

Johnson County Community College Board of Trustees Meeting

July 21, 2022

5 p.m.

Transcript of Meeting

- Good evening and welcome to the July 21st, 2022 meeting of the Johnson County Community College Board of Trustees. Would you please join me and everyone else in the Pledge of Allegiance.

- [Attendees] I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

- Good evening and thank you for being here. Roll call of trustees reveals we have Vice Chair Nancy Ingram, former Chair, Trustee Musil, and Trustee Mark Hamill is here. Do we have Trustee Dawn Rattan yet?

- [Trustee Musil] She will be a few minutes late.

- Very good you told me that, excuse me. So we have four trustees and a quorum, present tonight. First, tonight, we'll start with awards and recognitions, and I believe Dr. Bowne will introduce David Omwenga.

- Omwenga.

- Omwenga.

- Omwenga.

- [Dr. Bowne] So I would like to introduce... David, if you'd like to come forward? I'd like to introduce you to David. You know, for me, this is a highlight of the meeting. In addition to hanging out with all of you and conducting the business of the college, but spending the time one-on-one with the students in preparation for the board meeting is something I look forward to each and every month, and I run into

David fairly frequently on campus. So in fact, he made sure I ate well the other day. So anyways, David is an international student. And so David, if you'd like to share your story? Whatever you'd like the trustees to know about you. Thank you so much for having you here.

- All right, thank you so much. The President, the Board of Trustees, and the Protocol of Sèvres, good evening. So I would like to take this golden opportunity for giving me this chance to introduce myself. My name is David Omwenga. I'm an international student from Kenya. I came here 2019, on December. It's when it was really cold- but I'm glad. I'm able right now to adapt to how the weather is because back in Africa, we receive the tropical climate. That is in Kenya, we receive the tropical climate which is really good 60s or 50s sometimes. But here it was really, really cold, but I really managed. I used to stay a lot every time in the house. I don't wanna go outside because when I go outside, it was really horrible for me but I managed. So I started at JCCC. Coming to school from 2020, that's when I started my classes. So I studied my English proficiency. So I did the EAP classes that is under Liberal Arts. So I studied that, then after that, from 2021 that's when I started on my course for registered nurse. And I'm glad on that field, it would just really help me. JCCC fraternity has really helped me since that day, helping me with virtual classes. And I'm really glad that right now where I am, I really thank God for the determination that I've been having all this way through, 'cause it's been a tough journey. They say it's always impossible until you get it done. Until it's done. I've done like the hard work that has helped me through JCCC. It has helped me on determination, education and my studies, and everything that we do until right now. I'm glad. I involve myself at JCCC on the fields. Like on the Student Senate, which has really helped me so much on leadership skills. I was not even able to talk to anyone. Like it was very hard for me to speak in front of, 'cause it reminds me in Africa when I used to be like... When you go in a staff room or in your principal's office, it was very hard to go there because you know when you go there, it's gonna be hard for you. It's gonna be you made a mistake or something like that. But I'm glad right now that I'm able to speak out and introduce myself, which I'm really glad of that. And something else I wanna say is thank you so much, JCCC. This is a home for me. It has really made me grow until where I am right now, and thank you so much. Have a good evening, thank you.

- Thank you, David. Any questions for David? Mr. Trustee?

- I would be... My daughter would skewer me if I didn't ask you where you're from in Kenya. She spent two months in Eldoret, at the children's hospital there. During her residence at the pediatric children's hospital there. Are you from that Southwestern part of Kenya?

- Yeah, so I never said. I think you said in Eldoret. So that's where, after my high school, I went to Eldoret where I took my information sciences. I took a Bachelor in Information Science over there, for two years before I proceeded to come here. So I went to Eldoret. There's Moi University where I did information technology before I came here, yeah.

- I may get-

- So I know.

- I may get your contact information and put you in touch with her. She loved the children there. What are your plans going forward?

- Yeah, so my plans here is to achieve my goals which is to become a registered nurse, and also continue my IT that I used to do. That I was doing back in Africa from the school where I was, yeah.

- [Trustee Musil] Thank you for being here.

- Thank you so much.

- Good questions, any other questions for David?

- [Trustee Ingram] I would just say, if you don't mind? You were thanking us. We are thanking you for being here, just as Trustee Musil said. Thank you. How did you land in Johnson County?

- Yeah. How did you find us?

- Yeah, thank you.

- I might have missed that, so help me out.

- Yeah, so when I was doing my studies in Africa at the Moi University, I have my sister here-

- Okay.

- Who helped me. Applied for me, to be like my sponsor. So she helped me and he applied for me then. I did my TOEFL exam for the English. So I passed well, then. I was able to get an opportunity to come over here, and that's how I landed over here.

- That is awesome. It's not lost on me that you have been here through COVID.

- Yeah, when I came-

- So that's when you arrived.

- Yeah when I came, everything shut down. Well.

- I had to go back in the house.

- [Trustee Ingram] We're glad you chose us.

- Yes, thank you so much. Yeah.

- [Trustee Cross] So, pardon my ignorance. When did you start back in-person? Was that fall of '21 or this spring?

- [David] The classes?

- Yes.

- Yeah, I started spring 2020 before the COVID hit.

- [Trustee Cross] Oh I know, but was it all? Well, I guess you would've been in-person?

- In-person, the classes?

- When did he transition away from online? Would that have been?

- We started transitioning at a slow pace on the fall of '20-

- Okay.

- And it really kicked in to a higher level this past fall.

- Okay, yeah.

- [David] Oh yeah. Yeah.

- Just curious.

- [David] Oh, thank you.

- Thank you very much.

- Thank you, David.

- You're welcome.

- Next on our agenda, we have the open forum section. Do we have any open forum speakers?

- [Trustee] Check your packet.

- [Trustee Hamill] I see what you're gonna ask for.

- Did you have a question?

- No.

- Yeah, we got it.

- Okay. Is there anybody for the open forum, as I have no idea? Seeing none. I will state that the open forum section of the board agenda is a time for members of the community to provide comments to the board. There will be one open forum period for each regular scheduled board meeting. Comments are limited to five minutes unless a significant number of people plan to speak, and in that instance, the Chair may limit a person's comments to less than five minutes. In order to be recognized, individuals must register at the door at each board meeting, prior to the open forum agenda. When addressing the board, registered speakers are asked to remain at the podium. should be respectful, civil, and are encouraged to address individual personnel and student matters directly with the appropriate college department. As a practice, the college does not respond in this setting when the matter concerns personnel, student issues, or matters that are being addressed through our established grievance or suggestion process, or otherwise is subject to the review by the college or board. I will say again, there is nobody to speak tonight. This policy is posted online and as I was trying to cut it down, in my haste, there's also still an option for people to register online. Correct? I look at my lawyer first, sorry. Want me to put the pressure on you?

- [Attendee] To participate?

- They can still sign up by Zoom, right? And they have to sign up by 5:00 PM the day before, right?

- Correct.

- Okay. So there's no speakers tonight. The next item on our agenda is board reports, and we'll start with the distinguished gentleman from Shawnee County, Mr. Dick Carter.

- Thank you, Mr. Chairman. We are in the dog days of summer and today is probably the doggiest, at least as far as the heat is concerned. Not much is happening in the way of legislative interims or activity, but there's lots of campaigning going on. I would not wanna be going door-to-door on a day like today, on an afternoon or early evening. But, there's lots of signs appearing everywhere. Ads on TV and radio. You're probably even seeing some ads on social media and, right now, the statewide race that's getting

the most attention is the Attorney General's race, and I think that's going to be an interesting one to continue to watch. As are all of them, but that one seems to be ramping up at least statewide. Little in the way of legislative activity will happen, until after the primary. And in many cases, probably, the bulk of the work will be occurring after the general in November. We will see some local activity ramping up. Well, it's state too. It's statewide. Regarding the rehearing at the Board of Tax Appeals for the Walmart property valuation cases. As you're aware, the Supreme Court reversed the Court of Appeals decision and remanded the case back to the Board of Tax Appeals for reconsideration without the application of the pre-case that has been held at the Board of Tax Appeals hearings that have occurred recently. That case dates back or stems back to a Best Buy case against the State of Kansas or against the Board of Tax Appeals. I'm not aware of any date that's been set yet. We're watching that closely. I've been digging around to see if we can find when that rehearing might be set. Certainly all eyes will be pointed to Johnson County. Things like fair market value, fee simple interest, lease fee, estate. Those are all terms that are going to be talked about when this case comes up for a rehearing. I think that you'll see folks presenting evidence of what has occurred in Wisconsin and New York. Certainly, the Supreme Court took into consideration the fact that the Appellate Court was split in its decision. So we'll see... We'll see what happens when that comes because that has a huge impact. Not only for us, but for many local governing bodies across the State of Kansas. And some might say, "Hey, that's the first step as a victory." Certainly, it does allow those cases to be reheard. And again, we're talking about tens of millions of dollars that are sort of in limbo. Lots of interim committees that I included in the report. At least four that we'll be watching in very closely. But most important, probably, will be the legislative task force on community colleges and technical college funding. We have good representation on that committee. The dates haven't been set yet, but several dates are being discussed toward the end of August and the middle part of September. So that committee will actually kind of get up and running. Probably one of the earlier committees that will be meeting, and we'll be watching that very closely as that impacts the distribution formulas for technical colleges and community colleges. I think one final note, and this is a very brief report, Mr. Chair, because not a lot is going on at this point during the summer. But we have learned that all of the ARPA funds will be handled by the Department of Commerce. So that will impact our earmark of 2.5 million for the CDL driving course. They're currently developing procedures and protocols for what that process will look like. But it's just something that we're, kind of, learning bits and pieces about how some of those dollars are gonna be distributed and who's going to be overseeing them day-by-day. So I think I would stop there. See if there's any questions or if there's any questions about anything that was in the report that I maybe didn't cover specifically. I know you know how to read and I didn't wanna be repetitive. So I would stop there.

- [Trustee Cross] Any questions for Mr. Carter?

- Did you-

- Sorry.

- Yes. Mr. Chair.

- Go ahead, go ahead. Mr. Carter, can you just elaborate a little bit more about the ARPA funds? They will be spent out, is it next June?

- Well, they became available-

- Or distributed? How does that work?

- I think the distribution can be before next June, and it's depending on our ability to be ready to rock and roll. The funds became available on July 1-

- Okay.

- of this year. So just a couple of weeks ago. Once the process is in place, we can draw those down as long as we meet the right criteria for what those matches look like.

- Okay, all right. Thank you for clarification.

- [Trustee Cross] Mr. Carter, the retreat next week, in Hutchinson for the Board of Regents. Is that by invitation only?

- I would think that anyone who wants to contact the Board of Regents. It is, as I understand it, a public meeting. I think it's kind of hard to get into. I do know that Heather Morgan from the association will be there, as will Carter File from Hutch Community College. And I think it might be... it's gonna be at the Kansas Leadership Center. So I don't know if they have a facility in Hutch or not, but it might be in Wichita. I know that the press has tried to go before. It's interesting. Not a lot on online as far as an agenda is concerned but as far as I know, it's considered an open or a public meeting.

- [Trustee Cross] Thank you for that. Anything else for Mr. Carter? Okay, Dick, thank you.

- [Dick] You're very welcome.

- Next item on our agenda is a report from the Faculty Association. Professor Brett Cooper.

- Good evening. I think the end of the summer is around the corner. Summer classes are ending next week and before the next board meeting, campus will be buzzing during PLD as we finalize preparations for the fall semester. But before that, we look forward to welcoming 30 new full-time faculty to campus. They will begin their JCCC careers, along with four mid-year hires from this last year, in an orientation and induction program called LENS. This will be the second week of August. I do wanna say that for many years, LENS was a faculty led program and that changed last year. We hope that the administration will work with us to get back to having this as a faculty led program, as it is the introduction of new faculty into the culture of the college, and we believe that's most appropriate. The summer has given us several exciting projects. Professors Jay Antle from History and Sustainability and Lynn Beatty of Geology led, I believe, two trips to Iceland where students learned about the island's advanced... Sorry, advancements in sustainability, the impact of climate change, and the complex geology of the island. Professor Hugh Clark received a grant to do an internship at SMC Corporation of America. During the six weeks at the Lenexa company group, Professor Clark learned how updating technology can reduce manufacturing costs. He also worked with sales representatives to solve some real-world problems, and he can take both of these sets of lessons back to the classroom. Looking forward to the future. Professors, Beth Edmonds and Anitha Menon, won a \$1.5 million NSF grant which will provide 54 2-year scholarships to Pell Grant eligible students. The program has a goal of helping facilitate the students' successful transfer to 4-year institutions. Today, Professors, Melanie Harvey and Heather Seitz, were notified that they won a half million dollar NSF grant to support course-based undergraduate research experiences in science. This summer has also been... There's also been a committee formed to find a replacement for the sunsetting VERB program. The committee will take rec... Or will make recommendations that are financially sustainable, will reward employees for their service to the college, provide options for long-term employees before they hit Medicare age, and be mindful that benefits must be negotiated with faculty association. Doug Copeland from Economics and Barry Bailey from the Library are representing the faculty on this important committee. The committee has been meeting weekly throughout the summer to learn about and explore new options. We look forward to their continued work and learning about their recommendations when their committee work is done. Thank you.

