faculty and that these efforts will be ongoing.

Secretary to the Board of Trustees Ed Zuckerman recommended that the Board draft a letter of commendation for the efforts the faculty has undertaken to grow enrollment, Chair Karen Fraser concurred.

Staff Representative Susan Keefe introduced herself and gave an overview of her work responsibilities at the college over the past 21 years. She noted that two of her children are alumni of the college. Student Representative Trygve Vandal expressed his appreciation to President Carmichael and Executive Vice President Gordon for meeting with students on a regular basis during their public lunch hour on Wednesdays and stated that providing this access is important. Representative Vandal hopes that other leaders follow this path. He shared that a next logical step is to work with students to engage in governance. Representative Vandal shared that there is a desire for more efforts to be taken by some departments to have more timely responses, especially for first-year students. As well, he suggested that students would like to have more input into academic programs offered and it could be a strong opportunity for collaboration between the faculty and students.

### **Board of Trustee Meeting Schedule**

**Motion** Secretary Ed Zuckerman moved to adopt the Trustees meeting schedule for calendar year 2022-31  
**2022-31** year 2023: January 13, March 24, May 12, June 15, September 8, and November 29 & 30. The motion was seconded by Vice Chair Miguel Pérez-Gibson and passed on a voice vote.

### **Update on Strategic Plan: Student academic success and support (Goal 1)**

#### *Student Achievement and Success Committee*

Vice Chair Pérez-Gibson prefaced the agenda item by framing the reports around four basic foundational pieces that will be serving as the touchstone to monitor success of the college's retention efforts: holistic advising, leverage technology, building a culture across campus, and career connected learning.

#### *Retention*

Director Erik Gimness shared a PowerPoint presentation with an overview and details on retention. Overall the trend has been fairly stable. He stated that groups are at or near parity across the board. Director Gimness iterated that one of the key takeaways is that the data underscores the importance of support for students such as financial aid and student services for those below poverty and with the most hardship. He ended his presentation by summarizing that while the pandemic had an effect on retention rates, the effect was small, and the rates remain stable. He affirmed that overall the data is optimistic.

#### *Title III*

Therese Saliba, Interim Associate Vice President for Inclusive Excellence and Student Success, began by explaining that the Title III Grant will be a proactive model for student engagement, retention, and success. The grant is for what will be called Holistic Advising Coordinated Services and Technologies with Community and Career Connected Hiring Practices. The four elements of the grant are to address students' needs through holistic advising and wrap around services; to leverage technology and student support services to build a culture of holistic advising through coordinated systems; faculty and staff professional development and diversity, equity and inclusion (DEI) trainings; and to expand and strengthen community and career connected learning.



John McLain, Associate Vice President for Strategic Initiatives, Grants, and Foundation Relations followed Therese's introduction of the grant by explaining how it will be implemented. He clarified that from the research done and students surveyed, the literature states that currently students do not know where to go for support or what resources are available. To address this, the team will first develop a one-stop center staffed by a couple of people. Students will be able to go to the center and get their questions answered, and if not, be directed to the right place. The check-in system for this will be shortened by using a new tablet kiosk system wherein students will be keying in beforehand, reducing the amount of time it takes for the staff to catch up on their queries. There will also be a student record of all interactions the student has had with staff using this system, that way the college will have a record of how many places a student has gone, who they have interacted with, and thus use this data to identify gaps and problem areas to address.

#### *Inclusive Excellence and Student Success update*

Therese Saliba, Interim Associate Vice President for Inclusive Excellence and Student Success, stated that the focus of IESS and Student Affairs is on belonging, equity, and community connection. Citing a recent Higher Ed article titled *Do I belong here?*, she stated that thriving begins with a sense of belonging, connectedness, being cared about, accepted, respected, and having social support. One of IESS' initiatives this year is the Social Justice Center (SJC), described as a place of learning, a place to grow, where Greeners can be creative and share ideas. The center has been open for about a year now and has become an invaluable community resource. Therese noted that the first workshop, Engagement, Deliberation, and Belonging facilitated by Associate Dean of Climate and Belonging, Dr. Leticia Nieto, was being held that afternoon. Associate Vice President Saliba then touched on the depleted funds from the CARES Act, which were a great source of support for students. She briefly went over basic needs resources available, as well as TRiO student success and disability support. Associate Vice President Saliba ended by reminding the Board that the Latinx Youth summit was coming up and urged everyone to attend.

Holly Joseph, Dean of Students, shared that Student Affairs has resumed Friday night game nights; held a contra dancing event on Red Square; noted the return of campus children's Bubble Blow; added family potlucks to the Children's Center; and lastly, Dean Joseph shared images from the campus Block Party held to kick off the school year. She highlighted some accomplishments from the Student Affairs office, such as the Washington State Public Interest Research Group (WashPIRG) registering over one hundred students to vote, placing Evergreen as the highest-ranking institution with regard to the percentage of newly registered students in over thirty participating institutions undertaking voter registration efforts on campuses across the country. Dean Joseph then pivoted the report to residence and dining halls where Resident Assistants have been integral in engaging with apartment mates and developing living agreements. She wrapped things up with a brief overview of the Recreation and Athletics Program, informing the Board they have implemented a new preorientation program focused on new student athletes. With this program they are hoping to increase student retention among student athletes.

#### *Professional and Continuing Education*

Lori Blewett, Academic Dean, gave a brief summary of Professional and Continuing Education progress after its successful launch in the fall. She explained that they have been working with daytime faculty that have agreed to move into Professional and Continuing Education for the 23-24 academic year. Professional and Continuing Education has also been reaching out to partners in surrounding communities who might have internship opportunities or ideas about what should be included in certificates to meet workforce requirements/needs. Dean Blewett updated the Board that they are moving forward in partnership with Thurston County Chamber of Commerce in developing a supervisor

certificate. Other items include working on getting certificates listed on Career Bridge - a statewide database of educational training programs. She stated that the long-term, bigger goal involving more than just Professional and Continuing Education would be following up on Washington's career launch programs, which would be a way to offer paid internships to students.

Interim Provost and Vice President for Academic Affairs, David McAvity, ended the report by sharing Professional and Continuing Education enrollment data. He explained that Professional and Continuing Education had a projected initial enrollment goal of 105 FTEs and were able to reach 103 FTEs. Provost McAvity briefly went over detailed percentages of which students were non-degree seeking, which were new students, and which were continuing. He noted that the majority of Professional and Continuing Education students were enrolled in Evergreen last year and pursuing a degree. Provost McAvity concluded that based on the numbers the college can see Professional and Continuing Education is appealing to students who want to complement their full-time course load, as well as students who want to only study part time.

#### *Prison Education*

Anthony Zaragoza, Member of the Faculty, introduced the co-leadership team heading the Prison Education Project which includes himself; Kelli Bush, Co-Director for the Sustainability in Prisons Project; Eirik Steinhoff, Member of the Faculty; and James Jackson, Re-Entry Navigator Support. Faculty member Zaragoza also mentioned integral staff working on the project such as Amy Betz, John McLain, Emily Passarelli, Ellen Shortt Sanchez, Tyrus Smith, and Talib Williams, and contextualized the program by stating that historically the team is building on the work of Carol Minugh and Gilda Sheppard. He emphasized that their team has been working on this for a long time and that the legislative proviso that Evergreen has received is the result of decades of work. Anthony stated that their vision is centered around multidimensional holistic education. The goal is to build an education model that takes into consideration the whole student.

Faculty Member Zaragoza then handed off the presentation to co-leader Eirik Steinhoff, who explained that whereas the legislative proviso uses the language of "corrections education," their team has instead chosen to use the alternate and intentional diction of "prison education." From this language evolved the programs title: Prison Education Project. Eirik stated the importance of human centered language, which involves steering clear from words such as "convicts," "felons," and "offenders." Human centered language replaces the use of such terms with "incarcerated individuals/students," or "formerly incarcerated students/individuals". This is in response to invitations from incarcerated and formerly incarcerated contemporaries. Faculty member Steinhoff went on to describe the long-term vision of the project wherein they are planning to offer the full spectrum of an education to not only include hands on experiential learning, but also peer-led learning, lectures, labs, seminars, workshops, and exams.

Co-Director Bush stated that while they face a lot of challenges in this work, there is also a lot of opportunity. The project's goal is to have a dual emphasis: to provide education while supporting the whole student. The team is focused right now on a lot of relationship building. She explained that there are many partners and stakeholders involved that they must collaborate with and that Evergreen is in a unique position, as with both campuses in Olympia and Tacoma, the college is within an hour drive of 6 different correction facilities. Through the Sustainability in Prisons Project (SPP), Gateways, Reentry scholars, and faculty relationships, the team already has established connections in each of the prisons, the leadership within the facilities, the DoC headquarters, and with the community colleges doing this work. She detailed the challenges related to COVID and the staffing shortages experienced in the DoC as the greatest limitations in providing access to incarcerated students. However, even with these barriers,

Evergreen remains in a great position because of the relationships built over decades, and because of recent legislation that opens up the prison education landscape.

**Update on Strategic Plan: Significantly expand support for our local community, region, state, and nation (Goal 2)**

Tribal Relations Update

Interim Vice President for Tribal Relations, Arts, and Cultures Kara Briggs gave a couple highlights from the recent Community Dinner held at the House of Welcome. One being that Mary Ellen Hillaire's niece spoke about her time on campus as a child, another being the opening and displaying of new exhibit places in the House of Welcome. Interim Vice President informed the Board of the results from recent visits made by herself; Lyn Dennis, Tribal Liaison; and President Jon Carmichael to Tribes and Tribal councils in the surrounding areas. She stated that the main takeaway from these meetings was a sincere ask from tribes that Evergreen have a more visible presence in their communities, encouraging recruiters to come to their college fairs, plan more visits, and increase communication to their members. Vice President Briggs shared that they are at the start of raising money to digitize Mary Ellen Hillaire's archive, with an aim to create a searchable archive online of all her recordings so that future generations of students and educators can access them.

**Update on Strategic Plan: Strengthen our financial position (Goal 3)**

Finance and Budget Committee Update

Trustee Goldberg reported that they have had no Finance & Budget Committee meetings since the last Board meeting and invited William Ward, Interim Chief Administrative Officer, to talk about the progress of the Seminar I (SEM I) building renovation.

Chief Ward provided a brief update regarding SEM I renovation/redesign stating they had just submitted the project and were waiting for approval from the legislature.

Chief Ward then introduced the visiting consulting team – Project Manager, Sam Schaffer and Mathew Bison, Lead Designer. Mr. Schaffer covered the schedule and stated they had begun working with Evergreen in March and since then have went through program verification, schematic design and are now about ¾ of way through design development and plan to finish that before the holidays. In Spring they plan to develop construction documents, go through funding approval, and will be under construction starting fall 2024. The team went on to give the Board an in-depth explanation and process for how the redesign came to be. The team stated that the information gathered at stakeholder meetings informed their priorities for the redesign to meet their needs wherein they aimed to enhance the distinct culture at Evergreen, transform the SEM I into a welcoming and inviting facility, enhance and support the success of NPP, balance different stakeholder groups various needs, lead in sustainability in keeping with Evergreen's commitment to sustainable design, and to enhance the natural aspects of campus.

*Motion to approve the Seminar I building design*

**Motion 2022-32** Trustee Fred Goldberg moved to approve the design of the Seminar I building renovation. The motion was seconded by Trustee Shane Everbeck and passed on a voice vote.

Legislative update

Nora Selander, Director for Government Relations, thanked the Board for the opportunity to present. She stated that as Election Day is tomorrow, she will be monitoring changes in membership of higher education and fiscal committees, as well as any changes in leadership in each caucus. In terms of budget she is keeping an eye on the revenue forecast and stated there is likely to be anxiety around new spending in the legislature, so it is the college's job to bring priorities and advocate for them as they have been and will continue to do so. Director Selander went on to say that in visits with lawmakers they plan to talk about the college's news regarding enrollment growth and tying their requests to being a campus that is ready to support students from the moment they start interacting with it all the way through to graduation. Compensation is a top priority, which involves asking governors and legislatures to honor collective bargaining agreements, and to factor in competitive cost of living adjustments into their budgets. Director Selander ended her report by explaining their next package would be centered around enrollment and student success. Other packages being brought to the forefront include the Prison Education Project and modernizing critical IT systems throughout the college.

Marketing and communications update

Farra Layne Hayes, Associate Vice President for Marketing and Communications reported that they have launched two campaigns as part of funding for professional studies; one is a broad awareness campaign for the college, and one is specifically for Professional and Continuing Education. Associate Vice President Hayes presented the Board with various slides showing her departments utilization of billboards, radio, connected tv, social media, and paid search. She highlighted their metric of success, showing that the benchmark industry standard for social media engagement is 5% and the college has reached double that at 10%, as well as exceeding the benchmark for YouTube engagement. Associate Vice President Hayes summarized her presentation as their work being wildly successful thus far.

Campaign update and new campaign goal

Vice President for Advancement and Executive Director of The Evergreen State College Foundation Abby Kelso reported briefly that the college was now at over \$44.2 million raised. Vice President Kelso also informed the Board that Advancement would be hiring eleven new staff members and have brought on five new employees so far. She stated this was an incredible period of growth this fiscal year both in terms of the money raised and office/work expansion. She concluded her update with news that Advancement had engaged with and received help of a campaign marketing firm who is aiding the department in developing a tagline and anthem and providing building blocks to do compelling storytelling.

**Adjourn meeting**

Chair Fraser adjourned the meeting at 4:39 p.m.