- Thank you, any questions for Professor Cooper? I do wanna note, Trustee Rattan has now joined us, I think. Didn't I see her? Okay. Brett, I don't have any questions.

- [Prof. Cooper] Thank you very much.

- Thank you.

- Thank you.

- [Trustee Musil] I assume we'll get the schedule for professional learning days-

- We will.

- from Terry or whatever. So we'll have a chance to participate in some of those?

- Yeah, yeah.

- Great.

- We just received it, and so we'll get it out to you-

- Great.

- by early next week at the latest.

- Thank you, Brett.

- Next item on our agenda is a report from Trustee Musil about the Johnson County Education Research Triangle.

- Thank you, Mr. Chair. The Johnson County Education Research Triangle is funded by a voter-approved one-eighth cents sales tax that occurred in 2008 at funds at KU Cancer Center, the KU Edwards Campus, and the K State Olathe Campus. In the numbers I have for June of 2022, total about \$2.1 million in sales tax revenues were created in that one month. That's 17 1/2% over June of 2021, and for the year, sales tax receipts are up 17.1%. Obviously part of that is reflecting the inflation and prices that also increased the sales tax percentage. I think it's important to note that since our meeting last time on July 13th, the KU Cancer Center was named one of 53 comprehensive cancer centers by the National Cancer Institute. There, I think the press release related that that has been a 20-year process. It's been 14 years since the sales tax was passed. 13 years since its started to be collected. And that has been a big part of KU Cancer

Center's success rate, and it's good for everybody in this county and in the metropolitan area. So I'd like to congratulate the KU Cancer Center on that. That concludes my report.

- Mr. Chair, if I may ask you a question? Previous Chair Musil, excuse me. The tax was instrumental in the NCI designation?

- Well, what the tax-

- That's me inference.

- What the tax has allowed KU Cancer Center to do is have resources of probably over 13 years, of around \$120 million, that were probably not available elsewhere in funding. Certainly, not from the State of Kansas. So that funding has allowed them to expand their research, their clinical research, their scientific research, which is part of the NCI designation requirements.

- We certainly thank the creativity of those leaders and the taxpayers for their support. So thank you for your report, Mr. Trustee. The next item on our report is the Kansas Association of Community College Trustees. Our very own, Trustee Ingram, is the President of the Kansas Association of Community College Trustees.

- Thank you, Chair. My report is extremely short. It is the summertime. We do have our presidential phone calls that we are still a part of on Thursday mornings from 11 to 12. Our next quarterly meeting is Friday and Saturday, September 2nd and 3rd. We will be at Fort Scott Community College. So, looking forward to that.

- Thank you very much.

- You're welcome.

- [Trustee Cross] Wow, this is unprecedented.

- Enjoy.

- Next item on our agenda is the Committee Reports and Recommendations. Beginning-

- Foundation for, or don't? Trustee-

- Foundation for Trustee Rattan.

- I'm here.

- Excuse me.

- Good evening everyone.

- [Trustee] Good evening.

- We welcomed Joy Ginsburg on July the 1st. We're excited to work with Joy and excited about her leadership. We met last... Our last meeting was June 21st at 5:00 PM. The Executive Committee approved the Foundation's annual current operating budget. Next meeting of the new fiscal year for the Foundation Board of Directors is September 21st, 2022. We have a lot of great events coming up, so everyone get their calendars out. So, we have a welcome reception for our new Executive Director, Joy, on August 18th in the Academic Resource Center in the Billington Library. Next. The wonderful Center for Sustainability's Harvest Dinner will be returning on Friday, September 2nd, to support scholarships for students and JCCC's Sustainable Agriculture program. Tickets are \$60, or you can get a table of eight for \$480. You can buy online at jcc.edu/harvest-dinner. Lace Up for Learning 5K Run and Walk! I did this last year. It was really fun. Is returning to campus on Sunday, October the 9th, with proceeds benefiting scholarships. Visit jcc.edu/laceup5k to learn more and register. And of course, everyone should already have the Some Enchanted Evening Gala on their calendar for in-person on November 12th at the Overland Park Convention Center. Major event sponsorship opportunities are still available with table sponsorships and individual tickets going on sale later this summer. That concludes my report.

- [Trustee Cross] Thank you, Trustee Rattan. Any questions for Trustee Rattan and the Foundation?

- Is there a time set for the welcoming? Our reception for Joy on the 18th, I think?

- Yes.

- Four o'clock.

- Four.

- It does not say it stated in here.

- Producer is saying-

- Four o'clock.

- Kate says 4 o'clock.

- 4 o'clock.

- I'm reading her fingers.

- Correct.

- [Trustee Rattan] Thank you.

- Thank you.

- I had a look at the audience to see what fingers are being held up.

- I was looking for Kate. She's right in front of me. Thank you, Trustee Rattan. The next item on our agenda is the Committee Reports and Recommendations. Beginning with the Committee of the Whole report which can be found on your board packet at pages 1 through 23, and I will briefly read what we have here. The Committee of the Whole did meet via Zoom at 8:30 AM on Monday, June 27th, 2022. Dr.

Bowne, Trustees Cross, Hamill, Musil, and Rattan, attended the meeting. Trustees Laura Smith-Everett joined the meeting at about 9:32 AM, and Nancy Ingram and Joy Koesten were absent. Strategic Plan Metrics update was provided by Mr. Clayton, the Executive Director of Institutional Effectiveness, and he presented the most recent key performance indicator results and targets for the 2021 through '25 Strategic Plan. And the board reviewed the data and asked questions concerning the following results which can be found on page one. The new KPIs are still in the process of being developed and are expected to be developed and implemented as follows. With respect to community partnerships. The number of community partnerships. Initial data collection by December 22nd, with a target established by July, 2023. Partnership satisfaction. An initial data collection by May, 2023, with target established by July, 2023. Community satisfaction. The initial data collection to be completed by May, 2023, with target established for July, 2023. Diversity, equity, and belonging. With respect to those topics. Employee belonging. Initial data collection will be done in June, 2023, with the target established for July, and College Scoreboard/Dashboard completed by the fall of 2023. Employee engagement. Initial data collection will be done by June, 2023, with target data established by July, 2023. And, employee development. Initial data collection by June, 2023, with a target established by July, 2023. I do wanna say that this is critically important in terms of explaining what we do, in my opinion, and I thank the president and the administration for the time and effort it takes to collect all this data. Especially Mr. Clayton. So I just wanted to thank them for that. It is therefore the recommendation of the College Administration that the Board of Trustees adopt targets for the key performance indicators of the 2021/25 Strategic Plan for the academic year 2022/2023 as is shown in the board packet. And, I so move.

- [Trustee Musil] Second.

- [Trustee Cross] Motion has been moved and seconded. Any discussion?

- I have a question.

- Yes.

- Mr. Chair, the only question that I had and I just noticed it in my notes. I apologize for not bringing it to someone's attention prior to now. But as we were looking at the new metrics, the new metric under student success. The post-graduation employed in a related field of study.

- [Trustee Cross] Uh-huh?

- Is that included in there? Should it be included? Again, please accept my apology for bringing that forward now.

- I don't see it, Is it in there?

- That is-

- The metric of 89%?

- Yes.

- The target of 89%?

- Right, right.

- Oh, it's right there.

- But did that-

- Yes.

- [Trustee Ingram] need to be included-

- In the-

- in the statement?

- [Dr. Bowne] Oh, I see what you're saying. It is in that-

- I'm not trying to confuse it, but I just-

- Yeah.

- It caught my eye and I just-

- I skipped over it.

- I turned my page.

- I mean, yeah.

- [Trustee Ingram] I saw it and I thought, "Ooh, does that need to be included here?" And maybe not, so?

- [Trustee Musil] We're adopting all of these, right?

- We're adopting all of these.

- Mm-hmm.

- That's okay.

- It's probably my fault. I skipped through it, so.

- No, no, no, no, no.

- Yeah.

- No.

- [Dr. Bowne] The targets are established on page one?

- Right.

- Right.

- And the targets-

- Timeline-

- yet to be established are on page two with a timeline for those.

- I apologize, I mean.

- Oh, that's okay.

- Yeah.

- But I literally-

- No, that's okay.

- I turned it over and I saw my note here-

- Yeah, I think you mean

- and I thought, "Oh?"

- Yeah.

- to highlight it.

- To highlight it?

- Yes.

- [Trustee Cross] What does the 89% mean, Dr. Bowne? Sorry.

- if we were to... John, do you want to just jump in and-

- [John] Yes, sir.

- Cause I do think it's important and I'm sorry to do this-

- I am so sorry.

- No, you're fine.

- No, no, no, no.

- That is-

- I think it's- It's my purview, I just asked.

- So if what I'm believing it is, it's the target set for the percent of our CTE graduates that are employed and that should be set at 89%. It should be included in with the targets to be set.

- [Dr. Bowne] Right.

- [Trustee Musil] No, but that... So that is post-graduation for CTE only?

- That is correct.

- Yes.

- Okay.

- Career and technical education only. That's the group of the students that we are required to report for Perkins reporting. We have, occasionally in the past, surveyed some of our others but it's a very expensive data collection to do and so we-

- Hmm.

- Most of the other ones are transfer students and they... We collect them through the National Clearinghouse data.

- Mr. Chair, my only thought would be that we need to label that "employed in a related field of study." Print CTE or something. Am I missing it? But right now it looks like it could be every-

- Yup.

- every student-

- Right.

- I mean-

- that graduates.

- In the chart, I know it's labeled correctly. I am not sure on the document, itself. It should-

- Okay.

- Should be CTE employed.

- Thank you.

- Yes.

- [Trustee Cross] Do we wanna amend it or can we vote on it?

- I don't have anything.

- Any discussion? All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Any vote opposed?

- [Trustee Rattan] Aye.

- The motion. The recommendation passes unanimously.

- [Dr. Bowne] Chair. Might wanna check-

- Dawn was a little late.

- Timing.

- [Trustee Musil] So it sounded like she said aye on the no's.

- I took it as an aye.

- Okay.

- Did you object?

- Okay.

- Madam Trustee?

- I did not object. I did not object.

- Why did you object? I did not.

- Oh my, okay.

- I'm just late. I was late on the mute button.

- Next up are Policy Updates and Recommendations on page three that I will, with the permission of the board. Point two on page three and then read the report, and recommendation on page four, if I may. The Committee of the Whole has reviewed the recommended changes to the Accounting System Policy 210.01. And the recommended changes rename and renumber the Policy, incorporate the Fiscal Year Policy 210.02 and the Financial Reporting Policy 210.03 provisions, and add an applicability and purpose statement. It is the recommendation of the Committee of the Whole that the Board of Trustees accept

the recommendation of the College Administration to approve modification to and renumbering of the Accounting Policy 210.01 as shown subsequently in the board packet. And, I would make that motion.

- [Trustee Ingram] Second.

- [Trustee Cross] Any discussion? Hearing none. All those in favor? Please say aye.

- [Trustees] Aye.

- Anyone opposed? Hearing none, the motion passes unanimously. The next report. The Committee of the Whole reviewed the recommendation. The recommended deletion of the Fiscal Year Policy 210.02, and the recommended changes delete the policy and move the substantive provisions to the Accounting System Policy 210.01. It is the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve deletion of the Fiscal Year Policy 210.02 as shown subsequently here in this board packet. And, I would so move.

- [Trustee Musil] Second.

- [Trustee Cross] Any discussion? Any discussion? Oh, do I need to say moved by Trustee Cross, seconded by Trustee Musil?

- It would probably help whoever's... Caitlin or whoever's taking the minutes.

- [Trustee Cross] I know, I'm trying to speed through it. But I apologize for the difficulty. Any discussion? None. All those in favor, please signify by saying yes.

- [Trustees] Yes.

- Any opposed? The motion passes unanimously. The next report. The Committee of the Whole reviewed the recommendation. The recommended deletion of the Financial Reporting Policy 210.03 and the recommended changes delete the Policy and move the substantive provisions to the Accounting System Policy 210.01. It is therefore the recommendation of the Committee of the Whole that the Board

of Trustees accept the recommendation of the College Administration to approve deletion of the Financial Reporting Policy 210.03 as is subsequently shown in the board packet. And, I would so move.

- [Trustee Ingram] Second.

- [Trustee Cross] Motion has been moved by Trustee Cross and seconded by Trustee Ingram. All those in favor, please signify by saying yes.

- [Trustees] Yes.

- [Trustee Cross] Any objection? Please signify by saying aye.

- [Trustee Hamill] Aye. Oh, sorry. Sorry. I was not coherent.

- The motion passes unanimously. Next report. The Committee of the Whole reviewed the recommended changes to the Designation of Banks and Disbursement Authority Policy 210.04. The recommended changes add an applicability and purpose statement. It is therefore the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Designation of Banks and Disbursement Authority 210.04 as shown subsequently here in the board packet. And, I would so move.

- [Trustee Hamill] Second.

- [Trustee Cross] The motion has been moved by Trustee Cross and seconded by Trustee Hamill. All those in favor? Any discussion?

- [Trustee Ingram] None.

- All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Those opposed? No. The motion passes unanimously. The next report. The Committee of the Whole reviewed the recommended changes to the Cash Reserves Policy 210.07. The recommended changes add an applicability and purpose statement. It is the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Cash Reserves Policy 210.07 as shown subsequently in the board packet. And, I so move.

- [Trustee Musil] Second.

- [Trustee Cross] Motion has been moved by Trustee Cross and seconded by Trustee Musil. Any discussion?

- Mr. Chair, I just note that we added language. "If the general fund reserves fall below our guidelines..." For the new language 'Is for a sustained period of time,' which is ambiguous to some extent and undefined but I think it's been very clear that this board, if we ever fall below that area, it will be brought up to the attention of the administration. And I don't have any doubt that the president will also note it, because it will be something extraordinary.

- [Trustee Cross] I agree. Any other discussion? Any other discussion? All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Any opposed, please say no. Motion passes unanimously. The next report from the Committee of the Whole reviewed the recommended changes to the Debt Management Policy 210.08, and the recommended changes reorder the content of the policy and add an applicability and purpose statement. It is therefore the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Debt Management Policy 210.08 as shown subsequently in the board packet. And, I would so move.

- [Trustee Musil] Second.

- [Trustee Cross] The motion has been made by Trustee Cross and seconded by Trustee Musil. Any discussion?

- I would go ahead and bring out, just based upon the conversation that you just brought up. We did delete as a general rule, "the present value savings of a particular re-funding should equal or exceed 3% of the re-funded maturities." I did speak with Rachel Leers regarding that and felt very comfortable with her, you know, decision to go ahead and remove that from the policy. So I support that and just wanted to share that, that I had reached out to her.

- [Trustee Cross] I thank you for that. Any other?

- I would also point out that this is the authority to incur debt. We have historically not incurred very much debt. And, if I look at the Treasurer's report for the full year of fiscal year 2022, our debt service was under \$4 million, out of a significant budget. So we've been very careful and have incurred debt only when necessary. For instance, in the Master Facilities Plan. And, we have refunded debt whenever we get a better interest rate. So, I thank Rachel and our financial consultants. This makes sense to me.

- Okay.

- Yeah.

- [Trustee Cross] I concur.

- And may I just say thank you very much for bringing that out because I think, sometimes, we keep moving forward and your reminders to that effect are really important for us all to hear and be reminded of. So, thank you.

- [Trustee Musil] I'm the new Jerry Cook.

- You can be.

- Or actually, I just wanna point out. I thank the trustee for raising the issue because that is in the statement. I mean, the statement is there and publicly available for all to read. I've been on almost as long as Trustee Musil and I don't remember much debt, but it's just nice to have in case we need it. Any other discussion? Trustee Hamill? Trustee Rattan, do you have anything?

- [Trustee Rattan] No, I do not.

- [Trustee Cooper] All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Anyone opposed? Please say no. Motion passes unanimously. The Committee of the Whole next reviewed the recommended changes to the Capital Funding Policy 210.09. The recommended changes add an applicability and purpose statement, and clean up the language used in the Policy to improve consistency and remove redundancy. It is the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Capital Funding Policy 210.09 as shown subsequently here in this board packet. And, I would so move.

- [Trustee Ingram] Second.

- [Trustee Cross] Motion has been moved by Trustee Cross and seconded by a Trustee Ingram. Any discussion? Any discussion? Seeing none, hearing none. All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Anyone opposed, please say no. The motion passes unanimously. The next item. The Committee of the Whole reviewed the recommended deletion of the Receipt and Deposit of Funds Policy 210.11. The recommendation... The recommended changes delete the policy and move the substantive provisions to the Receipt and Deposit of Funds Operating Procedure 210.11. It is recommended... It is the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve deletion of the Receipt and Deposit of Funds Policy 210.11 as shown subsequently in this board packet. And, I would so move.

- [Trustee Musil] Second.

- [Trustee Cross] The motion has been moved by Trustee Cross. Seconded by Trustee Musil. Any discussion? Seeing, hearing none. All those in favor, please signify by saying yes.

- [Trustees] Yes.

- Anyone who disagrees, please say no. The motion passes unanimously. The Committee of the Whole next reviewed the recommended changes to the Budgeting Policy 211.01. The recommended changes clean up the language in the policy and add an applicability and purpose statement. It is therefore the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Budgeting Policy 211.01 as shown subsequently in this board packet. I so move.

- [Trustee Ingram] Second.

- [Trustee Cross] Motion has been made by Trustee Cross and seconded by Trustee Ingram. Any discussion? Any discussion? Hearing, seeing none. All those in favor, please signify by saying aye.

- [Trustees] Aye.

- Anyone opposed, please say no. The motion passes unanimously. The Committee of the Whole next reviewed and recommended creation of the Sustainability Policy 217.10. The recommended provisions create the Policy describing the College's commitment to sustainability. And it is therefore my great pleasure that the Committee of the Whole recommends that the Board of Trustees accept the recommendation of the College Administration to approve creation of the Sustainability Policy 217.10 as shown subsequently in this board packet. I so move.

- [Trustee Rattan] Second.

- [Trustee Cross] Trustee Cross moves and Trustee Rattan seconds. Any discussion? Trustee Hamill.

- Yeah, thank you. So we've talked about equity a few times here and I believe in Dr. King's vision of equality. Equity is another thing that I am not in favor of. If we're interested in changing it to equality, I would definitely be able to vote for it. So I'll make a motion to change out equity for equality?

- May I ask a question?

- All right.

- Well, then-

- You've already made-

- [Trustee Hamill] Yes, please.

- [Trustee Musil] How would it read then, Mark, under yours?

- [Trustee Hamill] Social equality. That'd be basically the only difference.

- [Trustee Cross] Oh, there's equity right there. Social equity in the first paragraph.

- Yeah.

- Okay.

- [Trustee Cross] Does the trustee have a second to amend the motion?

- [Trustee Musil] I'll second it for discussion purposes.

- [Trustee Cross] Okay, the motion has been moved and seconded. Wow, jeepers. At five, how does this go? All those in favor, please signify by saying-

- [Trustee Musil] No, we have a discussion about it. On the amendment. I wanna hear if Mark has some other explanation or whatever. I want to make sure we hear that.

- [Trustee Cross] Any discussion?

- [Trustee Musil] Yes, thank you.

- [Trustee Cross] Any discussion?

- Sure, I can discuss more. So I've seen... I've had these multiple discussions on equity and I think I've talked about equity, with everybody here, versus equality. There is a photograph I've seen used before in a class and they were trying to explain it to me. And they had, you know, three individuals looking over a fence and two of 'em... One could see really well 'cause they were taller. The one that was medium could just barely see. The shortest one clearly could not see over the fence. And then, they each had a box they were standing on to look over and basically what they did is they took one from the tallest person and gave it to the smallest person. So you had an equal outcome, not an equal opportunity. And in lots of ways, there's great ways to do that. And as individuals, I believe, we all should do those things when we see those needs. But as an institution, I do not believe we should be creating equal outcomes. We should be creating equal opportunities for everybody that comes along. And one of the great examples, I use, is on our basketball team. I want the best basketball player we can have on our team and I wanna win as many championships that we can at this school, and any other school has the same idea. But if we start basing it on your height then we have to have certain quotas and everybody has to fit in certain boxes to get equal outcomes on the team. That's not really what we're looking for and what I wanna see happen here on campus. And I know that some of you have talked about equity and saying you don't see a difference between equity and equality. And again, if that's true? Then let's go to equality. 'Cause when I've had people explain this to me multiple times, it's equal opportunity versus the equal outcomes.

- [Trustee Cross] Trustee, anything else?

- [Trustee Hamill] That'll do it, for me.

- [Trustee Musil] Is Mike available to speak to this?

- Yeah

- Mr. Neil?

- [Mike] I am. Good afternoon, everybody.

- [Trustee] Watching the hockey's game.

- Can you hear me?

- [Trustee Cross] Mike, will you introduce yourself? Yes we can.

- Okay, thank you. I'm Mike Miller, Executive Vice President. Chief Operating Officer. No, Trustee Hamill, I understand your perspective. I do think that we crafted this Policy and we chose the term social equity. It was not with respect to trying to create equal outcomes for everyone. What our social equity Policy does, in the statement that we have there, is to try to create social equity with respect to sustainability, and we do that in several different ways. We do that with respect to how we handle waste. I will say that some of our students incur social inequities with respect to the environment, depending on where they live. They could be in an environment whether there's noise. They could be in an environment where there is pollution. So those inequities do exist, that's a part of what you have when you have environmental equities. But our policy, and what we're trying to do, is with respect to social equity and how we practice it at the college. That's one of the core tenants that we have as part of those three. The triple bottom-line focus that we have there within the policy that we crafted.

- [Trustee Cross] And what is the triple bottom-line? Did he define that? I was-

- Yes, sir.

- It's in here.

- Okay.

- It's in there, with respect to the ecology.

- Yes.

- With respect to economics, and also with respect to social equity.

- [Trustee Cross] Thank you, Mike.

- [Trustee Hamill] So... I don't think I got my question fully answered, and I get what you're saying and I agree with the majority of what you're getting at. And, I think we... Hopefully, I think we all want the same outcomes or same goals here in mind. So do you see a difference between equity and equality, and would that change the definition of what we want to do with this policy if we go to equality?

- I like the term social equity as we have it defined there, because it goes to the spirit and the letter of what we're trying to accomplish as a part of the Sustainability Policy. So social equity, as I said, and the things that we operate and as a part of what we've been doing since we've had the Sustainability Office, are consistent with social equity. So I like it as it is, to be honest with you.

- Okay.

- Yeah.

- I'm still not really feeling I'm getting my answer, or question answered correctly. So like Martin Luther King. I'm sure you're probably a fan, right? Correct?

- [Mike] Of course.

- Okay, so when he talked about equality was he not right? Was he not going far enough? Was there something wrong with his message of equality?

- [Mike] Not at all, whatsoever.

- Okay. I don't understand why we wouldn't go with equality still, and why we want to change to equity. What makes that difference? I'm not seeing it, and I can keep asking if I can't get my answer.

- I think he's answered the question. I'd like to move on and I-

- [Trustee Musil] I think continue the discussion.

- Trustee Rattan has-

- I have Trustee Musil, next. Then, Trustee Rattan.

- No.

- I see Trustee Rattan.

- I'd like to hear from Dawn.

- [Trustee Cross] Oh okay, Trustee Rattan?

- The point I'd like to make is, I am certain that a team of people worked on this who are very invested stakeholders around sustainability and had a conversation about it. When I've met with Kristy... Or Chrissy and Jade, they've been very passionate about it. If they're involved, and this is the wording that they felt really gets the Policy's intent across, I'm fine with the wording as it is.

- [Trustee Cross] Anything else, Trustee Rattan? At the moment? No, okay. Trustee Musil?

- Well, I raised this question with Dr. Bowne and Mike after the Committee of the Whole as well, because I don't quite understand. I know there's a lot of discussion and debate about what social equity means in the DEIB context. I wasn't sure, and I'm still not completely clear, how it applies to what we do at the college. Whether it's in our procurement or our teaching or otherwise. So, I don't think equality defines it any better for me. I'm not sure this triple bottom-line works as well for this institution, as it might, after I did some research on it, on private businesses. And that, the last thing I'll say is that let's all understand that these three things sometimes conflict with one another and so putting all three of them down there, doesn't mean we find the right answer every time easily. That economic prosperity can sometimes conflict with ecological balance, and whether it's social equity or social equality might conflict with ecological sustainability as well. So. I think... I think I know where we're headed and I think I know how we're gonna apply this. So I was comfortable with social equity, but I did think it was worthy of a discussion and I appreciate Mark bringing it up.

- [Trustee Cross] Trustee, thank you. Does that clear?

- Yes, I'm done.

- Thank you, Trustee Musil.

- And I'm comfortable with it.