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Karen Fraser, Chair

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Ed Zuckerman, Secretary



## Regular Meeting of the Board of Trustees

January 13, 2023

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**Trustees Attending:**

Allyson Brooks  
Shane Everbeck  
Karen Fraser  
Miguel Pérez-Gibson  
Kris Peters  
Ed Zuckerman

**Absent:**

Fred Goldberg

**Staff Presenting:**

Dane Apalategui, College Budget Officer  
Kelli Bush, Sustainability in Prisons Project Co-Director  
John Carmichael, President  
Dexter Gordon, Executive Vice President  
Susan Harris, Executive Associate to the President and Secretary to the Board of Trustees  
James Jackson, Re-Entry Navigator Support  
Holly Joseph, Dean of Students  
Sandra Kaiser, Director for Government Relations  
Abby Kelso, Vice President for Advancement and Director of the College Foundation  
Dave Kohler, Interim Chief Financial Officer  
John Reed, Interim Chief Enrollment Officer  
Eirik Steinhoff, Adjunct Faculty  
William Ward, Interim Chief Administrative Officer  
Anthony Zaragoza, Member of the Faculty

**Others Present:**

Clarissa Dirks, Faculty Representative to the Board of Trustees  
Sharon English, Assistant Attorney General  
Susan Keefe, Staff Representative to the Board of Trustees  
Trygve Vandal, Student Representative to the Board of Trustees

Chair Karen Fraser called the meeting to order at 9:00 a.m. and Secretary Ed Zuckerman confirmed a quorum.

**Chair's opening remarks**

Chair Karen Fraser welcomed the Board of Trustees to the first meeting of 2023 and wished everyone a Happy New Year. She noted the increase in enrollment and excellent work done toward fundraising. Chair Fraser continued, stating the college will be broadening the curriculum within the certificates program put in place last year, and will be doing significant work this meeting to expand the prison education program.

**Executive Leadership Report**

President John Carmichael thanked Chair Fraser and highlighted the upcoming MLK holiday weekend. He explained that many of the college's leadership, staff and faculty would be engaged in events to

honor the day. President Carmichael expressed intent to keep Board members in the loop, referencing the commitment to do so at the Board Retreat in November, and in that regard informed the Board they would be hearing a report this afternoon from the Board's Finance & Budget Committee. The Board will be asked to approve planning numbers for a tuition increase, with the final approval to come before the Board in the spring. President Carmichael stated that the increases the college is proposing at are well below inflation, noting it is important to aim low because students face many increases that are out of the college's control. He also mentioned that they would also be discussing current housing conditions in the area that are a concern for the students and invited Dr. Gordon to share more in regard to the prison education developments.

Executive Vice President Dexter Gordon began by giving a brief timeline of how Professional Studies and Community Education came to fruition; that it is now up and running and has become an important addition to Evergreen's slate of options to educate traditional and non-traditional students alike. Executive Vice President Gordon stated that in 2023, as the college seeks to build on the recent enrollment successes and are engaged in ongoing efforts toward recruitment and retention. One major effort that will be highlighted in the meeting will be the prison education initiative. Through this Prison Education Initiative, a team of faculty, staff and outside organizations are making efforts to expand access to educational opportunities to incarcerated youth and adults. He went on to inform the Board that within the presentation later on the agenda, Vice Chair to the Board of Trustees, Miguel Pérez-Gibson, and the faculty and staff involved in Evergreen's Prison Education Initiative will present to the Board a resolution for action. The team has been involved in comprehensive collaborative work and are very proud of the deliberate and consistent efforts in reaching out to agencies across the state that are involved in this work.

#### **Approval of meeting minutes**

**Motion 2023-01** Vice Chair Miguel Pérez-Gibson moved to approve the meeting minutes for November 8, 2022. The motion was seconded by Chair Karen Fraser and passed on a voice vote.

#### **Public Comment`**

Chair Karen Fraser called for public comment. Executive Associate to the President and Secretary to the Board of Trustees Susan Harris announced that there was no public comment for the day.

#### **Representative reports**

Faculty Representative to the Board of Trustees, Clarissa Dirks, stated there was no formal report, but expressed appreciation and thanks to Chair Karen Fraser and the Board for the email that went out acknowledging the efforts of staff and faculty toward recruitment and retention, as well as increased enrollment. She assured the Board that at the next meeting, she will have an extensive report on other work being done at the college.

Staff Representative, Susan Keefe, shared that the Employee Recognition and Wellness Team held an event on December 15, 2022, wherein the theme was pancakes and snowflakes. This event was to show appreciation for staff and faculty, and they had a wonderful turnout and very positive feedback. Representative Keefe then passed along appreciation from Ellen Shortt-Sanchez for the great work Penelope Partridge, Advocacy and Resource Center (ARC) Case Manager, is doing through the Washington State Achievement Council (WSAC). As well as a message from Elizabeth McHugh, Director of Student Wellness, Recreation, and Athletics, who would like the Board to know they have been hard

at work in getting students vaccinated; Evergreen is one of the very few four-year colleges to offer such services, as well as getting rapid HIV tests and monkey pox vaccines through working with other agencies.

Student Representative, Trygve Vandal, began by sharing what he perceives to be one of the largest challenges students are facing: the sense of uncertainty surrounding the future of the college. While college leadership's initiatives are being noticed, such as the combination of Inclusive Excellence and Student Success (IESS) and Student Affairs, additional academic programs, work being done toward resolving the housing crisis, on a larger scale there is a bigger question of what these changes mean to current students over their next three to four years at the college. Students need more detailed information regarding these initiatives and provided concrete timelines, as well as how exactly they will be impacted over their years as students. Many students are seeking refuge in whatever stable and secure place they can find. If the college capitalizes on this need by becoming that safe and stable place, it would be beneficial for both the students and the school. Representative Vandal stressed that transparency of information is critical, because of the small size of the student body and the way the college is organized as an institution, it is easy to hear a lot of contradictory information and perspectives that muddy the actual progression of the work being done on campus. He suggested that increased messaging would help the students to feel more included in the institutional initiatives underway, such as clearly outlining what the college is planning to do, how they came to the decision, how it will impact the student body, and how the students can become involved. Representative Vandal concluded by advocating for a more inclusive and communicative environment that fosters a stronger spirit of community and camaraderie across the campus.

### **Open Government Responsibilities**

Sharon English, Assistant Attorney General, introduced herself and introduced her presentation by explaining various laws related to open government. Her presentation began with a brief overview explaining the Open Public Meetings Act and Public Records Act, which are also called sunshine laws, as they shine a light on inner workings of governmental agencies.

One highlight from the presentation included providing details regarding the Open Public Meetings Act, emphasizing that this act is about transparency. The people do not give public servants the right to decide what the public knows and doesn't know.

AAG English also explained the requirements of the act and that the Board is subject to the rules of the act as the Board constitutes a governing body. She shared what is considered a governing body, what is considered a meeting, and what is considered transaction of official business. AAG English clarified that emails and texts can inadvertently become meetings if Board members are not careful, which also extends to phone calls, social media, and chats. She also outlined differences and requirements in regular meetings and special meetings; executive sessions, what they are and what the specific statutory bases that must be in place in order to have one; and penalties for violating the Open Meetings Act including lawsuits, null and void actions, and negative media attention.

AAG English concluded by outlining what public records are, how they function, and what precautions Board members need to take to comply with the Public Records Act.

## **Update on Strategic Plan: Student academic success and support**

### Student Achievement and Success Committee update

Vice Chair Miguel Pérez-Gibson thanked Chair Karen Fraser and reported that the committee met on January 6, 2023. The committee includes Vice Chair Pérez-Gibson, Trustee Kris Peters, and Student Trustee Shane Everbeck. This committee is still determining what they will be focusing on, but what has been discussed was Title IX, course enrollment, what metrics will determine what they will be doing on the Title III grant, student issues, and continuing to observe and review Professional and Continuing Education progress.

Vice Chair Pérez-Gibson then introduced the main topic of discussion: Evergreen's Prison Education Program. In an effort to provide context, he stated that currently around 13k people are currently incarcerated in Washington state. Today, the Board will be asked to authorize Evergreen's administration to develop a Prison Education Program headed by Anthony Zaragoza, Faculty; Eirik Steinhoff, Adjunct Faculty; Kelly Bush, Sustainability Prisons Project Co-Director; and James Jackson, Re-Entry Navigator Support. In answer to why they have decided to bring forth a resolution, Vice Chair Pérez-Gibson cited RWC 28B which states that under the Board's authority they may establish such divisions, schools or departments to be carried out in purpose of the college. In this resolution, the program developed will address the requirements for accreditation under Northwest Commission on Colleges and Universities (NWCCU), as well as Pell Grant eligibility as established by the U.S. Department of Education; this resolution will also require our folks to work directly with Department of Corrections (DoC). He noted that the current Secretary to the DoC position is currently occupied by Cheryl Strange who is an Evergreen alumna. Vice Chair Pérez-Gibson informed the Board that the final proposal of the program shall be shared with the Board in their June meeting and in advance of submission of the program to the NWCCU for accreditation and approval, also in June. He shared one with a highlight from the resolution that explains how for every one dollar invested in college behind bars the state stands to accrue twenty dollars in tax credits. Vice Chair Pérez-Gibson concluded by sharing Evergreen's ongoing work in the area of prison education and how this initiative exemplifies the college's values and commitment to social justice. He stated that the work embodies Evergreen's model at its best; it manifests its commitment to social justice and environmental stewardship enshrined in Evergreen's mission; it clears obstacles to learning as described in the school's social contracts; it delivers local arts and sciences to underserved populations, which aligns with our mission statement; it brings action oriented interdisciplinary inquiry into one of the most pressing social issues of our time; and it complements the five foci by promoting equity and inclusion and bringing interdisciplinary learning to disadvantaged prospective students. He then turned the proposal over to the team.

Eirik Steinhoff, Adjunct Faculty, introduced himself and thanked the Board for the opportunity. He gave praise and thanks to the Executive Leadership Team for their help in bringing this together. He emphasized that the work they are proposing to do builds on decades of experience. Their goal is to collaborate with the community colleges to create a two plus two program, wherein the community colleges would offer the first two years to students and Evergreen would offer the latter two. He underlined the importance of engaging in partnership and collaborative efforts for a student-centered program with the community colleges in the area.

Kelli Bush, Sustainability Prisons Project Co Director, thanked Eirik for the introduction and expanded on the mission of the program and that the focus will be dual emphasis on quality education and reentry scholarship. She stated that when the college brings quality education into prison there are many other



benefits including reducing recidivism. The planning is responsive to the needs expressed by incarcerated individuals. There are five prisons and a juvenile facility within an hour of campus, which means the college is well positioned to meet the needs expressed by prospective incarcerated students. Co-Director Bush then gave an overview of the current climate surrounding prisons and opened the space to questions or comments.

*Proposed action item: Prison Education*

**Motion** Trustee Allyson Brooks moved to approve the resolution authorizing the Prison  
**2023-02** Education Program to move forward. The motion was seconded by Trustee Kris Peters and passed on a voice vote.

**Student Presentation**

Holly Joseph, Dean of Students, introduced Lily Stewart, River Scheuerell, and Jayden Upshaw, all current Evergreen student athletes. Students shared a bit about themselves and their positive experiences on campus and in interaction with the college. The students stated they feel supported and are able to achieve a good balance here on campus.

Dean Joseph asked the students questions about their goals and ambitions, how they are preparing themselves both athletically and academically. Mr. River Scheuerell is utilizing the school's studio and audio equipment that he hopes to support him in a lifelong career in music. Mr. Jayden Upshaw has made lifelong friendships and has found great enjoyment in an activity he is passionate about; he also feels supported in his efforts toward business management. Ms. Lily Stewart wants to be the best she can both athletically and academically; she expressed that being an athlete on campus is a lot of fun and that academically, she feels she has gotten a lot out of her courses and feels that Evergreen has prepared her successfully for going out into the world.

Suggestions for improved relations between athletics and the rest of the school include an increase in social media usage in order to make personal connections to all staff members, as well as incentives for people to come to games. All athletes would love to see more engagement from the college as a whole during at-home games. They would all benefit from an increase in attendance at games and to see more in-person support by staff, faculty, and students

President John Carmichael responded to Chair Karen Fraser's prompt to detail athletics expansion by explaining mens and womens wrestling and track were being brought back. He stated that there are specific donors who want and are supporting athletics expansion.

**Update on Strategic Plan: Student academic success and support (Goal 3)**

Finance and Budget Committee Update

Secretary Ed Zuckerman began by stating that they are making great progress. The Board will be reviewing a request from the staff for a preliminary recommendation for a small increase in tuition for next academic year beginning Fall quarter.

Dave Kohler, Interim Chief Financial Officer, began with a budget update for FY 2023. Last June the Board approved a budget that included a deficit of 2.3 million dollars. Enrollment success has generated about 1.1 million more dollars in revenue than expected, which helped cut the original budget deficit

into nearly half. The college is underspending their budget and if this pattern continues, they will be able to apply the savings to next year's budget. The college is currently projecting an increase in enrollment for the coming years and that additional revenue is expected to reduce the deficit by another million in FY24.

Secretary Zuckerman spoke again and informed the Board that at the Budget & Finance Committee meeting last week, one of the things they considered was a proposal from staff to increase student tuition fees. They are currently focusing on the undergraduate fee for in-state students; the recommendation is a 2.5% increase, which is well below the rate of inflation. They are waiting on the legislature to give the upper limit of what they can increase tuition by. Currently the college is in the process of offering placement for Fall 2023 and cannot wait on the legislature to set that limit.

Secretary Zuckerman expressed understanding in that raising any tuition fee on the backs of in-state students is a difficult decision for Board members. Things to consider are debt for students, value in future cost of a degree, housing crises and other external financial barriers and stressors that students are facing. However, sometimes there is not much choice when many extenuating circumstances are out of our control. The legislature has set this up as a use it or lose it, if the college does not do it now, it cannot do it in the future when it may be imperative. Secretary Zuckerman stated that the committee recommends the Board take a vote to support this preliminary request.

**Motion** Trustee Allyson Brooks moved to preliminary recommendation to increased tuition by  
**2023-03** 2.5% for in-state students. The motion was seconded by Secretary Ed Zuckerman and passed on a voice vote.