- I will say, and I thank the trustee for raising the issue or his questioning, and I think it's a worthy questioning goal. In my mind, social equity is striving toward what I believe is in the Declaration of Independence. That all men or people are created equal, and we're just striving toward that. I happen to believe that institutions should do that. We should work as... I believe, it's Cambridge Online defines... There's so many definitions for equity. It could be ownership in stock, for instance. I believe it's defined here as a situation in which everyone is treated fairly according to their needs, and no group of people is given special treatment. I think sometimes we talk past each other in this society, and I thought I'd raise an example. I was taking environmental law at the University of Missouri, Kansas City in the fall of 2006, and I got my first A in law school which really helped my GPA. And we're all sitting there on our laptops, and it's largely... There were conservatives in that room but it's largely a group of liberal law students and some liberal lawyers teaching it. So we're all sitting there on our laptops and we're talking about, essentially, what level of pollution is acceptable. You know, ecology is here in our definition and I think it's appropriate. And I'd worked for Clean Water Action in Washington, DC. And many of us are saying, "Oh, this pollution's bad, and the use of these minerals in the mining is so terrible. Mountaintop Mining has destroyed many places in this country and across the planet. And then our professor who worked at a major law firm here in town, she goes, "Yeah, but all that mining and all those minerals are needed for the rare earth minerals that go into your computer." And I think in this country in order to do First World-First Class, it's an immense privilege and we should be aware of that. And I do believe those that can, should do more to lift up anybody below us or to just give them a hand up. So I see equity as striving toward equality. I don't think you're wrong in asking for equality. I do disagree with you, probably in the inclusion of equity but I think while we want our computers, we need to be aware of that pollution we're creating, right. We need to be aware of the runoff that happens. I've several devices on this table. So I'm guilty on many levels of what I'm talking about. Also trying to be aware of the disadvantaged among us and give them a hand up. So, I do respectfully disagree with you. I thank you for the discussion. I think it's a worthy discussion. You're challenging us and I'm not saying you're doing anything improper. I welcome it. I hope we can reach some accord and understanding of each other. With that, I'll conclude my remarks and ask if there's anything further?

- [Trustee Hamill] I'll just say thank you for the discussion, I appreciate it.

- [Trustee Cross] You're welcome, thank you. Mr. President, did you have something?

- I think just... When I think about social equity, and think about what is it that we do as a college that contributes to social equity. I think specifically of, and it's gonna tie back to the previous of economic prosperity, right. Our programs. Whether degree or certificate programs. The courses that our students take equip them with the knowledge and skill that they need to be successful in the workplace, and in life in general, right. And as they gain more experience and knowledge, and eventually the idea is they earn a credential. They take that credential into the workplace. With that credential. With that training. It's also true on the non-credit side of the work. The work that we do in continuing education. Creates a greater opportunity for more earning, right. For more earnings, right. It propels them economically. The economic prosperity. That's what that middle piece and where, I believe, we fit cleanly into that. When you carry that over to the social equity piece, one of the things that economic prosperity allows our students and graduates, alumni, with is greater economic mobility. So, you know, when we reference, you know, where we live? If I have fewer means, I have fewer options in terms of deciding where I live, where I can afford to work, where I can go, where I can't go. It's limited by my economic prosperity. And when we increase someone's economic prosperity, we increase their mobility. And when we increase their economic mobility, we enhance their social equity. They have greater opportunities. So, what... Yeah, so let me just leave it at that.

- [Trustee Cross] And they're less likely-

- So that's-

- to fall to crime. They're less likely to buy into the laws and regulations that we have going on, in my opinion.

- Yeah.

- Is that fair?

- [Trustee Hamill] Yeah.

- [Trustee Cross] So, unless there's any other?

- Dawn.

- Trustee Rattan.

- I know we keep bringing up Martin Luther King and he's, you know, the person we hold up to the light if we wanted to-

- Good guy.

- find somebody to represent equality, and he did this in the 60s. And where he was starting from, he was coming off of years of Jim Crow, separate but equal, voting rights, the poor people campaign. A lot of things that we take for granted today that we see as like, we don't struggle with those or we hopefully don't struggle with those. In the 1960s. We're in 2020. The game has changed. The technology has changed, and we still have some struggles. So, I think that you can say equality was the same as your like remote control that you used back in the day, and it was something new. We were excited about having a remote control. Now we can change the TV. Turn it off. Turn it on. Go to Netflix. All from our phone. So this, the technology. We still need to change the channel but we can do it in a different way, and so we need to upgrade where we started with equality and go with equity. As you guys are talking, I did some Googling, and there's this article from MIT that says "Equality suggests providing every student with the same experience. Equity means working to overcome the historical legacy of discrimination, marginalization, and under-investment that disadvantages specific groups of people. Especially, defined by race. Equity requires providing supports tailored to the specific needs of the students. Rejecting identical resources and identical instruction as insufficient to meet the different needs of different students. Education advocates stress that equity calls for something different than the same treatment that they associate with equality." So I'm happy to send this whole article out, and it may not apply, and I may be going on a tangent, but I think we all could go and do some work to define equity versus equality. This is the third time this has come up in our board meeting. So we all need to get on the same page and, in my opinion, stop having this discussion or figure out if we're gonna argue this word every time it comes up. That is all I have, Mr. Chair.

- Madam Trustee, I would welcome that article if you'd send it to me, please. And I think... So one of the things that they're discussing, and again, I know everybody is communicating this in good faith and we're all trying to make the college do better. One of my concerns is that, you know, we're looking at the outcome after they leave here and how it affects them. And while we should be considering that and looking at that, the main thing we should be focusing on is how are we giving 'em the best education and the most opportunities to learn, that we can. And I think sometimes, we focus too much on the degree. You know, or graduating or the certificate. And again, those are great things. I'm not trying to discount that, by any means. But it's the idea of giving them more opportunities to learn while

they're here, should be the focus of the actual education and not the degree. And again, I'm not saying that anybody was... I'm just wanting to make sure we're being careful with that, so.

- [Trustee Cross] You're communicating your thoughts-

- Yes, sir.

- Is what you're saying.

- [Trustee Cross] Thank you, Trustee Hamill. Anything else?

- [Trustee Hamill] No, thank you.

- [Trustee Cross] Do you have anything, Trustee Musil? I think we're on Trustee Hamill's movement for an amended motion. All those in favor, please signify by saying aye.

- [Trustee Hamill] Aye.

- Those opposed, no.

- [Trustees] No.

- [Trustee Rattan] No.

- I have the count as the amended motion of failing one to four, and it is the recommendation again that I read before. I'll do it again. Of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve the creation of the Sustainability Policy 217.10 as subsequently shown in the board packet. And we've had the discussion, I believe, or should we have a new discussion? I'm gonna call the vote, if I may? Unless there's an objection? Trustee Rattan? All those in favor, please signify by saying aye.

- [Trustees] Aye.

- [Trustee Cross] Those opposed, no.

- [Trustee Hamill] No.

- The motion passes four to one. The next. Next, the Committee of the Whole reviewed the recommended changes of the Auxiliary Services Policy, also a hot topic, 220.00. The recommended changes clean up and reorder language used in the Policy and an applicability and purpose statement. It is the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Auxiliary Services Policy 220.00 as shown subsequently in the board packet. And, I so move.

- [Trustee Musil] Second.

- [Trustee Cross] The motion has been moved by Trustee Cross. Seconded by the gentleman, Trustee Musil. Any discussion? Any discussion? I have these glasses on. I can't see peripherally, sorry. Those in favor, please signify by saying aye.

- [Trustees] Aye.

- Those opposed, no. The motion passes unanimously. Next, the Committee of the Whole reviewed and recommended changes to the Electronic Devices Policy 424.07. The recommended changes clarify that employees are responsible for expenses incurred for their personal devices and remind employees, College business conducted on personal devices may be subject to the Kansas Open Records Act, also known as KORA. It is therefore the recommendation of the Committee of the Whole that the Board of Trustees accept the recommendation of the College Administration to approve modification to the Electronic Devices Policy 424.07 as shown subsequently in the board packet. And, I would so move.

- [Trustee Ingram] Second.

- [Trustee Cross] The motion has been moved by Trustee Cross and seconded by Trustee Ingram. Any discussion?

- Mr. Chair?

- Yes, sir?

- There's been some suggestions, from a couple, that this is some change in our Policy with respect to whether we compensate or reimburse people for use of their own personal devices when they use it for college business. I just thought it'd be helpful to clarify that. Is this a change in that policy or a clarification? It's called a clarification.

- [Dr. Bowne] Clarification.

- [Trustee Musil] So we're-

- [Dr. Bowne] Is that right?

- [Trustee Musil] I mean, I don't know who can answer that.

- Yeah.

- Mike? It's Mike or?

- May I?

- Yes. Okay. Okay. Is Leslie?

- Leslie is not here.

- Okay.

- However. Colleen?

- What's the question?

- Well. It's been suggested to me that this policy is somehow new. In that, it makes employees responsible for any cost of their own electronic devices. Their personally owned electronic devices. As opposed to the college paying them a monthly amount or some other thing for their use. So, I'm just trying to clarify. Is it a clarification of the policy or is it a change in?

- [Colleen] So our practices, as it relates to reimbursement for devices, has changed. The change in the policy is a clarification.

- Well. I'm not sure I understand that. So did the... Did we used to have a policy where some or all got reimbursed for personal devices and that policy changed to where they're not getting reimbursed?

- [Colleen] It's not a policy, more a practice. The policy change that occurred-

- Is herein-

- is this change. It's a clarification to that policy that the practice changed, but it's not a new policy. Well, it's not in the policy that-

- That's correct.

- there is reimbursement.

- [Trustee Cross] It's my understanding, if I may just step up and at the risk of taking too much heat here, that-

- Lead me.

- That we had it inconsistently applied. That is my understanding, and I'm not looking-

- There was some-

- To blame anybody.

- Inconsistency in that. There was some inconsistency of application.

- In that practice?

- In that practice, but it was also a part of the discussion relative to budget, and what's happening in the workplace relative to technology stipends.

- [Trustee Cross] I'm sorry to cut you off, Mr. Trustee.

- [Trustee Musil] Yep.

- No, that's fine.

- If you have anything else?

- [Trustee Musil] It had been raised, so I wanted to raise it here to figure out.

- It's a good question.

- So we had a practice that was inconsistently applied. We now have a policy that will be consistent. And I understand, it's caused some heartburn. I assume somebody that was benefiting from the previous practice-

- Right.

- who is not gonna benefit on the new policy is not happy with that. I just wanna make sure that we are providing employees with the college-owned electronic devices to do their job. Are we?

- Yeah.

- I mean, if I take a phone call on my personal phone, that is business related, but I also could have taken it somewhere else? I don't know that the college needs to reimburse somebody for that.

- Well, let's clarify, 'cause I know this has caused heartburn. I'm fine with this. I think it's a reasonable business decision and some we've seen in the private sector. And frankly, I compensate my employees with this in mind. I don't reimburse 'em for electronic devices. I buy them. So I'm just saying laptops are provided. Is that right? And then...

- You know, and again, this is kind of older. I remember hearing and talking to some faculty and they think they might have been part-time associates, but they were saying that they were not able to get laptops as well. So is it just full-time employees that have laptops, or? Just curious.

- [Colleen] Yeah, it does require a Dean to request it.

- Okay. Okay. But if a Dean's requesting 'em, they can get 'em for sure? Is there any way that the Dean could be denied if he requested it?

- [Colleen] Not unless we don't have equipment to give-

- Okay.

- That would cause delays-

- Okay.

- but we wouldn't deny that.

- Okay, 'cause I-

- Do you have something?

- And again, I don't know, and I can't verify what's the story they were bringing to me. But they were talking about how they were told to check out laptops from the library and they were thinking they could only check it out for a week or two and then have to go check out a new one and couldn't keep the same one, and it was a struggle for them when they were using the laptop for work. But, I can't verify it. Just had that conversation here, maybe six months ago, with a part-timer. Yeah?

- [Colleen] Yeah, I would say that with that-

- [Trustee Hamill] Okay, okay.

- [Trustee Cross] Any other discussion? Trustee Rattan, did you have anything? I just didn't wanna forget about you. Anything else? Hearing none. All those in favor, please signify by saying yes.

- [Trustees] Yes.

- Any opposed, no. Trustee Rattan has her thumb up. The motion passes unanimously. And I believe we have a Kansas Promise update here, on page 21. Dr. McCloud provided an overview of the Kansas Promise Scholarship program including a review of who is eligible and what programs are eligible for funding and the payment structure. And again, this is a last dollar scholarship since all of the funding sources must be exhausted before being awarded. There were actually 2072 scholarship applications from July 20, 2021 to May 1st, 2022 in a total of \$267,762.52 has been dispersed to 166 eligible students. So JCCC's actively promoting the scholarship through print, website banners, high school relationships, and counseling sessions. Dr. McCloud listed the reasons for the scholarship denial including not being eligible, other grants and scholarships are meeting the student's needs, too few enrolled credit hours, and incomplete applications. Counselors and staff work closely with students to assist them in meeting eligibility requirements and in navigating the application process. There was also a report for the JCC Ethics Report Line and the Benchmarking Report. Ms. McLeod presented benchmarking statistics comparing JCCC's Ethics Report Line statistics to aggregated data provided by the Navex Global, the college's Hotline Services provider, and the following is a summary of those statistics which you could find on page 21. There were other informational items on the packet. No questions were raised regarding the informational items provided by the administration to the Committee of the Whole. The Committee of the Whole's working agenda can be found on pages 22 and 23, and that mercifully concludes my report. Then next item, right, on our agenda is President's

Recommendations for Actions. I know that Trustee Smith-Everett is not here. Do I have any volunteers to read the Treasurer's Report or if not, I shall do it.