#### Facilities Update

President John Carmichael preceded the facilities update by contextualizing for the Board the project being worked on now to bring the offline residence halls back into use. He stated that this is an update on a few facilities projects that may require some future Board action be made, but that the most urgent of those involves adding beds to the residence halls for next Fall quarter. President Carmichael noted that Saint Martin's University is struggling with the same issues, which reflects more than anything the failures in the local housing market, in which students and others simply cannot find affordable rentals in the area. Evergreen has been called upon to shift its usual public policy focus from solely education policy that directly impacts students to include engagement with community partners and organizations that are dealing with the regional housing crisis. All parts of this housing environment are connected, if the college adds more beds that helps the local community. The other thing to keep in mind are the resources already offered by the college that can be brought to the housing initiatives, including Advocacy and Resource Center (ARC) Case Manager, Penelope Partridge's, work in the Basic Needs Center; the staff who are focused on basic needs for students are also now focused on housing; the grant support that the legislature provided for the Student Achievement Council, and most significantly the buildings that can be put back into service. He shared that while it may sound easy, it is quite a challenging project to bring those dorms back online. President Carmichael then passed the update the William Ward, Interim Chief Administrative Officer.

Interim Chief Ward began by thanking President Carmichael for his remarks and echoed the importance of the work his team is doing. He informed the Board that they engaged the Department of Enterprise Services (DES) and will have an engineering study done by next week. DES along with a consultant will be reviewing that to see what options are available. William is confident they will have the engineering systems back up and operating by next year.

Interim Chief Ward also spoke to the second project being worked on, which is the installation of a cell tower on campus. He is working with AAG Sharon English to get the contract sorted as it is still under review and stated they should have something soon in the near future.

Interim Chief Ward also touched on the existence of a small facility called Geoduck House at the end of Beach Trail Drive. The college is looking to make plans for the demolition of this building, as the cost of maintaining this defunct space is too high.

#### Enrollment Plan

John Reed, Interim Chief Enrollment Officer, presented to the Board current numbers reflecting continued enrollment growth. He noted that the continuing student numbers have increased which is an outlier when compared to past patterns of that number decreasing. New student enrollment is also increased, and total undergraduate numbers are up as well. The graduate enrollment numbers are down, but total enrollment numbers across the college are up. John stated that the development of an annual enrollment plan is a fundamental aspect of enrollment management efforts at the college and would give Evergreen the best chance for enrollment success.

#### Legislative Update

Chair Fraser introduced Sandy Kaiser, Director for Government Relations, and welcomed her back to the college.

Director Kaiser began by expressing her gratitude and excitement at returning to Evergreen in her new capacity. She explained that this current legislative session is known as a long session and that the democratic hold has strengthened in our state. She went on to share that this is a moment where the state is looking at long simmering challenges, education workforce, and housing. Director Kaiser reported that she has already testified twice this week and that Evergreen was asked to come in with University of Washington to talk about campus climates. The senate committee is now chaired by Emily Randall, a first-generation college student, who knows Evergreen well.

#### Campaign Update

Abby Kelso, Vice President for Advancement and Director of The Evergreen State College Foundation thanked Chair Fraser and provided an update on the campaign after many thanks to those benefitting from and contributing to campaign work. She highlighted the upcoming March 14 Campaign Launch event in Seattle. Abby also shared her experience meeting with a student last week who was grateful for the scholarship money she received. She informed the Board that with the legislative session in full force this is the second or third year that the foundation has had a committee that has recruited legislative ambassadors and volunteers, twenty-nine to be exact, who are all alumni from Evergreen and willing to lend their support in the senate house.

#### **Student Trustee Report**

Trustee Shane Everbeck stated they have enjoyed meeting with all leadership personnel the last few weeks. The main thing they have gleaned is that Evergreen is going to need more support from the legislature. Trustee Everbeck noted that there are many people doing amazing things with limited resources and as a Board need to focus on figuring out how we can support the revitalization of the college.

**Open Public Meetings Act exempt and executive session**

Chair Karen Fraser announced the Board would go into a combined Open Public Meetings Act exempt and executive session to discuss bargaining and to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party. She stated that the Board will return to open session at 10:30 a.m., unless notified that she has extended the time. No final action will be taken in the Executive Session. Open session resumed at 2:50 p.m. as announced.

The meeting adjourned at 2:51pm.

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Karen Fraser, Chair

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Ed Zuckerman, Secretary

DRAFT

March 24, 2023

Board of Trustees Meeting

Professional and Continuing Education

Update

(click on the link below)

1. [Professional and Continuing Education update](#) by Interim Provost and Vice President for Academic Affairs David McAavity and Dean Lori Blewett [21:30]

# The Evergreen State College

Professional and Continuing Education Evergreen

## **PROJECT CHARTER**

March 1, 2022



### What is a Project Charter and How Should it Be Used?

A project charter is a formal document that describes a project in its entirety. It is a “document issued by the project initiator or sponsor that formally authorizes the existence of a project and provides the project managers with the authority to apply organizational resources to project activities.”<sup>1</sup> It is a crucial ingredient in planning the project because it is used throughout the project lifecycle. Based on the formal guidance from the Project Management Institute (PMI) and the experience of the project managers (internal and external) associated with this project, a typical project charter includes:

1. The purpose and goals of the project, which establish the project vision and determine the project scope.
2. A clear delineation of the internal and external project organization. Recognizing all the essential roles for the project, including all stakeholders and the day-to-day project team.
3. An implementation plan that establishes major milestones, dependencies, and the timeline for the entire project team and associated stakeholders.
4. A list of potential problem areas. This isn't about being a downer, and more instead about being realistic. Adding potential risks and issues to the project charter helps everyone think ahead and even prevents potential roadblocks.

The project charter is a baseline guide to help start and put boundaries on the project planning efforts. It is typically a high-level overview of the project and not a breakdown of every detail. However, this project charter for the Professional and Academic Center Evergreen (PACE) has more detail than typical due to the culture of The Evergreen State College to provide as much transparency and clarity as possible.

It is important to note that as more information emerges over the course of the project, the details of the project charter can and will change. The project teams will be documenting and sharing those changes as outlined in the charter and in supplemental project planning and implementation documents.

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<sup>1</sup> Project Management Institute. (2000) A guide to the project management body of knowledge (PMBOK®) (2000 ed.). Newtown Square, PA: Project Management Institute.

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The Evergreen State College  
Professional and Continuing Education at Evergreen  
PROJECT CHARTER  
June 4, 2022

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## THE CHALLENGE

### Problem Statement

Since the 2009–2010 academic year, The Evergreen State College’s (Evergreen) undergraduate enrollment has experienced significant declines, from 4,227 enrollees to 2,016 in fall of 2021. Postsecondary enrollments are declining across the nation. Fewer students are graduating from high schools and there are also fewer community college transfers, a key population at Evergreen. In addition to demographic changes, many students want more flexible and quicker options to build their knowledge and advance careers—including options that do not require four-year degrees or allow individuals to stack credentials to meet career goals.

As Evergreen seeks to increase enrollment, it is critical that we do this work in a way that’s responsive to more of today’s students. In 2017, Evergreen launched a renewal plan based on McTaggart’s 2010 text *Academic Turnarounds*, which emphasizes financial stability, reshaping educational programs and institutional climate, and improving reputation. These efforts have intensified over the past five years. In Academics, hundreds of faculty and staff have collaborated to design new educational offerings that will attract and retain more students as well as preserve Evergreen’s innovative approach to teaching and learning. Our challenge is to develop plans and contingencies to successfully build out and implement one of these key initiatives, Professional and Continuing Education Evergreen (PACE).

## PROJECT PURPOSE & GOALS

Professional and Continuing Education at Evergreen (PACE) is a cornerstone of Evergreen’s efforts to increase enrollment and better serve students. PACE will offer a series of certificate and degree programs for working adults.

### Purpose

In support of the Evergreen State College Strategic Plan 2020–2023, expand opportunities for students with diverse backgrounds and academic goals to learn at the college, support unprecedented levels of student academic success, increase enrollment, and achieve sustained growth by developing, launching, and establishing Professional and Continuing Education Evergreen.

### Mission

Professional and Continuing Education Evergreen provides transformative education for working adults and lifelong learners. We offer academic programs and certificates that combine theory with practice. We are committed to supporting individuals in their desire to develop skills, knowledge, and competencies to achieve academic goals, advance in their careers and create a better world.

### Vision

As a school within a public interdisciplinary liberal arts college, the Professional and Continuing Education @Evergreen fully embraces the values, mission, and foci of an Evergreen education. It will draw on Evergreen’s tradition of innovative curricular design and its expertise in building collaborative learning

communities to create new educational opportunities for students interested in gaining knowledge and skills for professional success.

## Values

We embrace Evergreen's values of inclusive excellence, student success, innovation, continuous learning, transparency, ethical action, and collaboration. We emphasize a supportive environment that provides a positive return on investment, organizational efficiency, and personal efficacy in an environment that encourages teamwork and personal growth.

## Goals & Objectives

The overall goals and objectives for PACE are outlined below. Key metrics will be developed, tracked, and reported by the Project Manager and each Project Team Lead. These key metrics, and perhaps additional goals, objectives, and metrics will be developed in April 2022 for each project team.

1. Enroll 500 full-time equivalent undergraduate students in PACE in the next 4 academic years to restore financial stability
  - a. Establish enough curricular offerings in 5 areas of emphasis to meet the enrollment goal of 500 FTE students, which amounts to approximately 1,500 credits by the 2025-26 AY.
  - b. Launch academic certificates and degree completion curriculum in 3 emphasis areas in the 2023-24 AY and 2 emphasis areas in the 2024-25 AY.
  - c. Create and deliver between 25-40 new academic certificates and 13-15 degree completion emphases (concentrations) by 2025-26 AY.
2. Increase the number of undergraduate students that complete degrees.
  - a. Establish clear pathways from certificates to degrees by 2024-2025 AY.
  - b. Expand and streamline Evergreen's Prior Learning from Experience Program beginning 2023-24 AY.
  - c. Implement improved online training for faculty by 2023-24 AY.
  - d. Establish support for internship and capstone opportunities by 2023-24 AY.
  - e. Implement training for PACE staff and faculty to ensure awareness of the unique needs of commuter students, transfer students, and degree completion students
3. Strengthen Evergreen's reputation, academic programs, and culture by growing adult student population and better meeting their needs.
  - a. Partner with student affairs professionals and utilize Council for Advancement Standards (CAS) Professional Standards for Higher Education to help
  - b. develop and operationalize a holistic and ongoing student support model that meets the diverse needs of students, including support for internships and capstone opportunities.
  - c. Create a clear brand identity for PACE by Fall 2022.
  - d. Launch multiple marketing campaign cycles that target the adult student population by program area starting in 2022-23 AY.
  - e. Develop metrics that measure changes in reputation
4. Increase revenue generation to support PACE
  - a. Create and deliver 21 professional certificates or training programs by the 2025-2026 academic year.

## BUSINESS CASE

*The following business case was developed for the college's Strategic Enrollment Plan and it establishes the foundation for the section that follows – Business Case by Emphasis Areas.*

### Business Case Foundation

The era of steady growth in the U.S. higher education sector is over. Nationally, the number of high school graduates is in decline and overall enrollment in higher education institutions (HEI) has decreased for nearly a decade, though it is notable that the losses have been concentrated in two-year and four-year for-profit institutions. Over the past several years, many private colleges and universities have closed, in addition to a smaller number of private nonprofit institutions. In 2017 there were nearly 4,300 HEI in the US, but that “footprint” for the sector is too large to accommodate a shrinking enrollment.

Although the available data still clearly support the value of a 4-year degree in boosting lifetime earnings, there is an increasing perception that the payoff is not what it once was (especially from the liberal arts), and that the traditional BA is not well linked to preparing students for future employment. The sector is likely to be split between a relatively small number of elite institutions, including Ivy League colleges and R1 state universities, a set of mid-sized state institutions likely to sustain reasonably strong enrollments, and a mass of vulnerable private and public institutions

This context is relevant for the college's situation because every HEI either is, or should be, assessing its competitive situation and assessing what it can do to innovate and continue to attract sufficient enrollment to remain financially viable. As a result, there is significant innovation across the sector, even though the budget losses caused by the pandemic have rendered such innovation more difficult. We need to ensure that we propose an innovative model that provides a sufficiently unique selling proposition over a long enough period that it will help lead us to stronger enrollments and a more secure financial status.

Several factors appear to be related to the college's long-term enrollment struggles. These include:

- a. A long-term decline in community and technical college (CTC) enrollments in the state, which have decreased consistently since peaking in 2009.
- b. The creation of another public four-year college in Evergreen's primary market area, University of Washington-Tacoma, has influenced enrollment.
- c. Challenges with the college's overall brand awareness and brand. Several studies have noted that many potential applicants are simply not aware of the college as an option.<sup>2 3</sup> These studies have also found low “favorability” ratings of the college, that there are perceptions of the college as less rigorous, having an opaquer curriculum than its competitors, and appealing primarily to a particular niche of students (Student Insights, 2012 and 2021).

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<sup>2</sup> Simpson Scarborough (2017). The Evergreen State College: Qualitative and Quantitative Research Findings. Alexandria, VA: Simpson Scarborough. April.

<sup>3</sup> Hanover Research (2020). Brand Perception and Curriculum Survey prepared for The Evergreen State College. Arlington, VA: Hanover Research. April.

- d. Often prospective students are seeking particular areas of study, and responses from the surveys referenced above reflect that when those are not visible (“doesn’t have my major”) it may be a significant factor in their lack of interest.

One of the national trends that has gained increasing attention from state and federal policymakers in recent years is the huge number of “some college, no degree” students in the US. By one count, there are around 36 million people in that category, including 1.1 million in Washington and over 50,000 in Thurston County.<sup>4</sup>

In response to the large numbers of people having not completed their degree, many states, including Tennessee and Washington, have implemented programs to help these students complete a degree or credential. Washington’s College & Career Compass aims to help them navigate what can be a complex higher ed system and regain their momentum toward a degree or other credential. The Washington College Grant will provide a critical funding source for these students, although the capacity of the state to maintain this support in a post-COVID budget environment is uncertain.<sup>5</sup>

### Business Case by Emphasis Areas

- **Business, Entrepreneurship, and Administration**

This area of curricular growth will feature certificates and courses aimed at working adults, professionals and others seeking to complete a credential or degree to prepare for the workforce, change careers, start a business, or prepare for graduate school. National data show that business remains the top major in higher education in the U.S., with nearly 20% (390,600) of BA degrees conferred in 2018-19. The National Student Clearinghouse documents that 23% of “some college, no degree” students who returned to college and completed a four-year degree chose business as their major.<sup>6</sup>

- **Environmental Solutions**

Environmental sciences/studies always ranks in the top three interest areas for people applying for admission to Evergreen. In Fall of 2019, 23% of the 174 first-year-first-time applicants with an interest in the Environmental science/studies enrolled at Evergreen. In Fall of 2020, 40% of 100 *transfer* applicants who were interested in Environmental science/studies enrolled at Evergreen. The Evergreen State College Alumni Survey shows that BS alumni are highly likely to be employed or in grad school one year after graduating (94%) and more likely than BA students to be employed in their major field of study.<sup>7</sup>

- **Integrated Computer Science**

“Consistent with previous reports on education and the workforce in Washington, the greatest workforce demand at the baccalaureate level is in computer science and information technology,

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<sup>4</sup> Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (2019). Some College, No Degree, A 2019 Snapshot for the Nation and 50 States, Signature Report No. 17. Herndon, VA: National Student Clearinghouse Research Center.

<sup>5</sup> Long, Katherine (2020). “Free college: Can Washington keep that promise during a recession?” Seattle Times. April 30.

<sup>6</sup> Shapiro et al. (2019).

<sup>7</sup> The Evergreen State College. (2018). *The Evergreen State College one-year alumni survey 2018: Outcomes for BS/BAS- and BA- earners.* [https://www.evergreen.edu/sites/default/files/Alumni2018\\_BA\\_BS-BAS\\_outcomes.pdf](https://www.evergreen.edu/sites/default/files/Alumni2018_BA_BS-BAS_outcomes.pdf)

with jobs primarily going to software developers, programmers, and systems analysts.”<sup>8</sup> Hanover Research predicts strong growth (up to 50%) for computer science professions through 2026 at all geographic levels (local/regional/national).<sup>9</sup> Hanover Research also reports: “Programming skills are increasingly valuable in non-traditional fields of employment. 51% of graphic designers use web development skill in their work.”<sup>10</sup> Although few students come to Evergreen planning to study computer science, our computer science programs are consistently in high demand. In other words, once students find out they can study computer science at Evergreen in a supportive, collaborative environment, many students take advantage of the opportunity. We speculate that if Evergreen became known regionally as a place that offers computer science and IT studies in a flexible “high-touch” manner, this would both improve our reputation and increase overall enrollment.

- **Interdisciplinary Art, Media and Design**

Hanover Research recommended that Evergreen establish a multidisciplinary design track, noting that: “Competitive conditions support a new **interdisciplinary** design undergraduate program. Although the market of traditional design bachelor’s degree programs is saturated, high-level research suggests favorable competitive conditions for a new interdisciplinary design undergraduate program in Washington.”<sup>11</sup> Washington State’s Employment Security Department predicts that in Washington there will be 12,372 average annual total job openings during each of the years 2024-2029, in job categories related to design.<sup>12</sup> The expressive arts are consistently a draw for new students to Evergreen. In Fall 2019, 90 first-year applicants indicated interest in art and 40 in film; each category had a 23% yield, indicating that efforts here may encourage additional students to enroll.

- **Psychology, Health, and Wellness**

Psychology remains one of the most popular majors in the US, accounting for 6% of all undergraduate degrees conferred in 2018-19 according to the National Center for Educational Statistics. Evergreen’s Institutional Research and Hanover Research reports show that psychology is the top area of study preferred by applicants to Evergreen, and of current students. The state of Washington has a recognized shortage of mental health professionals, and the State Legislature has funded additional psychology positions at the college in part to help fill that gap. Academic certificates in this emphasis area will not be launched until the 2024-2025 academic year, however degree completion programs will be launched beginning in the 2023-24 academic year.

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<sup>8</sup> Monear, D., Kwakye, I., Pasion, S., Lundgren, M., Kaikkonen, D., Dulany, T., Wallace, D., & Gjertsen, T. (2020). *Washington’s skilled and educated workforce 2019-2020: An analysis of post-secondary education, workforce preparation, and employer demand in Washington*. <https://wsac.wa.gov/sites/default/files/2019-20.WASkilledEducatedWorkforce.pdf>, p. 3.

<sup>9</sup> Hanover Research (2019, November). *Market analysis: Computer science*.

<sup>10</sup> Ibid, 6.

<sup>11</sup> Hanover Research (2020, April). *Market analysis: Interdisciplinary design programs*, p. 6.

<sup>12</sup> Washington State Employment Security Department. (n.d.) Projections. <https://esd.wa.gov/labormarketinfo/projections>.

## SCOPE STATEMENT

### Scope Statement

Over the next 4 academic years (2022-23, 2023-24, 2024-25, 2025-26), this project will design and launch:

- At least 21 professional certificates and training
- Academic certificate programs and BA and BS degree completion programs that include at least 1,250 credits in courses and programs, to reach enrollments above 500 student FTE, comprised of between 25-40 academic certificates in five emphasis areas with up to 13-15 subareas:
  1. Business, Entrepreneurship and Administration
  2. Environmental Solutions
  3. Integrated Computer Science
  4. Interdisciplinary Art, Media and Design
  5. Psychology, Health and Wellness
- Revising and streamlining the current Prior Learning from Experience (PLE) Program.

This project began January 1, 2022 and will be completed by the end of the 2025-26 academic year, at which time PACE will be fully operationalized.

- Academic year           AY 2024 = Sept 2024-August 2025
- Fiscal year               FY 2024 = July 2023-June 2024

## BOUNDARIES AND REQUIREMENTS

### Boundaries

#### What this project is:

1. At least 21 new professional certificates or training programs will be designed and launched, with the following targets
  - a. Three certificates offered in 2022-23 AY
  - b. Seven in 2023-24 AY
  - c. Fourteen in 2024-25 AY
  - d. Twenty-one by the 2025-26 AY
2. BA and BS degree completion programs that include at least 1,250 credits in courses and programs for 500 FTE students or more, supported by up to 25 faculty positions, including between 25-40 academic certificates in five emphasis areas/thirteen-fifteen thematic subareas:
  - a. Starting with Entrepreneurship & Administration, Environmental Solutions, and Psychology & Health launched in 2023-24 AY.
  - b. Followed by, Integrated Computer Science and Interdisciplinary Art, Media and Design launched in 2024-25 AY.
3. Between 25-40 new academic certificates will be designed, launched and integrated into degree completion programs in the five emphasis areas, and sufficient faculty hired and appointed to teach them, within the following timeline:
  - a. Up to fifteen in 2022-23 AY
  - b. Up to twenty-five in 2023-24 AY
  - c. Up to thirty in 2024-25 AY
  - d. Up to forty in 2025-26 AY
4. The PLE program will be revised and re-launched in two phases. In 2022-23 AY, the PLE curriculum and structure will be revised, and faculty will be hired and trained. A more streamlined program will be launched in 2023-24 AY.

#### What this project is not:

1. Does not include college-wide technology and marketing initiatives, or curriculum development other than described above.
2. Does not include the systems registration and records updates or college website redesign, beyond those changes specifically needed for this project.
3. Does not include primary development, staffing, or maintenance of academic certificates outside of PACE (although the project includes centralized administration for all certificates)
4. Does not include responsibility for enrollment growth outside of PACE (although the project is expected to have positive enrollment impacts for the whole College).
5. Does not include a replacement for Evergreen's traditional academic models but is rather an additional and complimentary set of offerings for students with differing needs and interests.

**System, Policy, and Cross-divisional Implications:**

As the main project elements are developed and integrated into college structures, there will be impacts on college systems, policies, and cross divisional workflows, which may require changes not explicitly identified in this charter for the project to be successful.



## Requirements

### All Programs Requirements

1. Project management and change management protocols need to be established preceding further work.
2. Any changes to scope, schedule and budget will be logged in the Decision Log and the appropriate approval authority will sign a Decision Form.
3. Educational offerings may be delivered online, in person, or hybrid. Curriculum designed for hybrid or asynchronous instruction is encouraged.
4. Academic offerings are provided evenings and weekends with few exceptions
5. All offerings have consecutive, transparent curriculum.
6. Approval based on experience and training is required to teach on-line courses.
7. Curriculum design and faculty development will have guiding criteria.
8. Marketing campaigns need to be preceded by a marketing plan.
9. Adequate financial reserves in the institution need to be available to support this project for several years.
10. PACE needs to be profitable by 2024-25 AY and begin paying back reserves by 2025-26 AY.

### Professional Certificates and Training

Professional Certificates are comprised of a sequence of professional courses and workforce development learning experiences. These certificates are planned in partnership with external organizations and offer continuing education units (no-credit CEUs for non-matriculating students) for individuals toward specific careers and professional fields and are provided through online, in classroom or hybrid courses and programs. Additional requirements include:

1. All professional certificates must be self-sustaining and revenue generating. A 25% overhead rate is charged to each certificate program. They will not run if enrollment falls below the designed break-even point.
2. While our goal is to have 21 professional certificates programs operating by 2025-26, there are no limits to the number of professional certificates that can be offered.
3. Relevant staff (career and academic advisors, financial aid, admissions counselors, ambassadors, marketing and communications, accounting, budget, and registration) should be consulted, informed, and trained as needed before professional certifications are offered.
4. Trainings have interagency agreement without a certification

### Degree Completion

The degree completion curriculum will be a career-focused, upper and lower division set of offerings leading to a Bachelor of Arts (BA) or applied Bachelor of Science (BS) degree. It provides stackable undergraduate certificates with a capstone experience (internships, advanced projects, service learning) provided mainly in the evenings and weekends and through online, in person or hybrid courses and programs. The following components of a degree completion program for students who complete their degree through the school will include:

1. Capstone experience: internship, project, exhibit (art, photography, etc.), service learning, applied research.

2. “Cornerstone” that introduces people to Canvas, reading the catalog and understanding Fields of Study and Paths, seminar, evals, collaborative learning, learning across significant difference, experiential learning, etc.
3. Writing and other skill placement assessments as degree-seeking students enter Evergreen, with support opportunities available to address any specific concerns.
4. Relevant staff (career and academic advisors, financial aid, admissions counselors, ambassadors, marketing and communications, accounting, budget, and registration) should be consulted, informed, and trained as needed before degree completion programs are offered.

### **Academic Certificates**

Academic Certificates will be undergraduate and graduate credit-bearing courses that can lead to credential for matriculating and non-matriculating students provided on evenings and weekends through online, in person, or hybrid courses and programs. Additional requirements include:

1. All academic certificates are administered by PACE but can be developed and affiliated with other units outside of PACE, such as in graduate programs and associated with Paths.
2. All academic certificates in PACE need to be “stackable,” offering students the opportunity to gain an academic concentration (degree completion) in one of the emphasis areas.
3. All academic certificates to be offered must meet established guidelines and criteria to be approved.
4. The approval process must include PATH and CAT leaders for certificates under their responsibility, other relevant academic unit leadership, and academic deans.
5. All academic certificate completions will be denoted on transcripts.

### **Prior Learning from Experience Program**

The Prior Learning from Experience Program is a current program that awards credit for experience. It currently involves an introductory course, a writing course, and portfolio development and review process to assess if the experience is equivalent to college credit. This project will expand and streamline the current program to include:

1. Multiple entry points
2. Multi-media communication and evidence channels
3. Options for demonstrating college-level learning
4. A pool of portfolio examiners
5. Expansion to 45 credits.

## IDENTIFIED CERTIFICATES AND DEGREES BY ACADEMIC YEAR

Following are the identified certificates and degree completion curriculum by academic year.