- I can do it.

- You want some screen time?

- The screen time? This is very exciting. We have a report on page 24, starts the Treasurer's Report for the month ending May 31, 2022. During the month of May, the college made payments of \$159,800 on Series 2012 and 2019 Revenue Bonds. We received an ad valorem property tax distribution of 44.6 million from Johnson County in June, that will be included in next month's report. And, all the expenses in the primary operating funds are within approved budgetary limits. So this would be the next to last month of our fiscal year. Next year, we'll end our fiscal year on June 30th. It is the recommendation of the College Administration that the Board of Trustees approve the Treasurer's Report for the month of May, 2022 subject to audit. And, I so move.

- [Trustee Ingram] Second.

- [Trustee Cross] The motion has been moved by Trustee Musil and seconded by Trustee Ingram. Any discussion? Any discussion? Hearing none. All those in favor, please signify by saying yes.

- [Trustees] Yes.

- Those opposed, no. The motion for the Treasurer's Report passes unanimously, and now I will accept a motion to adjourn.

- Oh, Hey.

- Is that right? The next item is the monthly report to the board by Dr. Andy Bowne.

- All right. Well thank you very much, trustees. Appreciate the opportunity to address you each and every month. I would like to start out in my report. First of all, to report to you that in the spring we submitted to the Higher Learning Commission a mid-cycle report that, in essence, are our assurances

argument around our accreditation and how we operate as a college. That was submitted earlier this spring. It happens in the fourth year of the cycle of the 10-year accreditation cycle. So we submitted that. Sheri Barrett, who retired, had taken the lead on that but the team continued to work, after her retirement, with some back and forth. In all, some 350 documents were provided as evidence of the good work that this college does, and I am pleased to say that we met every one of the criteria which is a good sign of a healthy, well-running college. A very, very positive report. Our next task in the accreditation process, is early this fall, to identify a quality initiative. So what's required for the remaining time under our accreditation, through basically the end of the ninth year, is to identify and work on a quality initiative. That is a multi-year... It's intended to be a three to four year project. So we can't pick something that is a one year. Quick, get in, get it done and check, and now we just wait until the accreditation process. They want a long-term college-wide, impactful, quality initiative. So the cabinet and others are working on potential ideas for that, and so we'll be able to report to you yet before that goes in, in terms of where we believe we land in a quality initiative. To give you a sense of, and I'm not suggesting that this is, but a couple examples that have already been talked about but should not be interpreted as those are the projects because we've got work to do to get to there. We've looked at, for example, our work around guided pathways related heavily to the Strategic Plan and how we help students get on an academic plan. Guided pathways is a part of that, as an option. That is a long-term multi-year project to implement that if that were to be our initiative. We're moving forward with that work, but that may or may not be our quality initiative. Another example is the crosswalk between credit and non-credit instruction. Instruction that happens on the non-credit side of the college. How does that interface and crosswalk over to credit? There are colleges that do that. How does that align? We know that non-credit instruction is of growing interest for the Higher Learning Commission. So that's an other example. We're not gonna get there overnight. That's gonna take multi-years, multiple years to make that work. Those are a couple examples of the level of projects that would need to be identified as our quality initiative. So you know, certainly we're gonna look to the Strategic Plan as a major driver of that information. So anyways, that's the first item on my agenda for this morning. Thank you to the team across the college that worked on the assurance argument as our mid-cycle review. The positive feedback is well-received and very pleased with the work that has been done. All right. We can bring it up. All right, so you met David but we will talk about enrollment tonight and then we're gonna, as promised in the past meeting, updates on VERB, the compensation table, and career laddering. And then, we'll talk a little bit about workforce development as it relates to this new major project coming to a community near us very soon. So, you met David. Let me talk about enrollment. Enrollment continues to be off-cycle, off-plan, and we're down 5% in credit hours. Excuse me, in head count and 3 1/2% in credit hours. When I look at others. You know, others are down as well from a headcount standpoint. A little bit less than what we're down if we look at our region and if we look at nationally. If we look at our non-credit work, we're about flat to where we were last year. Now realize that last year, as we looked to the fall season for Continuing Ed, we were at the front end. Well, we were well into access to federal resources that flowed down through state and county and so forth, to help out from a COVID relief standpoint. If I remember correctly last year, we received about, because of the training we provided, about 2.4 million flowed through us relative to COVID relief. So, the growth trajectory for Continuing Ed? They're gonna have a lot of work cut out for them this year. They know that. They've set aggressive goals for the year. And historically, they've set aggressive goals, both from a revenue as well as from a service standpoint, to get there. So they're off a few percent from where they were last year. At this point in the time, we're talking about a couple handfuls of students.

19 to be exact. So, four handfuls of students. What I wanted to talk about, from an enrollment standpoint. The reality is that this is not at all unique to us. Doesn't make it right. Doesn't mean we don't have work to do. The fact is that the enrollment challenges that we face are consistently being faced across the country. I'm confident that our team is working hard and continue to try to find ways to uncover our ways to engage students in new and innovative ways. You know, as I think about the work that they do, I know that if they have somebody who's filled out an application but hasn't yet enrolled. They have, you know, a multi-pronged strategy to reach out to those students, to encourage them to take the next step and get enrolled. I know that if they are previously enrolled with us, but not enrolled with us this semester, that we're reaching out to them and saying, "Hey, you haven't signed up yet. You were with us in the spring. You were with us in the summer. You were with us last fall. Let's get you in. See your counselor. Let's get you back on track. Let's get you enrolled and moving forward." If a student has filled out the FAFSA but no application, they're contacted. "You filled out your FAFSA. We've received your FAFSA information, but you haven't applied to go here. How do we help you make that next step?" That we're reaching out to those who are close to graduation, have a reasonable number of credits to be attained this year. To reach out to them and encourage them to come back. We know that students... Again, you know? Trustee Hamill, to your point, not every student comes here to us expecting to earn a credential. But we know they're close and so if they haven't transferred to another institution, will they come and continue and earn their credential with us? As a way to draw that back in, there are targeted measures for efforts towards veterans, towards those who are in programs that are Kansas Promise eligible. There are calls being made by our counselors based on their academic program cluster. And so... The team is working and I am very appreciative of the hard work that they do each and every day to uncover those students, to keep them moving forward. You know, in the long run as we move in and start looking at the year ahead. You know, as you start the new school year, you're already planning, not only for spring semester enrollment but you're laying the groundwork and recruiting students for the following summer and fall. And so I know that, you know, our recruitment teams are getting into, you know, high schools four times a year. They can only get in so many times, but they're getting in four times a year. We're in the process of developing an RFP to invite a partner to come alongside us, to help us look at our strategic enrollment efforts and to help us from their expertise. Help us look at what we're doing, what we can do differently, what we can do better, where are the opportunities that we may or may not be seeing, and helping us do that. As we move into this fall semester, the critical piece for us is going to be retention, right. If we bring students in at the top end, and I'll say this in a relatively rudimentary or crass way. If you think about it as a funnel, right, and you have students coming in the front end of the funnel. When you lose students, right, you increase the sharpness of the angle of your funnel and have fewer students persisting. If we're going to-

- Matriculating.

- Yes. If we're going to help them be successful as students and help us also, from an enrollment standpoint. We've got to work very diligently in this semester to increase the retention rates of students because every time you lose a student along the way, it's tougher to bring that student and to fill the top end of that funnel again. And so the question is, how do we move our institution to be more of a shoot, if you will, than a funnel, right? How is it a pipeline and not a funnel that restricts? And so that's where

we are, candidly, from an enrollment standpoint. And we know that as we move forward through this year, that we've gotta do an even better job of retaining our students, and that's why you see increases in almost every one of our metrics for this coming year. All right. I'm gonna move then into the updates. Yep, go ahead.

- [Trustee Ingram] We're open for questions?

- Yeah absolutely, please.

- Okay. So I guess my question really is, are we hearing anything from these students that can help us? You know, I mean if they're not coming back, are they giving us some really good reasons-

- Yeah.

- On why that is and-

- [Dr. Bowne] Margie or Pam?

- How can we-

- Or John? Wait, I'm gonna ask you to come to the microphone, please.

- Well.

- If yeah.

- [Trustee Cross] Yeah, that's a fair question.

- Well, I know where our hearts are.

- Yeah.

- Oh, absolutely.

- So.

- [Dr. Bowne] I know what I hear, but let me-

- Thank you.

- Yeah, I'm John Clayton. I'm the Executive Director of Institutional Effectiveness here at the college. And I can't speak directly to those students who aren't returning, but I can't speak about those students who maybe stopped out for some sort of time. We were talking earlier about the CTE survey that we did, and we actually called those students and talked to those students and some of the feedback we received was a lot of it was due to the COVID-19 was the reason why they had stopped out. And they have told us that once everything, kind of, gets back to a normal operation, that they're planning on re-attending and coming back to the college to complete their education. But? And you know, we're not seeing that really at a full scale yet. So I don't know if it's because they're waiting to see that we're back face-to-face, or it's something else now is driving that. So.

- If I may?

- Yeah.

- Vice President Clayton. So is it possible that COVID was just that disruptive in terms of childcare and all the other logistics-

- Yeah.

- that people need?

- Absolutely, I believe it was. I believe there was also some things, other factors that played into that, that caused it to be different. A different type of recession than what we experienced before, with a lot of the aid that was given out differently this time than what it had in past. In the past, higher education was where they turned to get reeducated. It's a different type of recession this time, because that aid was given directly to them instead of through the colleges.

- So in other words, they didn't need to come to us because they were receiving direct subsidy.

- [John] Correct, absolutely.

- From both administrations.

- Yep. It's changed the perspective right now. And then, we're also facing that wonderful economic boon right now. You know, a lot of the boomers have retired and so there is that upward mobility, right now, in employment. That these individuals can get the employment without the education right now, and so that's also a factor playing into this.

- Not to belabor it, but while we have you. Dr. Weber and I talked about that a lot and I think you just raised that issue, but I want to clarify. In other words, there's still jobs available?

- There are. Our unemployment rate for Johnson County is phenomenal, right now. It's basically full employment. It's bouncing around right now. Somewhere around 2 1/2 to 1.5% which is really phenomenal. So it's hard to, you know. If you want a job really, it's out there for you. That's considered full employment.

- I do have a question about FAFSA. May I address? Can John do that?

- Mm-hmm.

- I know Senator Tom Holland and Senator Baumgartner, both fairly well, and I love them both. And I know Senator Baumgartner at the signing ceremony last year for... It was just last year. Was it College Promise?

- Mm-hmm, mm-hmm.

- I went up to Senator Baumgartner and I said, you know, "Thank you for your leadership on this issue," and many of us have been advocating. We do it either privately through the foundation, or in coordination with the college and some sort of public-private hybrid. I said to Senator Baumgartner, "Why did you support this?" And she goes, "We didn't even have students filling up FAFSAs." And so I think, to start to put people... If I'm on the right path? To put people into that shoot, like we have high school kids that don't even know to fill out FAFSA. I began to realize, you know, the privilege of what I thought was a lower-middle class upbringing of my own, but I knew to fill out the FAFSA. And so I think we've got struggles with that issue, right. It's like reeducating every grade, every kid, as to what needs to be done. Is that part of the problem? Let me frame a question there.

- I think it's a different type of student that we serve here, than what a lot of other locations serve. I think we actually serve students, who perceive anyway in themselves, that they may not be eligible for any of the federal financial aid because of the status in which they enjoy living in this community. I think there's some challenges that we face there, that some of 'em may feel they may not be eligible and so, therefore, they just don't fill out the FAFSA. Mom and dad don't want them to fill out the FAFSA because they don't want that information shared. I think that's some of the challenges. Margie, is there anything else on that?

- [Margie] I guess I would say.

- [Trustee Cross] And thank you all for participating and contributing. Bless you.

- Margie Shelley, Dean of Enrollment Services. I would totally agree with John. I would also say that our financial aid folks are out in the high schools and they do presentations in the high school. We have a FAFSA event here where we invite the community in. We help them complete the FAFSA. I think a lot of it is really what John said. In our community, people do not think that they will be eligible for financial aid so they do not complete the FAFSA.

- Or there's an aversion to debt. I've seen that in my clientele, frankly. That some parents or families just having aversion to taking on debt, and they think it means borrowing money. I guess I was perhaps not even just happy to do it to be able to go to law school. Any other questions? Yes?

- I wanna I follow up on this because we've heard a lot about the overarching issues with respect to all higher education, and through ACCT with respect to community colleges. But when I hear... I applaud the efforts that we're reaching out, and we're personally contacting students who were here last spring

but haven't enrolled for the fall, or are five hours away from graduation. And John, you mentioned from the CTE perspective, we know about why the ones are coming back or maybe they're not coming. But someplace, I wanna see the data we're collecting for somebody that says, "I'm not gonna be able to come back this fall because..." I mean, we call them and say, "Please come back. We have scholarship funds available. We have the Promise Act available. We have plenty of room in our classes. You can complete this program." And they say "No." When I hear, I think, or I read opinions, I keep thinking we are working enough with enough people that we ought to have data. I mean, I know that's what you live for. But... And how do we measure the results of those people that are reaching out? Are we reaching out the right way? I'm just... I'm very frustrated with enrollment, as you know, and I can't figure out why in a growing county... Even with our economy. Because three years ago, the economy was really good. Pre-COVID.