Academic Year	Degree Completion Curriculum	25-40 Academic Certificates <i>Credit bearing</i>	21 Professional Certificates <i>Non-Credit bearing</i>
2021-2022	None	<ul style="list-style-type: none"> <li>Transformative leadership</li> <li>Anthrozoology</li> <li>Geographic Information Systems (GIS) - graduate level</li> <li>Audio fundamentals and mixing techniques</li> </ul>	None
2022-2023	None	<p>Up to fifteen in 2022-23</p> <p><b>Business and Management</b></p> <ul style="list-style-type: none"> <li>Transformative leadership (cont.)</li> <li>Nonprofit Administration (new)</li> <li>Sustainable Cooperatives (new)</li> </ul> <p><b>Environmental Solutions</b></p> <ul style="list-style-type: none"> <li>Climate Policy and Actions (new)</li> </ul> <p><b>Integrated Computer Science</b></p> <ul style="list-style-type: none"> <li>Geographic Information Systems (GIS) (undergraduate level, new)</li> <li>Geographic Information Systems (GIS) (graduate level, cont.)</li> <li>Flying &amp; Mapping with Drones (new)</li> <li>Cyber Security (new)</li> </ul> <p><b>Interdisciplinary Media and Design</b></p> <ul style="list-style-type: none"> <li>Audio fundamentals and mixing techniques (cont.)</li> <li>Advanced Studio and Music Production (new)</li> <li>Web Design (new)</li> <li>Graphic Design Fundamentals (new)</li> <li>Promotional Video Production (new)</li> <li>Audio Postproduction for Film and Television (new)</li> </ul>	<p>3 professional certificates</p> <ol style="list-style-type: none"> <li>1. Tribal Governance (new)</li> <li>2. Tribal Liaison (new)</li> <li>3. K-12 Special Education (new, summer '23)</li> </ol>
2023-2024	<p>Business and Management</p> <p>Environmental Solutions</p> <p>Psychology &amp; Health</p>	<p>Up to twenty-five academic certificates including:</p> <p><b>Business and Management</b></p> <ul style="list-style-type: none"> <li>Transformative leadership (cont.)</li> </ul>	<p>7 professional certificates including:</p>

Academic Year	Degree Completion Curriculum	25-40 Academic Certificates <i>Credit bearing</i>	21 Professional Certificates <i>Non-Credit bearing</i>
		<ul style="list-style-type: none"> <li>• Nonprofit Management (cont.)</li> <li>• Conflict Management</li> </ul> <p><b>Environmental Solutions</b></p> <ul style="list-style-type: none"> <li>• Climate Policy and Action (cont.)</li> <li>• Marine Bio-Resources (new)</li> </ul> <p><b>Integrated Computer Science</b></p> <ul style="list-style-type: none"> <li>• Geographic Information Systems (cont.)</li> <li>• Flying &amp; Mapping with Drones (cont.)</li> <li>• Cyber Security (cont.)</li> <li>• Cloud Engineering &amp; Networking (new)</li> </ul> <p><b>Interdisciplinary Media and Design</b></p> <ul style="list-style-type: none"> <li>• Audio fundamentals and mixing techniques (cont.)</li> <li>• Advanced Studio and Music Production (cont.)</li> <li>• Web Design (cont.)</li> <li>• Graphic Design Fundamentals (cont.)</li> <li>• Digital Media/Video Productions (cont.)</li> <li>• Audio Postproduction for Film and Television (cont.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Tribal Governance (cont.)</li> <li>2. Tribal Liaison (cont.)</li> <li>3. Supervisory Management (new)</li> <li>4. K-12 Reading (new)</li> <li>6. Sustainable Cooperatives</li> </ol>
2024-2025	Integrated Computer Science  Interdisciplinary Media and Design	Up to thirty academic certificates- TBD	14 professional certificates - TBD
2025-2026	All 5 Emphasis Areas - Curriculum Complete	Up to forty academic certificates- TBD	21 professional certificates - TBD

## PROJECT TEAMS, KEY MILESTONES AND DELIVERABLES

### Project Team Descriptions

#### Policies, Budget, Systems & Staffing

Facilitating and coordinating supportive policies for project implementation, budget alignment, system changes for enrollment, registration, and student records, faculty and staff training, internal communication, feasibility of design, change management and hiring.

#### Curriculum & Certifications

Identify, develop, and design curriculum and certifications for academic certificates, professional certificates and training, degree completion programs, and expanded Prior Learning from Experience Programs. Create guidelines and criteria for curriculum and certifications. Collaborate with campus stakeholders in developing policies and processes for online teaching.

#### Communications, Marketing & Recruitment

Develop marketing plans to engage external stakeholders, new partners, and students for each project component and implement marketing campaigns that include webpages, promotional materials, advertisements, email campaigns, and recruitment materials.

#### Partnerships & Diplomacy

Develop and expand partnerships that help meet educational needs in our region, strategize how to meet those needs through PACE and/or other Evergreen offerings, and create new career connected learning opportunities for students.

### Key Milestones and Deliverables

Key Hires	
Begin hiring process for Curriculum Coordinator	January 2022 for hire in March 2022
Begin hiring process for Asst Registrar	May 2022 for hire by July 2022
Begin hiring process for Administrative Asst	May 2022 for hire by December 2022
Begin hiring process for Instructional Designer	May 2022 for hire by December 2022
Begin hiring process for Assistant Director of Admissions	May 2022 for hire by December 2022
Begin hiring process for '22-23 Faculty	April 2022 for FY 2023 hires
Begin hiring process for Internship Coordinator	May 2022 for FY 2023 hires
Begin hiring process Professional Studies Recruitment	May 2022 for FY 2023 hires
Begin hiring process Academic/Career Advisor	May 2022 for FY 2023 hires
Begin hiring process Marketing/Recruitment/Outreach	June 2022 for FY 2023 hires
Marketing Campaign	
Brand Identity and Marketing Plan for first set of academic certs Complete	June 30, 2022
First Campaign Launched for first set of academic certs	July 2022

First Campaign Cycle Complete	December 30, 2022
<b>Publish and Market Academic Certificates</b>	
Up to 15 (13 new)	April 2022 for 2022-23 AY
Up to 20 (5 new)	October 1, 2022, for 2023-24 AY
Up to 30 (10 new)	October 1, 2023, for 2024-25 AY
Up to 40 (10 new)	October 1, 2024, for 2025-26 AY
<b>Publish and Market Degree Completion Areas</b>	
Curriculum for 3 emphasis areas	October 1, 2022, for 2023-24 AY
Curriculum for 2 emphasis areas	October 1, 2023, for 2024-25 AY
Expanded Curriculum for all 5 emphasis areas	October 1, 2024, for 2025-26 AY
<b>Publish and Market Professional Certificates and Training</b>	
1. Tribal Governance (new)	May 1, 2022, for fall quarter 2022-23 AY
2. Tribal Liaison (new)	May 1, 2022, for fall quarter 2022-23 AY
3. Special education endorsement (new)	January,1 2023 for summer quarter of 2023-24 AY
4. Reading endorsement (new)	January 1, 2023, for summer quarter 2023-24 AY
6. Sustainable Cooperatives (moving from academic format to professional for broader reach)	October 1, 2022, for fall quarter 2023-24 AY
Up to 7 new Topics TBD	October 1, 2023, for fall quarter 2024-25 AY
Up to 7 new Topics TBD	October 1, 2024, for fall quarter 2025-26 AY
<b>PLE</b>	
Summer institute on PLE revision	Summer 2022
Begin hiring process for PLE faculty	Oct. 2022 for hire in winter quarter 2023

**Consultant Key Deliverables and Milestones (First 6 months):**

<b>Deliverable</b>	<b>Lead</b>	<b>Team</b>	<b>Completion Date</b>
Project Charter	Faith	Athena/PL Team	February 25
Project Systems, Structures, and Processes in Place	Faith	Athena/PL Team	March 11
Community Advisory Board in Place (clarify which one)	Lori B	Athena/PL Team	March 31
Project Teams in place and trained on systems, structures, processes	Lori B	Athena/PL team	March 31
Prioritized workplans for each Project Team in place for first 30-90 day cycle for each	Anthony	Athena/Project Team Leads	April 30

## AVAILABLE RESOURCES

### Total Project Budget

Evergreen is allocating \$2.1 million for this project for the first two years of expenses. It is expected that PACE will generate enough revenue to support its activities and start paying back reserves by 2024-25 FY.

### Staffing

The budget includes the cost of 10.3 staff, start-up costs, consultant fees, and equipment purchases. Of the 10.3 staff in the budget, 7 hires plus faculty are budgeted but not hired yet. Program staff and staff from supporting units in the budget are:

Dean	Lori Blewett FY 22	1.0 FTE
Faculty Member	New hires FY 23	Increases each yr.
Admin Asst	New Hire FY 22	1 FTE
Internship Coordinator	Split position with centers FY 23	.5 FTE
Instructional Designer	New hire FY 22	1 FTE
Assistant Director of Admissions	New hire FY 22 (split position with Grad)	.5 FTE
Professional Studies Recruitment	New hire FY 23	1 FTE
Curriculum Coordinator	Sharon Page FY 22	1 FTE
Associate Registrar	New hire FY 22	1 FTE
Academic/Career Advisor	New hire FY 23	1 FTE
Marketing/Recruitment/Outreach	New hire FY 23	.5 - 1 FTE

### Staffing – Outside Project Budget

Staff time available to this project that is outside the project budget and covered by the Evergreen budget are listed below. These percentages of time are preliminary estimates:

Steff Beck, Associate Dean for Flex Online	5-10% FTE
Amy Betz, Director of Academic Initiative Integration and Support	30% FTE
Associate Dean for PLE	20% FTE
Larry Geri (transition out of project by June 2022), Dean	0% FTE
Farra Layne Hayes, AVP Marketing & Communications	10-25% FTE
Dave Kohler, Chief Finance Officer	5% FTE
David McAvity, Provost	10-20% FTE
JuliA Metzker, Learning and Teaching Commons	10% FTE
Amy Placette, Accounting and Finance	10% FTE
Trevor Speller, Vice Provost	5% FTE
Matt Turner, Communications Liaison	25% FTE
John Reed, Interim Chief Enrollment Officer	10% FTE

**Consultants and other One-Time Costs**

<b>Contractor</b>	<b>Cost per year for first two years</b>
Project Management	\$100,000
0.5 Release for faculty curriculum design(2.5 lines)	\$262,500
Online Learning Support and Training	\$50,000
Startup Marketing Campaign and Consulting	\$200,000 (plan in development)
System Development (Elucian)	\$130,000 (need plan)

**Equipment**

Technology for online teaching, CS, and Media curriculum	\$200,000 FY 23 and FY 24
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## KEY PROJECT ROLES

### Board of Trustees

**Purpose:** Approve the establishment of the school and required project budget

**Accountabilities:**

- Authorizing the project
- Approving the project budget
- Review the proposals in committee meetings the Student Success Committee and the Finance Committee

Name	Term
Monica Alexander	Expires 09/30/22
Allyson Brooks	Expires 09/30/26
Karen Fraser, Chair	Expires 09/30/27
Fred Goldberg	Expires 09/30/26
Sakiko Krishna, Student Trustee	Expires 06/30/22
Miguel Pérez-Gibson, Vice-Chair	Expires 09/30/25
Kristopher Peters	Expires 09/30/27
Ed Zuckerman, Secretary	Expires 09/30/24
John Caraher, Faculty Representative	Expires 07/01/22
Sina Hill, Staff Representative	Expires 07/01/22
Trygve Vandal, Geoduck Student Union Representative	Expires 07/01/22

### Executive Leadership Team

**Purpose:** Provide vision, leadership, and decision-making authority for the college

**Accountabilities:** Support the success of the project

### Senior Leadership Team

**Purpose:** Provide strategic vision and initiative planning to support college mission fulfillment

**Accountabilities:**

- Advise the Executive Leadership about institution wide impacts of the project
- Review the project for impacts to their areas of authority
- Support staff in their areas of authority with implementation
- Advise the project team on issues that arise or changes that are needed for the success of the project.

Agenda Committee – **Purpose:** To advise on handbook and policy issues related to academic role of faculty in PACE

**Accountabilities:**

- To review and approve with the provost and deans the charges, constitution, and membership of the PACE Governance Workgroup before they are officially charged.
- It may also negotiate with expectation of result with the appointing officer the number or proportion of faculty members in the group
- The PACE governance work group will meet with the Agenda Committee on a quarterly basis to share any updates and reports produced and, if necessary, to create action or change.

United Faculty of Evergreen

**Purpose:** Represent faculty and negotiate with management on matters that impact wages and working conditions and changes to the collective bargaining agreement.

**Accountabilities:** bargain impact on matters relating to the project that impact wages and working conditions.

**PACE Governance Workgroup**

**Purpose:** Authorized by the Agenda Committee to provide advice to the Dean for certificate and degree completion offerings through at least spring 2024 (at which time it may be replaced by a unit of faculty whose primary teaching assignments are in PACE).

**Accountabilities:**

- Identify priorities for curricular areas and certificates
- Review certification and degree completion degree ideas and make recommendations to the Dean
- Identify minimum and maximum credit boundaries
- Develop academic policy proposals
- Troubleshoot for implementation issues that emerge
- Provide a report and/or presentation to the faculty at-large at least annually
- Contribute to the project webpage
- Review hiring protocol and job descriptions for faculty
- Review (in sub-groups) curriculum design and proposals in each area of emphasis.

**2021-22 Governance Group**

Name	Title
Marcella Benson-Quaziena	Faculty
Abir Biswas	Academic Dean
Lori Blewett	Academic Dean
Michael Crow	MPA Director, Faculty
Susan Cummings (Faculty)	Faculty
Kathleen Eamon (Faculty)	Faculty
Lynarra Featherly (Faculty)	Faculty
Tamsin Foucier	CELTIC Director, Faculty
Kevin Francis	MES Director, Faculty
Mark Hurst	Faculty
Anthony Levenda	CCAS Director, Faculty
Thuy Vu	Faculty
Wenhong Wang	Faculty
Richard Weiss	Faculty
Pauline Yu	Faculty

**Community Advisory Groups (TBD)**

**Purpose:** A program advisory group to provide broad guidance for the program and represent it across the community/region; multiple field advisory groups bring focused expertise to inform teaching and learning in specific certificate offerings.

**Accountabilities:**

- Convene at regular intervals with support of the PACE program administrator/staff
- Bring external perspective to ensure program is responsive and aligned to worker needs and economic opportunities
- Review and advise the college about curriculum and instruction
- Represent and champion program in community and industry

**Implementation Team**

**Purpose:** The implementation team is comprised of members representing offices across campus. The team exists to provide both feasibility analysis and feedback to Academics regarding new or changed program design and to provide structures for efficiently communicating, integrating, and launching new academic programming at the college.

**Accountabilities:**

- Provide feasibility analysis and feedback to program designers regarding new and changed programming.
- Working with Director of Academic Initiatives Integration and Support to integrate systems, workflows, allocation of staff, and policies within current or new structures to launch new academic programming prioritized by this project.

Name	Title	Office
Trevor Speller	Vice Provost	Academics
Tricia Bateman	Curriculum Manager	Academics - Curriculum
JuliA Metzker	Director of WA & TLC	Academics - Faculty Development
Ahniwa Ferrari	Associate Dean of Library	Academics - Library
John McLain	Grants Manager	Advancement
Lori Klatt	Registrar	Enrollment Services
Wade Arave	Director of Admissions	Enrollment Services
Colby Morelli	Director of Financial Aid	Enrollment Services
Jo Bernier	Enrollment Services - Systems Admin	Enrollment Services
Susan Keefe	Space Analyst	Facilities
Laura Coghlan	College Budget Officer	Finance & Operations
Beatrice Sapp	Director of Student Accounts	Business Services
Amy Placette	Executive Associate to the VP for Finance & Operations	Finance & Operations
Laurel Uznanski	AVP Human Resources	Human Resources
Brant Eddy	Purchasing Manager	Business Services
Therese Saliba	AVP IESS	IESS
Allen Thompson	Director Career & Academic Advising	IESS
Erik Gimness	Director of IR	Institutional Research
Tony Alfonso	AVP Informational Technology	IT
Scott Bailey	Director of IT Applications	IT
Farra Layne Hayes	AVP Marketing & Communications	Marketing & Communications Division
Brian Mathis	Creative Services & Web Manager	Marketing & Communications Division

Name	Title	Office
Kelly Von Holtz	Public Relations & Marketing Manager	Marketing & Communications Division
Holly Joseph	Dean of Students	Student Affairs Division
Matt Turner	Communication Liaison	Marketing & Communications Division

### Project Executive Sponsor

**Purpose:** Prioritize and provide guidance for the project, taking responsibility for its success

**Accountabilities:**

- Reviewing and approving identified project deliverables in a timely manner
- Working with project manager to eliminate barriers and attend to team needs
- Allocating resources

Name	Title
David McAvity	Interim Provost and VP for Academic Affairs

### Project Manager

**Purpose:** Enhance the capability to deliver the entire project within scope, on time, and within budget

**Accountabilities:**

- Facilitating Project Leadership Team meetings
- Reporting on project team status in all its phases, including Project Initiation, Planning, Execution (Communications, Change, Risk), Monitoring (Quality), and Close Out
- Reviewing and approving identified project deliverables in timely manner
- Removing barriers and attending to team needs
- Coordinating with other Project Teams where there is project focus overlap
- Making sure key project documents and deliverables are saved on shared file system, according to Evergreen document retention protocol
- Tracking and, when necessary, escalating project issues to the individual who is accountable for the deliverable.
- Tracking decisions that change scope, schedule, or budget.
- Tracking project budget

Name	Title
Lori Blewett	Interim Dean of Professional Studies and Evening and Weekend Studies

## PACE Steering Team

**Purpose:** Sounding board for project leadership team

**Accountabilities:**

- Providing feedback when requested
- Reviewing and approving identified project deliverables in timely manner
- Authorizing resource or system changes as available

Name	Title
David McAvity	Interim Provost and VP for Academic Affairs
Dave Kohler	Interim Chief Financial Officer
Farra Layne Hayes	Associate Vice President for Marketing and Communications
Abby Kelso	VP for Advancement
Dexter Gordon	Executive Vice President

## PACE Leadership Team

**Purpose:** Ensure cohesiveness of project goals and tasks across project teams

**Accountabilities:**

- Providing guidance to project teams
- Setting up necessary project management tools and resources for project team use
- Reviewing and approving identified project deliverables in timely manner
- Advocating for resources or system changes that enhance the project success
- Reporting to Steering Team and others the overall status and progress of the project

Name	Title
Lori Blewett	Interim Dean of Professional Studies and Evening and Weekend Studies
Amy Betz	Director of Academic Initiative Integration and Support
Larry Geri (transition out June 2022)	Academic Dean
Sharon Page	Program Coordinator
Matt Turner	Communications Liaison
John McLain	Director of Grants and Foundation Relations

## PACE Team Leads

**Purpose:** Enhance the capability of the task owners to complete work within scope, on time, and within budget

**Accountabilities:**

- Facilitating Project Team meetings
- Developing work breakdown structure/project plan for each sprint and making it visible
- Reporting on project team status in all its phases, including Project Initiation, Planning, Execution (Communications, Change, Risk), Monitoring (Quality), and Close Out
- Reviewing and approving identified project deliverables in a timely manner
- Removing barriers and attending to team needs
- Coordinating with other Project Teams where there is project focus overlap

- Making sure key project documents and deliverables are saved on shared file system, according to Evergreen document retention protocol
- Tracking and, when necessary, escalating project issues to the individual who is accountable for the deliverable.
- Tracking decisions that change scope, schedule, or budget.
- Tracking time

Name	Project Team Lead
Lori Blewett	Curriculum & Certificates; Partnerships & Diplomacy (temp)
Amy Betz	Policies, Budget, Systems and Staffing
Matt Turner	Communications, Marketing & Recruitment

### PACE Task Owners

**Purpose:** Honor commitments to the project team

**Accountabilities:**

- Doing agreed upon tasks
- Completing quality work within scope, schedule, and budget

Project Team	Project Team Lead	Task Owners
Policies, Budget, Systems and Staffing	Amy Betz	Amy Betz, Larry Geri, Dave Kohler, Registrar, David McAvity, Agenda Committee, UFE, Governance Workgroup, Campus Implementation Team
Curriculum & Certificates	Lori Blewett	Lori Blewett, Sharon Page, Lori Klatt, CAT, PATH, Governance Workgroups, Academic and Career Advising, Faculty Leads
Communications, Marketing & Recruitment	Matt Turner	Farra Layne Hayes, Matt Turner, Sharon Page, Outreach and External Partnerships Coordinator, consultants, Brad Proctor, Nancy Koppelman, Kelly Von Holtz, Brian Mathis, Echo Delta, Lullabot
Partnerships & Diplomacy	Lori Blewett (temp)	Lori Blewett, Farra Layne Hayes, John McLain, Outreach and External Partnerships Coordinator, other select members of Executive Leadership who are engaging with external partners

### Consulting Team

**Purpose:** Be a steady project management beacon of light

**Accountabilities:**

- Facilitating the completion of the first two Phases of work
- Preparing teams for implementation
- Attending and presenting at appropriate progress/status report meetings

Professional and Continuing Education at Evergreen  
Project Charter

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Name	Role	Phone	Email
Faith Trimble	Engagement Manager	360-790-4910	Faith.Trimble1@evergreen.edu
Anthony Campbell	Project Manager	754-281-5492	Anthony.Campbell@evergreen.edu
Kate King	Deputy Project Manager	360-561-4081	Kate.King@evergreen.edu

## ROLES & RESPONSIBILITIES MATRIX (PRELIMINARY)

This matrix outlines the initial responsibilities for key roles during project initiation and planning. Roles and responsibilities for work completion will be identified at project team meetings starting in March/April.

The Evergreen State College									
<b>Professional and Continuing Education @Evergreen: Roles &amp; Responsibility Matrix</b>									
<b>Project Manager:</b>		Lori Blewett							
<b>Sponsor:</b>		David McAvity							
<b>Date:</b>		1/28/2022; updated 3/11/2022							
RACI									
<b>Responsible - R</b>		Coordinates work and ensures it is complete. If they don't do the actual work, they contribute to it.							
<b>Accountable - A</b>		Accountable for the deliverable. Typically provides sign-off and confirmation deliverable is acceptable.							
<b>Consulted - C</b>		Consulted about the requirements for and progress of the deliverable. Can provide input and offer solutions.							
<b>Informed - I</b>		Informed or notified of the progress made on the deliverable along with its completion.							
Individual or Group									
Deliverable									
	Lori Blewett, Project Manager	David McAvity, Project Sponsor	Steering Committee	Project Leadership Team	Consulting Team	Amy Betz: Policies, Budget, Systems and Staffing	Lori Blewitt: Curriculum and Certifications	Matt Turner: Communications and Marketing	Lori Blewitt: Partnerships and Diplomacy
<b>Phase, Cycle, Deliverable</b>									
<b>Phase I</b>									
<b>Initiation and Planning</b>									
Consultant Contract in Place	R	A	I	R					
Team and Client Phase KickOff	A	I	I	C	R				
Charter and Agreements (including norm agreements, R&R Matrix, communications plan, risk id)	R	C	A	R	R				
<b>Phase II</b>									
<b>Planning and Implementation</b>									
Implement any needed project systems, policies or structures needed to do the work	A	C	I	R	R				
Community Advisory Board recruited and in place	R	C	A	R	R				
Project Teams identified and resourced	R	A	I	R	R				
<b>Phase III</b>									
<b>Planning, Implementation, Monitoring</b>									
Project teams setup and training (or retraining)	A	I	I	I	R	R	R	R	R
Setup first sprint for active teams	A	I	I	R	R				
<b>Phase IV</b>									
<b>Final Close Out</b>									
Lessons learned	A	R	R	R	R	R	R	R	R
Documents archived	A					R	R	R	R
Final approvals	R	A							
Celebration	A								



## KEY STAKEHOLDERS

### Students

Current, prospective, and transfer students are the center of this project for whom the project is being designed. Key audience per certificates/degree completion programs will be identified in the Marketing Plan.

### Internal Stakeholders

Internal stakeholders are individuals within The Evergreen State College who are interested and/or will be impacted by PACE but are not directly working on the PACE project. Direct contact is restricted (only the person/people listed may make contact), and primary contact are the main point of contacts, but others can also make contact.

Organization	Contact(s)	Who can make Direct (D)/Primary (P) contact?
<b>Staff Groups</b>		
Faculty Agenda Committee	Nancy Murray, Chair	Lori Blewett, David McAvity (D)
FAP (Faculty Advisory Panel on the Budget)	Ken Tabbutt	David McAvity (P)
UFE (United Faculty of Evergreen).	Shawn Hazboun	David McAvity (D)
GSU (Geoduck Student Union).	Trygve Vandal	Lori Blewett, Farra Hayes, (P)
Academic Leadership Team	Julie Slone; David McAvity	Lori Blewett (D)
<b>Service Center Relationships</b>		
Teaching & Learning Commons/WA Center	Julia Metzker	Lori Blewett (P)
Sustainability in Prisons Project	Kelli Bush	Lori Blewett (P)
Climate Center	Anthony Levenda	Lori Blewett (P)
CELTC (Center for Entrepreneurial Leadership and Transformational Change).	Tamsin Foucrier	Lori Blewett (P)
Center for Community Based Learning and Action	Ellen Shortt-Sanchez	Lori Blewett (P)
<b>Other Academic Units</b>		
Inclusive Excellence & Student Success (IESS)	Therese Saliba	Lori Blewett (P)
Native Pathways Program	Dawn Barron	Lori Blewett (P)
Tacoma Program	Marcia Tate-Arunga	Lori Blewett (P)
Master of Public Administration	Mike Crow, MPA Director	Lori Blewett (P)
Master in Teaching	Larry Geri	Lori Blewett (P)
Master of Environmental Studies	Kevin Francis, MES Director	Lori Blewett (P)
Paths, Curriculum Area Teams (CATs) (EWS/FLEX).	Path Convenors, CAT leaders, Steff Beck	Lori Blewett, Sharon Page (P)

## External Stakeholders/Possible Partners

External stakeholders are individuals and organizations outside The Evergreen State College who are interested and/or will be impacted by PACE but are not directly working on the PACE project. Please note that this list only captures external stakeholders and possible partners at a specific moment, and it will change over time.

Organization	Contact(s)	Who can make Direct (D)/Primary (P) contact?
<b>Stakeholders</b>		
WA Legislature (and sub-committees)	Various	John Carmichael, Nora Selander, Laura Coghlan (D)
ICAPP	Julie Garver	Lori Blewett, David McAvity (D)
Northwest Commission for Colleges and Universities	Ron Larson	Julie Slone, David McAvity (D)
<b>Possible Partners</b>		
Career Connect WA	Kendra Reiser	Lori Blewett, Larry Geri, John McLain (P)
Thurston Strong/Chamber of Commerce	Christina Chesnut (Chamber of Commerce)	Lori Blewett, Larry Geri, John McLain (P)
Northwest Cooperative Development Center	John McNamara	Tamsin Foucrier, Lori Blewett (P)
Cities	Olympia: Jay Burney Lacey: Scott Spence Tumwater: John Doan	Farra Layne Hayes, Nora Selander (P)
South Puget Sound Community College	Michelle Andreas	Larry Geri, David McAvity (P)
Centralia College	Joyce Hammer	Larry Geri, David McAvity (P)
WA State Dept of Enterprise Services (DES)	Rachael Stich Shana Barehand Justin Hahn	Kara Briggs, Lori Blewett (P)
Tribal Governance	Varies	Kara Briggs, Lori Blewett (D)
PacMountain	William Westmoreland	Lori Blewett, Larry Geri (P)
WA State Dept of Corrections	Cheryl Strange	John McLain, Dexter Gordon/support staff (P)
Educational Service Districts	Varies	Lori Blewett, Larry Geri, Sue Feldman, MIT Director (P)
Nonprofit community	Varies	Doreen Swetkis, Lori Blewett, Larry Geri (P)

## DECISION MAKING AND CHANGE PROCESS

### Decision-Making

- **Board of Trustees**
  - Approve the creation of PACE and allocation of funding for the project
- **PACE Steering Committee**
  - Approves the Charter
- **Executive Sponsor**
  - Changes to project budget
  - Changes to curricular priorities and timelines
  - Changes to faculty hiring
  - Escalates issues to Steering Committee, Senior Leadership, or other bodies
- **Project Manager**
  - Changes in scope and schedule that don't affect overall budget
  - Hiring project staff, unless designated otherwise by Executive Sponsor
  - Escalates issues to Executive Sponsor
- **Project Team Leads**
  - Changes in project team scope and schedule that don't affect budget
  - Logs issues and assigns to responsible party
  - Escalates issues to Project Manager
- **Budget and Hiring Approvals**

Approval Authority	Hires
David McAvity, Provost	Budget approval, project management consultants
Lori Blewitt, PACE Dean	Faculty S&B/Faculty Member, Administrative Assistant, Internship Coordinator, Academic/Career Advisor, .5 Release for faculty curriculum design
JuliA Metzker, Learning and Teaching Commons	Instructional Designer, Online Learning and Support Training
John Reed, Interim Chief Enrollment Officer	Assistant Director of Admissions, Professional Studies Recruitment, Associate Registrar
Amy Betz, Director of Academic Initiative Integration and Support	Curriculum Coordinator
Farra Layne Hayes, AVP for Marketing & Communications	Marketing/recruitment/outreach hires, and marketing campaign consultants
Trevor Speller, Vice Provost	Technology for online teaching, CS, and media curriculum
Tony Alfonso, AVP, Computing & Communications	System Development (Elucian)

## Approval Process for Certificates and Curriculum

Approval process for **professional certificates** curriculum

- Input/Ideas: Can come from anywhere, but professional studies faculty and dean
- Review (good idea or not): Advisory Groups
- Recommendations to Dean: Advisory Groups
- Dean approval: PACE Dean (Lori)

Approval Process for **academic certificates** and degree completions

### **New PACE curriculum and approval of faculty lines**

- Input/Ideas: Certificate and curriculum ideas come from anywhere, initiated by calls for proposals and by curriculum design and development charges from the Dean.
- Review (good idea or not): PACE Dean (facilitator), Governance Group, and related impacted curriculum leaders (CAT leaders, PATH leaders, Curriculum Team, etc)
- Recommendations to Dean: Governance Group and the Area of emphasis Advisory Groups (TBD)
- Dean approval within scope of lines in project charter : PACE Dean (Lori)
- If budget implications: Provost (David)

### **Academic Certificates in other parts of the curriculum and related line allocations**

- Input/Ideas: Can come from anywhere
- Review (good idea or not): PATH, CAT, Curriculum Deans, Directors of graduate programs, PACE Dean
- Recommendations to Curriculum Dean in Charge: from CAT leaders, Path conveners, Curriculum Team, etc)
- Dean approval without budget or additional faculty line implications: Curriculum Dean in charge
- If budget implications: Vice Provost approval

### Change Process for changes to scope schedule and budget

For changes to the project that impacts the scope, schedule, and budget, the Change Order Form must be completed and submitted to the appropriate parties by the requesting individual(s) or team(s). The change may not occur until the Change Order Form is signed by the appropriate approval authorities. Once the Change Order Form has been completed and signed by all appropriate parties, the decision(s) will be captured in the Decision Log posted on the shared Teams site. The Project Executive Sponsor has the authority to make changes in scope within budget but needs Board of Trustees (BO) approval for any change that requires new unallocated funds.