- Five years.

- Five years ago, the economy was really good. It wasn't in 10, 11, 12, 13, when we hit our peak of enrollment here. So I'm trying to figure out, like everybody else is I guess, what is the balance that's leading us to lower enrollment semester-over-semester? And I know we're... I know we're trying hard. I just haven't heard enough about specific Johnson County Community College reasons why we're not reaching those. And if we've got people calling them, I'm hoping we're gathering that information. So we can tune our message more closely to them. If we... High school numbers are going down. So we're gonna have to bring back our older students and we're gonna have to capture a bigger percentage of the graduating high school students. We've talked about this a lot. I appreciate what people are trying to do. I just am frustrated that we don't have more data about when I talked to Joe Smith, Joe said, "he's not coming back," and here's something about why. And then we figure out if Joe's the same as Jim and Jill, and get some kind of theme going. So that's my soapbox.

- I'm editing wisely the things I wanna say to you because I run a nonpartisan board, but it's a good question. I share your frustration. I do. You know, I think the administration's doing everything they can. I agree with you. It'd be nice to know and to come through those that we don't get. I wanna endorse that. I guess we could always be doing more. I think it's a professional job. So I just wanna say thank you.

- Oh.

- Any other questions? And I don't mean to-

- [Trustee Musil] No, we're doing more than we've ever done.

- Yeah.

- Yeah.

- But we ought to be getting some data back on that, that's my point, and I haven't seen that, and maybe it's out there. We just haven't had it yet, so.

- Let's raise the mill and get some people going. Right.

- That was-

- I know.

- That was what I was aiming for.

- I know, I know.

- I'm sorry. All right, that was improper. I apologize.

- No, you're okay.

- [Trustee Cross] All right, then I'm gonna continue on-

- Yes, please do, sir.

- on my report if that's okay?

- Yes, sir.

- All right. Back up, all right. All right. So let me get now into the three next topics. The VERB sunset, the pay table discussion, and the compensation table, and then career laddering as the next three. And again, I'll stop at the end of each one of these slides and you feel free to jump in with the questions you may have. Since the announcement, we've had five employees who have officially filed. One of which is a faculty member. We have, from a logistic standpoint, faculty who wish to retire as of December 31st, and utilize VERB, need to declare that by August 19th. Because VERB sunsets on June 30th of next calendar year, all employees must notify no later than January 1st. And so, it's as we said. It's a six month notification. Okay? From an HR standpoint, the team is gearing up for searches. The advantages we've said from the beginning is with a six month notice, that gives us more than we sometimes get to get out ahead of search processes. The training is already beginning. We already see it happening with existing searches. The expanding role and expectations of a search committee. But that training has already begun and will continue throughout this semester and well into next year, as well. We are already stepping up our targeted recruitment efforts. We've partnered with LinkedIn Recruiter. Well, we've doubled our capacity there. And we're already finding that LinkedIn Recruiter, the recruiting function, being able to mine the data, if you will, in LinkedIn profiles to identify people who could be prospective applicants for positions that are open. And then, additional streamlining efforts within our applicant tracking system, allowing us to more effectively and more efficiently manage the process as was referenced in the Faculty Report. Faculty Association Report. The committee's been working on a... Basically, a weekly basis working directly with Holmes Murphy. And I wanna remind us that, you know, there's nothing in this year's budget addition beyond the current structures that we have in place. So there's no additional budget recommended for any recommendations that could happen yet this year. But the group is working hard at that, having discussion, and the HR team and the processes are in place. So I'm gonna stop.

- [Trustee Ingram] Remind me, Holmes Murphy does?

- [Dr. Bowne] He's our benefit consultant, I'm sorry. Thank you. They advise us on all of our benefits, including retirement.

- [Trustee Ingram] And when you say any recommendation? That would be a recommendation that someone's going to bring to the board?

- [Dr. Bowne] There would be a recommendation... We'd follow our recommendation. Our procedures within the college, which the committee would do their work. If they come to conclusion of some recommendation, whatever it may be, that would follow its process where it would come to cabinet. And then depending on what happened there, then it may come to the board if it is a benefit for consideration. Also realizing that if there's any benefit for consideration, it would be something that would need to be negotiated with the Faculty Association. So... You heard in Brett's report that what they're thinking of isn't that. There's a full range of opportunities to think about there. It isn't always a financial benefit. I think they're being asked to consider lots of options.

- [Trustee Cross] Mr. President, Trustee Rattan has a question.

- Yes.

- [Trustee Cross] You're muted, Dawn.

- Oh, what was our projection for how many people we expected? Was it 250?

- I think the initial projections were about 135 employees. Keep in mind, we did not anticipate, we did not expect that there would be significant retirements identified at this time. If you think about, particularly from a faculty standpoint. When you think about, when do faculty typically retire? It's usually following an academic year.

- So we'll get a read on the faculty at next month's meeting. We should have more information.

- All right.

- And then for the rest of the staff, around Christmas?

- As well as faculty, right? Once we get past the August 19th which is the deadline for... The deadline has come and gone for staff for January 1. The deadline for faculty is August 19th to allow them to have the summer and then the first couple weeks at their back. But at that point, then, everything moves in six month increments. You know, if you declare September 1st then you can retire six months later, to utilize the VERB.

- So we'll have the whole number by August 20th?

- [Dr. Bowne] Pardon?

- We'll have the whole number of people by August 20th?

- We will have-

- We'll have everyone.

- We will have the staff and faculty who have identified and applied for VERB who have applied as of August 19th. We will know who they are.

- Okay.

- But, that won't be the full number. I mean, maybe it will be the full number. I doubt it. But those who retire after January 1 have up until January 1 to notify, as long as it's six months. So that's the tricky process.

- Oh.

- It's always six months.

- Okay.

- Okay, got it. Thank you for the clarity.

- Yup.

- [Trustee Ingram] Can you go back to your table?

- I can. Can you bring the slide back up? Thank you.

- [Trustee Ingram] The Committee meet... Committee meeting weekly with Holmes Murphy is which? 'Cause I'm looking at-

- That's the group that, at your request, trustees. As a part of that discussion at our May board meeting.

- Okay.

- You would ask for a committee to be formed-

- Right.

- to address what might come next.

- [Trustee Ingram] Right, okay, and that's what I wanted to clarify.

- Right, yeah.

- So...

- [Trustee Ingram] Okay. It looks like we have a lot of things going on.

- [Dr. Bowne] There is a lot going on.

- [Trustee Ingram] Committee meeting weekly.

- [Trustee Cross] Okay? Mr. Trustee?

- Brett, in his report for the Faculty Association, mentioned that committee and it sounded like there were three principles, they were looking at. Is there? I mean, are they arranged around some, kind of, strategic principles now? 'Cause the first one I heard, and I think I wrote it down, was that any replacement would be financially sustainable. And then, I think there were two more. I'd like to see those. I guess if you could just circulate 'em-

- Yeah, mm-hmm.

- because I think that's important. We have talked about a replacement for VERB, and I think that is very bad language. A replacement for VERB would mean the same fiscal impact as VERB. You can call it something else. So we're looking for an alternative or an option that, I think you mentioned, rewards longstanding employees in a way that's financially sustainable. So I think those... I thought they were good principles. I would just like to have them in front of us so that we know what the committee is looking at because it's a fiscal impact that we were trying to find a solution for, and I don't wanna mislead anybody. Private sector or public sector. You don't get something for nothing. And so, that's what... I don't think there's a creative way to get something for nothing, but they can come up with other alternatives that our employees think are beneficial and will help us retain people, is good. That's all I've got.

- [Trustee Cross] Anything else by anybody?

- [Dr. Bowne] Okay, all right. Moving along. Then the next is the compensation table. And again, I wanna be clear that the changes to the compensation table for staff, right, non-bargaining unit employees, is the direct result of the move to \$15 an hour. That is the sole driver or the primary driver for the compensation table changes. The move to \$15 created compression resulting in additional adjustments to employees, to their base. All staff have now been moved to the... Converted to the new pay table. Staff were notified on June 22nd of their now current year. Fiscal year '23, compensation that included where were they in the previous fiscal year and where will they be this year, in terms of rate of pay and level in the pay table. The compensation table, both for last fiscal year and for this fiscal year. We held multiple information sessions, starting on the 27th of June, that continued every day that week and then into the following week. We had 275 staff members participate in those sessions. Some of our staff members have asked additional questions. They sought further explanation or clarification, and identified, you know, what they questioned might be an error in the transition from the old to the new. The questions are being addressed and any corrections will be made, no later than August 1st of this year. So, those processes. Many of those have already been completed and any that are remaining will be addressed, no later than the first of next month. But the movement to the new compensation table is for all intents and purposes, done. That is a transition that happened from the old table to the new table. Okay, we'll get to some of the, what, now have created from a perception standpoint. The complicating factors, we'll get to the career laddering piece in just a moment. That's the transition from old to new. I'll stop and take questions.

- [Trustee Musil] Is there... Is there a way to summarize? Sorry, Mr. Chair. Is there a way to summarize the bullet points of what the concerns have been by employees? Is there... Are there three categories of employees or of concerns? Because my understanding is that nobody received less pay than before.

- [Dr. Bowne] That's correct.

- But they may have been moved into a different grade-

- Mm-hmm.

- And in a different place versus the midpoint, which may affect future their future raises or may result in them capping out earlier. A small number of employees. And there's concern about if somebody comes in that hasn't been at Johns County Community College, they may come on in the same grid spot.

- Mm-hmm.

- The box in the table.

- Pay level.

- Mm-hmm.

- But get a higher rate of pay than somebody who's been here for five years.

- [Dr. Bowne] Yep.

- So are those, kind of, a summary of the concerns that are out there?

- I think those fairly accurately represent the questions and/or concerns that we have.

- You know, are there... You mentioned corrections will be made by August 1. Was there... Corrections imply somebody made a mistake as opposed to, "Is there an appeal process?" Or when you say corrections, do people have the right to say, "I don't think I was moved properly."

- Mm-hmm.

- And get an explanation for that and maybe get that-

- That's happening.

- Fixed? Okay.

- That's happening.

- [Dr. Bowne] Mm-hmm.

- And in the employee engagement part were people... Were people notified that they had a right to... I mean, I assume they knew they had the right to ask questions. But of a process to go through to-

- [Dr. Bowne] I see.

- I'm convinced now nobody's... Not everybody's gonna be happy, but is there a process that allows people to get the information they need and understand why they are where they are? I mean, that's-

- Yeah.

- So the short answer is yes. And we know that... I don't know how many, you know, questions seeking clarification. I'm looking at Colleen Chandler, Director in the HR Department. Yes. They're receiving many emails, phone calls, stop-in, of questions. Many along that line. And so... You know, I think, let me speak specifically to the questions raised because you've asked this in previous meetings. Well, somebody comes in with same number of years of experience that I have. Am I... Are they going to be paid more than me? And so if somebody comes in on that, and I'll use, Trustee Musil, you and me as the examples. You're hired in new to the college. You have X number of years of experience. I'm in that same job, and I have the same number years of experience. Could you come in at more? You could be. Your rate that is offered to you could be higher than mine. However, as is our current practice as a college. We would look at mine and say, "Yep, you know what? You have the same identical years of

experience. We will raise you to the level that you're at." So... In essence, anybody coming in to the college who has identical... You know, we'll use like-to-like comparable experience. If you come in making more than me and we can demonstrate, "Yep, I've got the comparable experience." Then my rate of pay will be increased to where you're at. So we've... But that is our practice today. There is nothing new about that.

- But, if I have 20 years experience coming into the college and you have five years of experience at the college-

- Mm-hmm?

- and we're coming into the same box.

- [Dr. Bowne] Yep.

- I could be-

- you could be paid more.

- And I know that-

- Because you've-

- I've learned, in 11 years here, that we almost worship at the altar of internal equity which is a policy choice, and isn't necessarily good or bad. But, I don't have... Part of this is to recruit the people we need to recruit, and I don't think I have a problem with it and I think what we're gonna have to do is figure out how it's implemented over some time to see if it really causes as much concern and angst as it has thus far. So... I just wanna make sure I understand it as best I can in a very complicated-

- Trustee Musil. If somebody in your example has... If you have more experience than I do, and I've been working here for five years and that's my experience, and you come in with more than that? You could be paid more than I am paid, but you bring more experience to the college. And that... You know, again, that is... That is the reality.

- That's all I have.

- Yeah.

- Yeah.

- And I don't mean that in an un-compassionate sort of way but the reality is if somebody brings more experience, they could earn more.

- [Leslie] Dr. Bowne. Can you hear me okay?