## CHANGE ORDER FORM

<b>PROJECT NAME</b>			
<b>REQUESTING PARTY</b>		<b>DATE OF REQUEST</b>	
<b>PROJECT MANAGER</b>			

CHANGE REQUEST OVERVIEW	
<b>DESCRIPTION OF CHANGE</b>	
<b>REASON FOR CHANGE</b>	
<b>SUPPORT AND JUSTIFICATION DOCUMENTS</b>	<i>List all attached documents which support the requested change and justify any increased cost and time.</i>

COST CHANGES		TIME CHANGES	
<b>ORIGINAL COST(S)</b>		<b>ORIGINAL TIMES</b>	
<b>EXISTING TOTAL COST(S)</b>		<b>EXISTING TIME IN DAYS</b>	
<b>INCREASE / DECREASE</b>		<b>INCREASE / DECREASE</b>	
<b>TOTAL COST WITH APPROVED CHANGES</b>		<b>TOTAL TIME WITH APPROVED CHANGES</b>	

<b>RECOMMENDED BY</b>		<b>APPROVED BY</b>	
<b>DATE</b>		<b>DATE</b>	
<b>ACCEPTED BY</b>		<b>REVIEWED BY</b>	
<b>DATE</b>		<b>DATE</b>	

<b>OPTIONAL ITEMIZED BREAKDOWN OF WORK</b>				
<b>TASK</b>	<b>DESCRIPTION</b>	<b>WHO IS ACCOUNTABLE?</b>	<b>DURATION</b>	<b>COST</b>
			<b>TOTAL</b>	

<b>RESPONSIBLE PARTY SIGNATURE</b>		<b>PROJECT MANAGER SIGNATURE</b>	
<b>DATE</b>		<b>DATE</b>	

## COMMUNICATIONS (PRELIMINARY)

This matrix outlines the initial lines of communication for key roles during project initiation and planning. Lines of communication for each project team will be identified at project team meetings starting in March/April.

Communication Plan									
Communication Mode	Key Project Stakeholders					Details			
	Project Leadership Team	Steering Committee	Board of Trustees	Project Sponsors	Athena Group Consultants	Intent / Concept	Deliverer(s)	How often?	Delivery Method
PACE Tactical Meetings (Phase 1 & 2)	x				x	What's needed to complete workplan tasks	Anthony & Lori	Weekly (every Thursday)	Zoom
PACE Project Sponsors Meetings				x	x	High level discussions about overall PACE project elements, as well as the connections between individual project elements	David McAvity, Lori Blewett, Faith Trimble, and Anthony Campbell	Monthly	Zoom
Short Updates to PACE Steering Committee		x		x	x	Make sure the PACE Steering Committee is aware of project progress, as well as seek approvals when needed.	Lori Blewett	Weekly (first 3 meetings of the month)	Zoom
Long Updates to PACE Steering Committee		x		x	x	In-depth update on project progress, seek guidance on key matters, and seek approvals when needed.	Faith Trimble & Anthony Campbell	Monthly (final meeting of the month)	Zoom
PACE Project Updates to Board of Trustees			x	x		Updates on high level PACE project elements	David McAvity and/or Lori Blewett	Monthly	Zoom

## IDENTIFIED RISKS

### Risks

Risks are potential events that may impact the scope, schedule and budget of the project and may impede overall success. The purpose of identifying risks and their initial levels is so the project team can protectively take actions to mitigate them – thereby reducing the level of risk. Risk responses and mitigations will be incorporated into project team workplans starting in March/April 2022.

Risk	Initial Risk Level low/medium/high
The current economic environment (strong job market and perceived low economic return on formal education) results in potential students not enrolling in PACE offerings.	Medium
Employers revising minimum qualifications to no longer require four-year degrees, resulting in certificate students not completing degrees at Evergreen.	Low
PACE's offerings turn out not to be as compelling to students as we predicted.	Low
Crowded marketplace for certificates	High
Residual reputational challenges overshadow the appeal of new offerings.	Medium
Tuition and fees are too high for hybrid and online learning and result in a competitive disadvantage	Medium/High
Not enough capacity nor experience to develop and redevelop educational programs that are aligned with an ever-changing environment	High
Not enough capacity to meet critical milestones	High
Inexperience with online learning	Medium
Current systems, policy, and accessibility barriers for non-matriculated students results in a competitive disadvantage.	High

Issues are current events that are happening that will impact the scope, schedule or budget if appropriate actions are not taken. Project Team Leads will identify, track, respond or escalate issues on an **Issue Log** that will be posted on the shared Teams site.



## PROJECT COMPLETION CRITERIA

This project will be successfully complete when all programs are in place within the scope, schedule and budget outlined in this charter.

- Curricula is complete for the degree completion programs, including the academic certifications in all five emphasis areas
- The professional certificates are launched and are break-even or profitable
- The PLE is revised and streamlined
- Faculty and staff are hired to support and deliver the programs
- The marketing campaign has completed its cycles

Completion criteria for deliverables will be identified in individual project plans by the Project Teams.

# Basic Needs Security Among Washington College Students

## Washington Student Experience Survey: Executive Summary

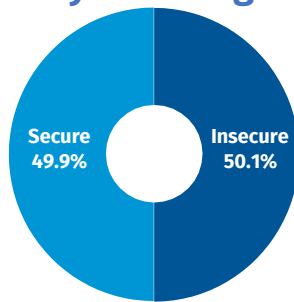
In Fall 2022, students in **39 colleges and universities** across Washington State participated in a survey administered by Western Washington University in partnership with the Washington Student Achievement Council.

Over **9,700 students** responded to the survey, with broad representation: **45.3% students of color, 51.8% first-generation students, and 39.5% low-income students.** Responding students shared their experience:

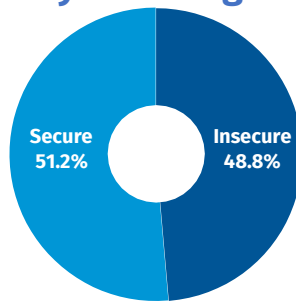
### Nearly half of students (49.4%) experienced basic needs insecurity

Students at two-year and four-year colleges had similar insecurity rates, with 1 in 2 experiencing food and/or housing insecurity.

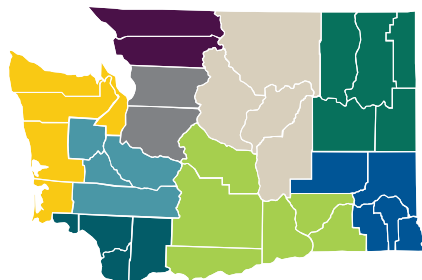
#### 2-year colleges



#### 4-year colleges



Students experienced high rates of basic needs insecurity in all regions of the state.



South Central	57.9%	Southeast	48.8%
South Puget Sound	54.1%	Southwest	48.0%
Northeast	53.8%	North Central	47.9%
Northwest	50.1%	North Puget Sound	45.0%
Peninsula	48.8%		

Less than half of students experiencing insecurity accessed basic needs support resources in the last 6 months:

- 48.9% accessed public resources
- 33.77% accessed campus resources

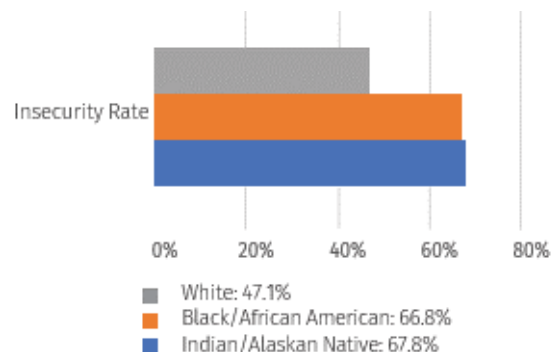
For more details see the [Washington postsecondary basic needs survey report](#).

Washington students struggled with food and housing insecurity at high rates:

- **4 out of 10** students (38.3%) experienced food insecurity in the last month
- **3 out of 10** students (34.2%) experienced housing insecurity in the last 12 months
- **1 out of 10** students (11.3%) experienced homelessness the last 12 months

Some students experienced basic needs insecurity at higher rates than their peers:

- American Indian/Alaska Native and Black/African American students experienced significantly higher rates of insecurity than White students.



- **Former foster youth** had the highest rates of basic needs insecurity among all subpopulations:
  - 67.5% experienced food insecurity
  - 58.9% experienced housing insecurity
  - 23.7% experienced homelessness

## BUDGET UPDATE FOR THE FINANCE & BUDGET COMMITTEE MARCH 13, 2023

### FY23 Budget Update

As a reminder, on the recommendation of staff, the board approved a budget for FY23 that included entering the year with a projected \$3.7 million budget deficit. We did so partly because the Federal COVID money we received helped us build a reserve and partly because, through new enrollment initiatives, we expected to enroll more students than we budgeted for.

Half-way through the year, we are projecting that we will only overspend the operating budget by about \$850,000 instead of the original projection of \$3.7 million. We're able to do so because we enrolled more students last fall than we expected, there were some faculty resignations, and we expect to realize about \$950,000 in salary savings from unfilled positions this year.

From a budget view, this is good news because it means we won't need to use as much of our reserves this year and can apply the salary savings to help offset the FY24 budget deficit.

The chart below highlights the impact of salary savings on this year's budget.

On average, over the past five years, we've spent 57.52% of the budget through January. This year, we've spent 54.30% through January.

### The Evergreen State College Budget To Actual YTD January FY23

Division	Budget	YTD Actual	% Spent
President's Office	877,808.92	545,791.63	62.18%
Board of Trustees	6,740.00	5,847.03	86.75%
WSIPP	3,635,000.00	1,999,817.21	55.02%
Academic Affairs	24,286,250.45	12,468,140.23	51.34%
Tribal Relations Arts & Culture	457,617.72	120,393.42	26.31%
Finance & Operations	16,928,301.14	10,044,265.55	59.33%
College Advancement	1,738,579.27	963,948.05	55.44%
Executive VP	8,278,087.85	4,358,082.15	52.65%
	<b>56,208,385.35</b>	<b>30,506,285.27</b>	<b>54.30%</b>

However, salary savings do not resolve budget deficits. As seen this year, salary savings can help cover a deficit in a particular year but, the deficit still exists. For us, the deficit we will carry forward into FY24 is \$1.8 million which, is about \$1.9 million less than the beginning FY23 budget deficit.

### FY24 Budget Planning

## **BUDGET UPDATE FOR THE FINANCE & BUDGET COMMITTEE MARCH 13, 2023**

We continue working towards finalizing a FY24 budget recommendation to bring to the committee for review and approval in May. As it stands now, the good news is we are not expecting layoffs. The bad news is we still have a budget deficit.

Currently we are projecting to begin FY24 with a \$2.8 million deficit but end the year with a \$1.1 million deficit.

The initial \$2.8 million deficit consists of the \$1.8 million deficit carryforward from FY23 and about \$991,000 in new operating costs.

The new costs are mostly our share of the legislatively approved compensation increases. As a reminder, the state funds about 85% of the total cost of compensation increases and the college is expected to cover the remaining 15% using tuition revenue.

We have identified other costs that we know we are going to have to pay. Things like positions that we need that in the past have been paid with grant funds that are running out, increased utility costs because of rising prices, and surge costs to move offices out of SEM I if the remodel project gets legislative approval.

We are at a place now where we need to pause budget planning and wait to see if our budget requests make it into the signed budget. If they do, some of the additional costs we've identified will be funded. If not, we will look for other ways to fund them before adding them to the FY24 budget.

From a revenue projection standpoint, it's still early in the process but based on the success of the enrollment initiatives implemented in FY23, we are budgeting for 120 more students this fall than last fall.

That additional tuition revenue along with budget savings through anticipated resignations are projected to reduce the initial budget deficit by about \$1.7 million, leaving an ending projected budget deficit of \$1.1 million.

As we know, budgets are living documents and can change with new information. So, as we progress to a final budget recommendation, we will continue to keep you informed.

March 24, 2023

Board of Trustees Meeting

Enrollment Services Update

(click on the link below)

1. [Enrollment Services update](#) by Interim Chief Enrollment Officer John Reed [11:06]



# Enrollment Services Update: March 14, 2023

## Enrollment Update Numbers

### Spring Enrollment Update

Spring new student numbers are trending ahead of last year currently. We have an increase of admitted students for spring term of +38% (+49) primarily from new transfer students. Our in state new admitted transfer students are +58% (+34). Deposits for Spring term are +26% currently. Our 10<sup>th</sup> day enrollment is April 14<sup>th</sup> at this time we will have official numbers for Spring term.

### Fall Enrollment Update

Fall new student numbers are trending ahead of last year currently. We have an increase of admitted students for fall term of +19% (+196). In-State FY admitted students are up +38% (127) and overall total new admitted students in-state are ahead of last year +41.6% (162). This is an important variable as our historic yield rate on in-state students is significantly higher than out-of-state students. Much of the yield season lies ahead with 6 months until the start of Fall term. We are following several important variables regarding the strength of the admitted pool. A few to mention include FAFSA completion where 62% of our new admitted students have completed a FAFSA. New student housing applications opened on March 1. To date, we have +48% more housing applications at this time last year (new and continuing students). Our applications from students living in WUE states are up significantly. We monitor our numbers from our top three states, California, Oregon, and Colorado and admits from those states have increased 71% from last year.

## Update on Enrollment Initiatives:

1. **FAFSA/WAFSA workshops** – Our Financial Aid Office has created a series of FAFSA/WAFSA Completion workshops that will be hosted the 4<sup>th</sup> Monday each month from 5:00-7:00 pm, from March to July. Currently, over 62% of our admitted students for Fall have completed a FAFSA, an improvement over last year. Our internal goal is 75%.
2. **Chief Leschi High School Visits** – We have two visits this month from students from Chief Leschi High School. Thanks to VP Kara Briggs for setting in motion the connection for these visits. Our next steps will be to develop an MOU with guaranteed admissions.
3. **WUE Yield Events** – Special post cards will be sent to all applicants and admitted students in the Portland, San Francisco, and Denver areas to attend a special reception for students and parents to learn about Evergreen. We are focused on these special WUE locations as our admitted numbers in these three states have increased 70% over last year!
4. **Financial Aid Awards to New Students March 7** – 566 students are in this packaging group, 329 nonresident and 237 resident Financial Aid Awards to this group of new students 6 weeks earlier than last year. Special thanks to our staff in Financial Aid for this effort!

5. **Amazon College Choice** – We are on track to have this new pathway live to attract new students by the fall semester. Financial system is set up and Evergreen is an option in the Amazon College Choice Portal.
6. **Dexter Incomplete App Video** – We have asked Dexter to complete a video encouraging students who have applied to Evergreen but have not completed the application process to do so. [You can review the video online.](#)
7. **Enrollment Projection work with Institutional Research (IR)** – We are working with our IR staff to finalize and modify the enrollment projection model developed by Laura Coghlan. This is a very positive step to get the entire college on the same page when forecasting enrollment.
8. **Financial Aid Award Tracking Report** – This critical report is being developed by our IR department. We should have something to share in two weeks. This report will improve the analysis of the effectiveness of our aid offers by need, student type, etc.
9. **CRM On Track to Go Live** – We are on track to go live with our new CRM, Reach, by the middle of May. We have many important configuration and training days ahead. Thanks to Jo Bernier for her work and leadership in this effort.
10. **Commencement** – Things are shaping up nicely for commencement in June. So much work goes on behind the scenes by many individuals for June 16<sup>th</sup>. Special shout out to Dylan Jilek for their leadership.
11. **Faculty Recruitment Launching Soon** – Nancy Koppelman and Brad Proctor have done a great job and recruited over 20 faculty to reach out and connect with admitted students for Fall Term. This important work is in its second year!
12. **Possible SPSCC Partnership** – We are in the early stages of discussing creative ways where we might build a set of offerings and services to SPSCC students in a partnership relationship. Meetings are now on the books for our CEO and their Dean of Students.
13. **Admitted Student Workshops** – This year, for the first time ever we will be hosting weekly Admitted Student workshops alternating between 3 pm and 6 pm every Tuesday beginning March 14<sup>th</sup>. Topics include activation of new student account, paying tuition deposit, financial aid and housing basics, orientation, and registration basics.

March 24, 2023

Board of Trustees Meeting

Campaign Update

(click on the link below)

1. [Campaign update](#) by Vice President for Advancement and Executive Director of The Evergreen State College Foundation Abby Kelso [3:19]



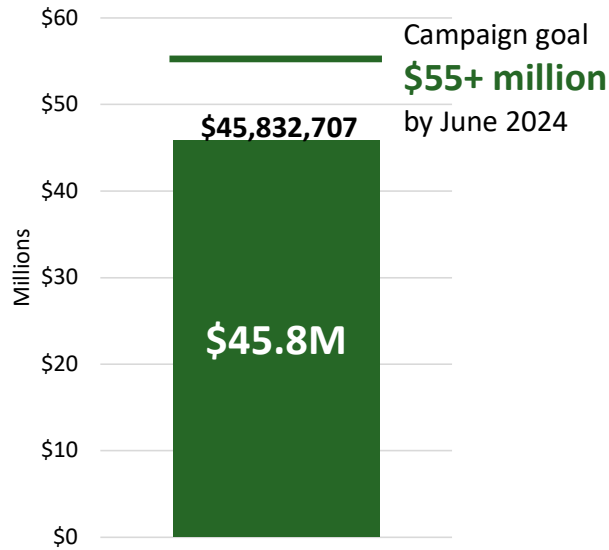
# Forever GREEN

## Campaign Progress as of February 28, 2023

The Evergreen State College and The Evergreen State College Foundation

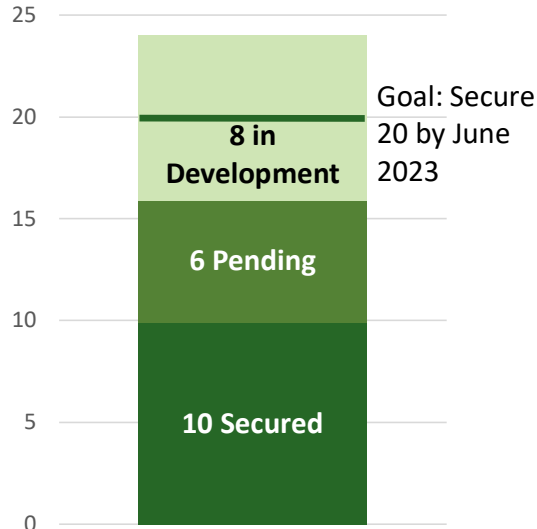
### Campaign Total

Major gift phase: reach \$46.75 by June 30, 2023



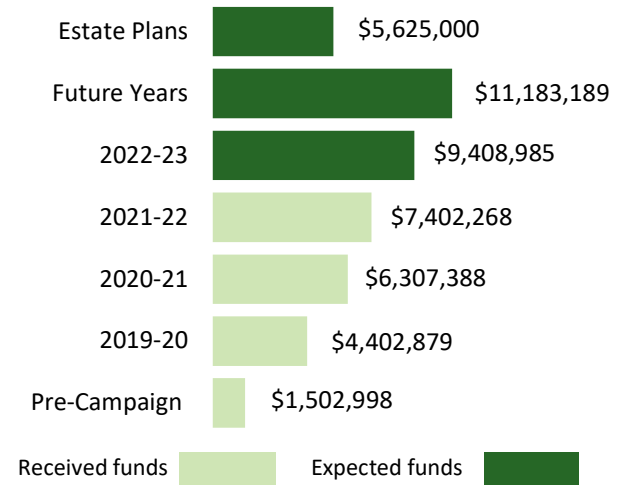
### \$50k+ New Campaign Commitments

Major gift phase: Secure 20 by June 30, 2023

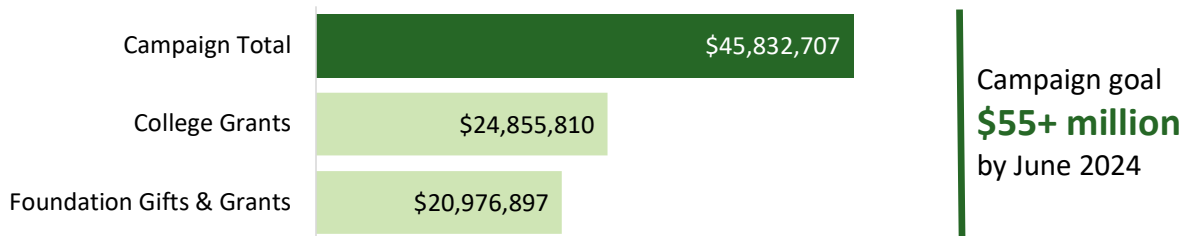


### Timing of Gift and Grant Payments

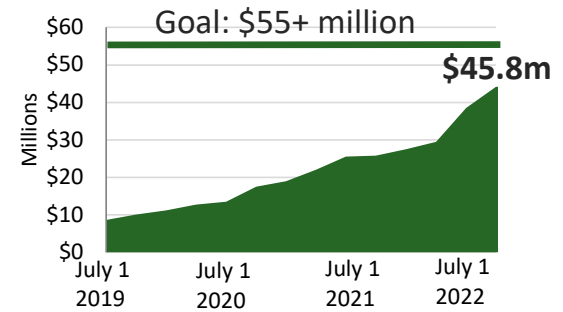
When gift and grant payments are received by Evergreen



### Campaign Commitments: College and Foundation



### Campaign Annual Progress



# Year-to-Date Highlights 2022-23

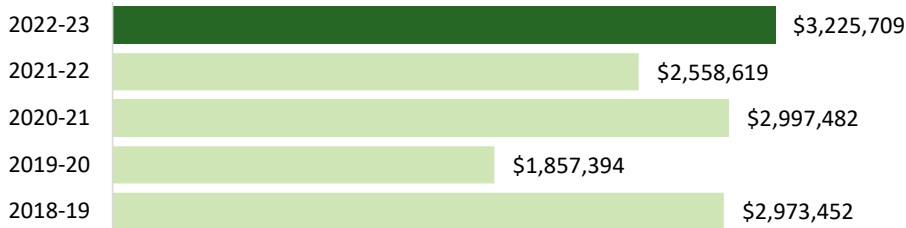
## New Pledges

New pledges and planned gift commitments made; may be received in future years



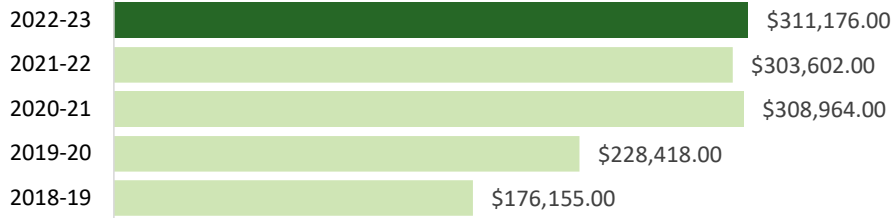
## Foundation Total Raised

Gifts received and pledge payments to be received by June 30



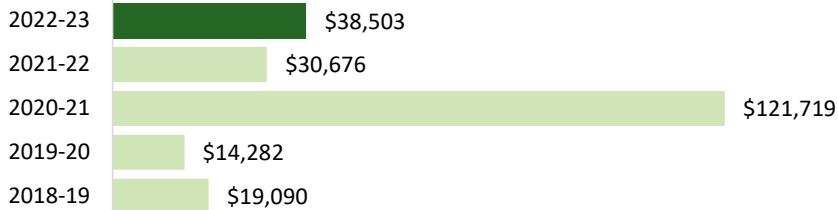
## Annual Giving Received

Includes the Evergreen Fund, Evergreen Scholarship Fund, Undergraduate Research Fund, Tacoma Annual Fund, and Student Emergency Fund



## Student Emergency Fund Received

Gifts received by January 31

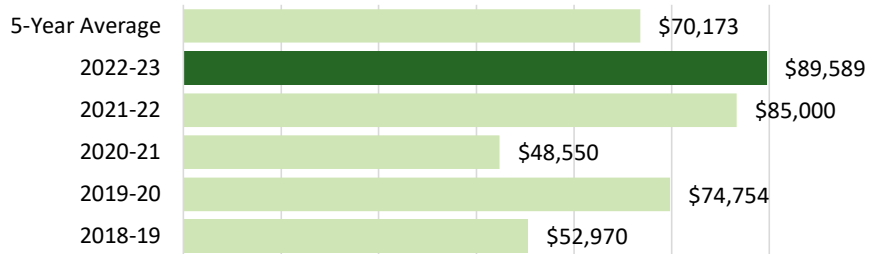


## Notable Gifts and Grants in 2022-23

- \$ **2.1M** grant commitment for holistic advising
- \$ **1.5M** grant commitment for Upward Bound Tacoma
- \$ **1.5M** grant commitment for Upward Bound Clover Park
- \$989,730** grant payment for energy conservation
- \$800,000** grant payment for Indigenous arts
- \$250,000** estate gift received for Evergreen Scholarship Fund Endowment
- \$250,000** grant payment for s'g'wi g'wi ? altx'w House of Welcome capacity building
- \$150,000** planned giving commitment for academics
- \$150,000** gift for media internships
- \$150,000** pledged for new athletics teams
- \$132,500** grant payment for s'g'wi g'wi ? altx'w House of Welcome support
- \$100,000** pledged for Sara Ann Bilezikian Emergency Fund Endowment
- \$100,000** pledged for Angel Fund to boost enrollment
- \$ **93,000** grant payment received for homeless and foster care pilot project
- \$ **52,877** estate gift received for Joyce & Alan Irvine Independent Learning Fund
- \$ **50,000** received for the Evergreen Fund
- \$ **45,000** received for Legacy Garden

## Art of Giving Received and Pledged

Includes Evergreen Scholarship Fund gifts received and pledges made by January 31



evergreen