- I can.

- [Leslie] That's okay, sorry. Leslie Hardin. Vice-President for Human Resources. I just wanna confirm that our current compensation policy is to give relevant experience based on the job duties. So an individual who may have, as Dr. Bowne was referring to, may have 20 years experience outside of JCCC may be paid comparable to somebody who has 20 years of experience in JCCC. So we give comparable experience, including those outside of JCCC.

- [Trustee Cross] I'm still entertained by the term worship at the altar of internal equity. I wouldn't believe it if I hadn't seen it. Like, it's true. Any other questions for President Bowne, here?

- I guess-

- Are we going to- Oh.

- Go ahead.

- And, there were concerns about the leveling. I think you're gonna address that in a later statement, right?

- [Dr. Bowne] That's correct.

- Okay.

- I'll save my comments, that's fine.

- Okay.

- Sure.

- [Dr. Bowne] Okay. All right, I'm gonna move forward then onto career laddering. So. Separate from the compensation table is the discussion and the work around career laddering. Okay? They are separate. You can do a compensation table. You may or may not have career laddering. Okay? And, so career laddering is part of our Strategic Plan effort, right. It is Goal 4. Employee engagement is where that comes from. Now realize, you'll hear us talk about career laddering and job families. Those are synonymous. It depends on who you're talking to, right. If you're talking to HR folks, they have a tendency to talk about job families. But job families and career laddering are, in essence, synonymous terms. I would describe them as lay terms and HR terms, with tremendous respect, But, it is separate from the changes in the compensation table. I'm gonna read the definition of a job family or a career ladder. But let me say this, what do career ladders do for our employees? One, the benefit of doing this is it creates career development opportunities for staff. It facilitates career planning and career planning discussions, and clarifies a need for ongoing training and education related to a job family. If you're going to be an accountant or you're in accounting and you wanna progress up in there, you may need additional training and education in accounting or business. It ensures consistency in job evaluations by comparing comparable or similar jobs within the same family, and it assists in our ensuring internal and external equity, and certainly market competitiveness. When you look at other colleges that have and other employers that have career laddering structures, it's clear. You can see in this job family, in this career laddering opportunity, where the progression opportunities are. It gives our supervisors and employees, staff members, the ability to have very, you know, specific conversations about you wanna move from this level to that level. Here's how you go about doing that. So as we move forward with career laddering, we're gonna focus in on, and we've talked about this before, starting out with an initial 550 unique job titles out of just over 1600 unique job titles. The first round is expected to be completed this fiscal year and Human Resources is in the process, as we speak, of engaging an external consultant with the expertise in this area, to help us with the analysis and to help us develop the career laddering structure. Right, bring in an outside party to help us do that. That allows us to expedite a process. And, finally. The budget includes, right? It included \$500,000 for career laddering to help us implement this process and to address any issues that come out of this from an equity standpoint as we implement this.

But I also wanna be clear to say that career laddering does not always equal an increase in pay. Right, it's about the opportunities and the clarity of what this creates. So, there's lots of work that needs to happen with these 550 jobs. We believe that having an outside firm come alongside us will provide the support that the HR department needs but also then enhances the objectivity, if you will, of the work as it's performed. So, I'll stop there.

- [Trustee Cross] Any questions for Dr. Bowne?

- I've got a couple of comments. It's awfully quiet in here. But... I guess the question that I feel like, you know, we're going through these presentations. We're hearing about all of this now. In my heart I wanna say, "Where was all of this two months ago?" I don't...' We're here. We're listening. Whether my fellow colleagues agree with me or not, you know? I've never, ever said out loud, I've sat on this board for seven years. But I know you've been here longer and you've been here longer, but I've been here for seven years and this just feels backwards to me. But, we're here. So... I'm gonna throw it out there with the attempt to do something with the Committee of the Whole.

- Mm-hmm.

- I think, you know, things were discussed and vetted more thoroughly with cabinet, and an understanding of what was being brought to us. We gotta deal with it but I am just sitting here somewhat frustrated.

- [Trustee Cross] Okay.

- So, we've got to do better.

- So-

- Trustee Hamill.

- Yeah, I'm in agreement with Nancy on this. This was one of my concerns. I did vote for it as well, to raise minimum wage, and I do think we needed to raise it. But I had a lot of questions on compression, that being a concern, and I've seen it in every place I've ever been in. You know, the person that's been here 10 years and somebody else comes in new and their neck-and-neck or right next to each other, and

figuring how to balance that is so key. I know that... I'm sure work was done on to try to mitigate that, but I had more questions and wanted more information. I think, typically we move along too fast. Again, going back to when we did VERB and I voted against that. Again, we're removing VERB, and now we're talking about an alternative to VERB. I think all those things should be handled together and have multiple chances to really chew on this as a conversation together. Ask for more input from different people and kind of slow that process down a little bit. And maybe, you know, going away from the Committee of a Whole and going back to what it looked like before. Maybe that will be helpful? Seeing those things come down and have more time to discuss too. But, I do feel like we're making these decisions or voting before we really have all the information we possibly need and everybody's input into these things before voting on 'em. And so again, with the career laddering. Even if it does not necessarily mean a compensation now. Quite often, the compensation comes the next year with a reevaluation. Well, you were a supervisor. We moved you to manager and called it the same thing. You know, just.. You know, just slightly reallocated what you're doing. And then somebody comes in and says, "Well, if you're a manager? If you look on, you know, the market research? It says this should be making, you know, 15,000 more." So now, a year or two later, they are receiving that compensation. And so, we also need to be careful with career laddering in that way as well.

- Chair Cross-

- Go ahead.

- I don't mean to divert the conversation to Committee of the Whole but I just think that-

- Mm-hmm?

- this just feels backwards.

- [Trustee Cross] I understand.

- Yeah, and if we had... If we discuss it and we sit on it, and we discuss and digest these conversations. Hopefully, we don't get the cart in front of the horse. Kinda like we're... Like you're saying, I kinda feel like that's what we're doing a little bit right now too.

- [Trustee Cross] I understand. Trustee Musil, do you have anything?

- Well. I think this is a Committee of the Whole topic or a retreat topic, because we've got a lot of HR issues that we're trying to model for the current workforce setting that we're in, in the current market. And I... I will admit a lack of understanding of career laddering and job families. And I think if we could walk through a couple examples in a Committee of the Whole or a retreat, I would understand that people that are administrative assistant level X, no matter where they are in the college, we're gonna figure out a way to give them opportunities to advance. And I think that's what we're trying to do, but it's-

- I understand.

- It's a little bit theoretical today, to me. So I think... I think we can... I think we can get that to a more granular level in the future.

- [Trustee Cross] Okay, I stepped out for a minute. Anybody else, Trustee Rattan?

- Trustee Rattan.

- Trustee Rattan.

- I feel like the intention is right there to make these corrections, especially the \$15 per hour and to re-level and to do the job families. I think it is the right intention. I do think that it's probably 85% right, or some, the majority of it's right. But if I were in the 15% or even in the 2%, that's just off, I would definitely feel impacted by it. I feel like there's some unfairness to it. So you know, I think it may take some time to get us closer to like 98% right or 99% right. And I too, just being new, would appreciate a little bit more detail on this. A little bit more education on it without getting into the weeds and telling this group what to do, but just so that I can really understand when I receive emails and understand the background. Thank you.

- Thank you, Trustee Rattan. I think I agree with Trustee Musil. This is an appropriate topic for retreat or further review. I agree with Trustee Rattan. I think this is mostly correct, although chock full of human error. One of my favorite politicians once said, you know, "Mend it, don't end it." And I think that we've gotta take a step back and everything we've talked about here tonight, in my opinion, has been for a reason, right? Like we have ridiculous market circumstances right now, unprecedented public subsidy into the economy the last two years. And we went up, with my full approval and support, for the administration to make a somewhat nimble move to keep us competitive in the ministerial market at \$15 an hour, right.

- Mm-hmm.

- I mean, so these are full speed mistakes and I think that... Even assuming they're mistakes, excuse me. I think that this has been a notable and reasonable business decision by the administration. So I... Dr. Bowne. I might call him two, three times a day and maybe too much. But like, he knows when I disagree with him and I do so in private. On this, I support the administration. Perhaps, it needs some mending. But... I would like to discuss it further either at the Committee of the Whole or in a retreat. Yes, please.

- [Dr. Bowne] Okay.

- Any other questions, thoughts, concerns, for Dr. Bowne?

- [Dr. Bowne] One last slide.

- [Trustee Cross] Yes, thank you.

- Okay, thank you. The last. We'll focus then on the exciting news for our region. As it was announced, De Soto will be the home of the next electric vehicle battery plant by Panasonic. And we, as a college, have been a part of that recruitment effort from very early in the process. Again, I look to Lisa Waldman and her team who early on in this process were engaging with the representatives from the site teams that were here, and from Panasonic eventually. I had the chance to go and, this January, visit their facility out in Reno and to see, firsthand, the sort of facility that could be coming our way. The result is it's a \$4 billion investment in Kansas. It's the biggest investment in the state's history. It will, through Panasonic alone, should create 4,000 new jobs with an estimate of 4,000 additional jobs between the supply base that could grow and develop in this region, as well as the impact on other businesses in the area as the market increases. The training and education support for this project through the state is a \$5 million training investment from the state, and we will be one of the lead players in that work. We're meeting early next month with several of our other partners in terms of the workforce development. Really in helping them ramp up for production in the second half of '24. So this is a very, very rapid ramp up. You know, if I look back to the time we had in early projections, it could be as fast as 500 employees a quarter. I mean, it's a fast ramp to get into production. Our job will be to provide workforce training to make sure that their shop floor employees are rearing and ready to go and are prepared to be successful in the workplace. As I said, we're meeting with partners early next month. Right from the beginning, we've been working with Kansas City's Kansas Community College, Peaslee Tech in Lawrence, as well as the De Soto schools, USD 232. But there's no way that the four of us will accomplish this on our own or

together, I mean. we're gonna need additional partners in this. They're going to need, you know, those with technical certificates, associate degrees, bachelor's degrees and beyond, to meet their professional and technical staff needs as well, and we'll have an important role to play in that. And so, we're... We developed the proposal, together with the others, to respond and to attract them from a workforce development standpoint. And now, we're at the point where we're waiting for Panasonic and the folks from the state to say, "All right, we're ready to engage in that next step." So I know really high-level, what this looks like. And so... It's gonna be a lot of work for us. It's gonna be heavily on the non-credit side. It's gonna be heavily on the Continuing Ed side of the work that we do, but it will have an impact on us from a credit-bearing, credit-seeking student as well. So, happy to answer questions or tell you that we're yet to know.

- [Trustee Cross] Any questions for Dr. Bowne?

- [Dr. Bowne] All right, that concludes my report. Thank you very much.

- If I may just say on Panasonic, I think it's exciting. I think it's a useful way to find something... It's going on the old sunflower site, right?

- Mm-hmm.

- Sunflower Ammunition.

- [Dr. Bowne] That's correct.

- So it's recycling a brownfield, and that's good. But I think your work on it was tremendous, and I think Dr. McLeod and anybody else, Elise... Am I blanking on her last name?

- Lisa Waldman?

- Lisa Waldman. I'm so sorry. But I think we did a wonderful job, and all of our strategic partners. I say thank you, and it's terribly exciting. And I think, critically timely in our economic standing in the world. Congratulations and thank you.

- [Dr. Bowne] Thank you.

- Anything else from you?

- I think just in closing, let me just say this to you as trustees. Thank you for the direct and honest feedback. My commitment to you is that we will work together and we'll work together with our college as we roll this forward, and I'm talking now specifically about the three updates that I provided. Related to VERB, related to the compensation tables, and related to career laddering. I have confidence in our team's ability to move this forward and to work this through, and to find ways to add value to our employees. There's been no intention in this to say that long-term employees are anything other than incredibly valuable to us as a college. And so, I wanna say thank you to our HR team, to our leadership team, and to the work that we have ahead. And so, we will work deliberately and intentionally with you as trustees. Thank you.

- And I just wanna add to that, if I may. I mean this is the same group largely, right, that carried us through COVID. Helped us land the Panasonic deal.

- [Dr. Bowne] Mm-hmm.

- I do say, and I mean this for all of our employees, that I think it is an amazingly and historically talented bunch that we've had here, and we thank you all.

- [Dr. Bowne] Thank you.

- The next item on our report is new business, and I have something to raise but I believe Trustee Rattan does also.

- Would you like me to go ahead and ask it?

- If I may, and I know Dr. Bowne and I have discussed it, and I think you and I briefly talked about it. It would be my goal, Trustee Rattan, that we discuss it tonight, perhaps, and then maybe revisit it at Committee of the Whole and then again, next month, at the meeting. That would be my preference to proceed. If you'd rather hold off, I'm fine with that too.

- No, I would love to discuss it and I would love to have people sleep on it. I don't know if someone can pop it up on the screen.

- [Trustee Cross] In psychology, we call it exposure. You have to expose people to ideas.

- Yes, let's do it.

- [Trustee Cross] I need to pop up.

- So if it can be popped up on the screen? I have it on mine, but I don't know how. Anyone have it there?

- [Trustee Hamill] You have it on your screen? You can share it. Will you walk her through how to do that?

- I have like a million things open.

- [Trustee Cross] And I didn't mean to-

- No, it's okay.

- Cath you flat-footed. I apologize.

- I will find it on here somewhere. Oh, there it is. Okay? It's up? I think?

- Yes, we can see it.

- [Trustee Rattan] Okay. Okay, so new business agenda item. My proposal is to have trustees as ambassadors. And the reason and the purpose for this is, for us as trustees, to assist in recruiting and in public relations to help close the ultimate gap in enrollment in JCCC. This could be one of the many action plans that we employ to get more students to come to our college. The structure that I envision is that, as trustees, we make dedicated visits or take road shows to two to four high schools in Johnson

County, each quarter or two visits per semester. So I would have three or four schools and each one of you would have three or four schools, or two to four schools. The audience that we're talking to, here, the message needs to go to high school seniors, I would say, in the fall and to high school juniors in the spring. We go to each college for 60 to 90 minutes. So, for us... If you're worried, trustees? For me, I think it's a maximum of a six hour commitment per quarter, in a total of three months. We will share information that is provided by college public relations departments. Meaning we will have a script and we will stick to that script, and it's important because we need to share the same standard message across all of our local high schools. And examples are, we could have a theme. We could talk about exciting majors, we wanna really highlight. We could talk about scholarship opportunities. We could spend one of those meetings talking about our sports teams. STEM themes. Quick majors or quick things you could do where it takes you nine months. You can get out in the workforce. So there's a lot of themes that we could use as we go and talk to these schools, as we work with PR department, say Kate and Chris Gray. We could also include some swag giveaways. I love a good t-shirt or a pen or a notebook with JCCC on it. I really like the ones that say, "Property of JCCC" there in navy blue and white. That was really cute. And then if we do, as we expect having Q&As, we can have a point of contact here at the college that we can forward those to, to make sure we get those questions answered. Another option is to have student or staff accompany the trustee as well. So I tried to count up how many schools we have. I counted up 18 public schools. I think there's an alternative school as well, so that might bring it to 19, and we could split these geographically or if you have a relationship. And again, just go and visit 'em. In this quarter, we're all talking about STEM careers. Next quarter, we're talking about scholarship opportunities. The quarter after that, we have another thing. Other options for phase two are tied into an alumni network. Expanding this to private high schools and expanding this to have trustees go to civic groups. But right now, I really wanna tailor our message to these high schoolers and develop a relationship with these schools and their counselors and principals, that they expect us to come and talk to students, and do something just kind of rah-rah and generate some excitement about JCCC.

- [Trustee Cross] Thank you, Trustee Rattan. Thank you for presenting that. I think it's an interesting idea, and one worthy of further exploration. I had said to you earlier, I would second it. Dr. Bowne has approached me, and I believe I discussed with you prior, that we would perhaps shelve it tonight. Just introduce the idea and then readdress it at the Committee of the Whole. Would that be sufficient for you?

- [Trustee Rattan] Yes, and we can make sure that other trustees get some input on it as well.

- [Trustee Cross] And... Olathe West is not on there, just so you know.

- [Trustee Rattan] I'll add it.

- A little birdie told me and I just wanted to bring that to your attention, so. And my family's from Olathe originally, so I wanted to share that. But I think it's a great idea and I think we should be out in the community more, helping the administration who are doing a lot. My goal, in supporting something like this, is to simply supplement and help our faculty and administration do everything they can to get enrollment up. Because, as every time we talk about all of the requirements that we have for federal subsidy or anything. I'm like, "Well, do we get money to do that?" Like, "Did somebody pay us to do that?" Like, "No, you have to do it," as a part of the appropriation process, so. Unless there's any questions for Trustee Rattan? I'm gonna move on to-

- May I?

- Go ahead.

- I like this Dawn. I've said for a number of years. I think trustees are underutilized in promoting the college, and this is one way we can do it. But what I want it is to be part of a strategic enrollment effort in conjunction with the Strategic Enrollment Committee that we have.

- [Dr. Bowne] Mm-hmm.

- And, that's why I would... I would like a more structured information on, in again, a retreat or Committee of the Whole on what are we doing and how can trustees be used in that?

- Yeah.

- I was laughed at, many years ago, for believing we should establish a parade trust. A parade brigade that would make sure that the college was in every parade in Johnson County. Now I know-

- Usually in commission.

- our Driver's Ed car, usually is now. But, we just don't take advantage of opportunities to promote the college, and Dawn, your idea is something we can do as trustees. When they get back to career nights at high schools live and in-person, we need a trustee there and we need faculty members there. Brett, we need your folks there to help us sell this. And so, I'm all in on this, but it needs to be done as part of an overall effort.

- [Trustee Rattan] I agree.

- And we've got St James, Saint Thomas Aquinas, Bishop Miege, Maranatha. We've got other high schools out there that we gotta be hitting. When we look at 'em, we need to need to do that strategically as part of the administration and the faculty's effort that's ongoing, but utilizing trustees and making us put some of our effort into that.

- Yeah, and-

- Thank you for bringing-

- When we decide on it-

- this up.

- we can roll in the private schools later, or we can roll in the private schools right now.

- [Trustee Ingram] And the home schools.

- [Trustee Musil] And the home schools-

- Yeah.

- Trustee.

- [Trustee Cross] Trustee Rattan, anything else? May I end here?

- No, thank you. I think that it's maybe incremental, but I think that we should all be doing whatever we can to be a part of the solution.

- Oh I agree, and I thank the Trustees, Musil, Ingram, and everyone for their input. We were but two brains and not near as big as yours, so thank you for your input because it was something I've always wanted to do. I don't remember the parade brigade. I might not have been here.

- [Trustee Musil] You laughed.

- [Trustee Ingram] It did not receive a second.

- Well, no, I just-

- It was an idea, it was-

- I'm sorry.

- I didn't bring up a motion-

- I'm the second kid. I matured some, so-

- Yeah.

- I apologize.

- [Trustee Musil] I'm sure it will take off now.

- [Trustee Rattan] Check the notes. Check the notes.

- [Trustee Cross] Yes sir, Mr. President?

- Thank you, and thank you, Trustee Rattan. I absolutely applaud and appreciate the trustees' collective interest in engaging us and helping us engage our community to draw more attention about the educational opportunities here and drawing more and more students to wanting to be with us, and so thank you for your desire to do that. I think we've got lots to talk about and think through. I think... The last thing I wanna do is say, "No, you can't do that because that..." Right? At the same time, there are a couple things I want us to keep in mind. From an HLC standpoint, we're gonna wanna really try to thin-line here because the HLC is... Mr. Clayton was quick to remind me that, you know, we've gotta watch things from an HLC standpoint of trustees being involved too deeply in the operations of the college, and this is one of those things that they've seen at others where they can be complicated. Having said that, my goodness. We've got to find ways to engage you in the community to draw attention to this college. And so... We'll look through this. You know? I know for a fact that there's only so many times we can get into the school in any given year, and there's certain hours of the day that you can get into the school. I mean. Margie Shelley was quick to remind me, "Look, you can get into the school." And Pete Belk, "You can get into the school at the end of the school day, but only so many times during the year." And when you do that, that's not where you're gonna meet a lot of students because the students have moved on with the rest of their life. Practice or going home or going to a job or whatever. So. I think we've gotta be really strategic about how we do this. Thank you for wanting to do this and wanting to engage with drawing more interest and opportunity to come to Johnson County Community College. So, we'll continue this conversation. Thank you. And we'll just... We've gotta find a way to make it work that fits with the other efforts that are also going on here, and I think there are ways to do that.

- Thank you, President Bowne. Any other discussion on this? One other item I wanted to raise or bring to everyone's attention. I was gonna ask Dr. Bowne if we could start the September meeting at four o'clock, perhaps an hour earlier? I guess the Chief's/Chargers game is that night. I had no idea till I walked in, and no kidding, three people approached me and said, "Hey man, can we?" I'm like, "Okay."

- [Trustee Ingram] Is it a home game?

- It is a home game. Better away. Now I know we've had meetings on other Chiefs nights, but does anybody have any objections starting at four? You're looking at me funny. Honestly, I don't care.

- Sounds great.

- [Attendee] Because that will be the published date and time of our budget hearing-

- [Trustee Musil] Oh, that's right.

- [Attendee] And so if we're going to modify that?

- [Trustee Cross] Well, that's what DVR is for, huh?

- But we could still start-

- Actually, there's-

- the public hearing at five? I mean, there's probably ways around that. We've noticed it. So if we published now?

- We published it, yeah.

- Okay.

- [Attendee] But it will make it a qualification.

- [Dr. Bowne] And we need to know that now then, is what you're saying?

- Not at this moment- but it would help.

- But I mean, very quickly.

- Sure.

- Well, hey. If a lead balloon falls, like I'm not gonna give it CPR.

- [Trustee Musil] I suggest you talk with Dr. Bowne and get that worked out as Chair. It's your most important responsibility.

- [Trustee Cross] Well, I wanted...

- Okay, very good.

- I'm fine with it.

- Okay, I don't-

- Yeah. Do you really? I didn't know that. Okay, good then. So on old business, we have the Policy Ad hoc Committee which I know Trustee Ingram is on.

- Yes, thank you Mr. Chair. I would just like to give a brief update, trustees. Beth Everett and I met earlier this month and we reviewed, discussed, and took our own little highlighters to those policies. We do plan to meet next week to formalize our thoughts prior to discussion and presentation to the board. We will be meeting with Kelsey Nazar. And at some point, we will be asking for consideration of a workshop to discuss with the full board. So, that is my report.

- We'll look out for that. Any questions for Trustee Ingram and her Policy Ad hoc Committee on subcommittee's report? Did you write that, Policy Ad hoc Committee? That's funny. Hearing no discussion, we'll move on to Consent Agenda. The Consent Agenda items are present in your board packet from pages 36 to 45, in addition to the Human Resources addendum. Are there any items the trustees would like to pull off of the Consent Agenda for discussion? Hearing, seeing none. Is there a motion to approve the Consent Agenda?

- I so move.

- Second.

- The motion has been made by Trustee Musil and seconded by Trustee Ingram. Any discussion on the Consent Agenda? Hearing and seeing none. All those in favor, signify by saying yes.

- [Trustees] Yes.

- Those opposed say no, please. The motion passes unanimously. We do have an executive session tonight upon which I have a series of documents, accordingly. I would like to entertain a motion to go into executive session for the purpose of personnel matters of non-elected personnel, in order to protect the privacy and interests of the individual to be discussed. No action will be taken during this session and the executive session will last for one hour, beginning at what time? 7:30 appropriate? And, ending at 8:30 PM central time. At which time, open session will resume at this same location for those in-person, and by Zoom video conference for the rest. We would like to invite Dr. Andy Bowne and our Counsel, Kelsey Nazar, to join us in this executive session. And may I please have such motion?

- I so move.

- Second.

- [Trustee Cross] Trustee Musil seconded by the Vice-Chair, Trustee Ingram. And... We will see you back here at 8:30. Thank you all.

- Thank you.

- Thank you. We are back at the July 21st, 2022 meeting of the Johnson County Community College, Board of Trustees meeting. And... After meeting in executive session in which no action was taken. Upon election of the board, following the executive session for the president's performance evaluation, I moved the board to approve an amendment to the president's employment agreement. To increase the president's base compensation and any benefit by 2.5%, and that the Board Chair be authorized to execute an amended contract incorporating such base compensation increase following review by the college's Legal Counsel.

- [Trustee Musil] I so move.

- I moved.

- Second.

- [Trustee Musil] Oh, you moved?

- You can say it.

- You got it. Musil moves. Ingram seconds. Any discussion?

- [Trustee Hamill] Like we can't discuss it, I don't think?

- Yeah, we can.

- Let's discuss it.

- Sure.

- We're in public session.

- Mm-hmm?

- Mr. Chair. I just wanna say that I think our discussion with you throughout the year and then as part of the evaluation, Dr. Bowne, has demonstrated an openness and a willingness and a feedback loop in both directions, that is very valuable to the college. And every year that I've done this, in evaluating the president, we look back and we tend to remember things that are disruptive and uncertainty causing, over the successes, and that's probably just human nature. But I think what the board is saying tonight is that we have confidence in you, going forward, and look forward to continuing working on this.

- [Dr. Bowne] Thank you.

- So thank you for your service and your family.

- I concur, President Bowne, and I think you've done a good job this past year and this reflects our confidence in you. And there has been some tumultuous times and I know you've made some tough calls, but I appreciate your creativity and ingenuity, openness and honesty. I've said this to you before, but I don't believe I can say it enough. You know President Lincoln said, "You have to make a

problem concrete so that you know what you're dealing with, and then how to take it apart." And I appreciate your candor on enrollment and the creative ways in which our college is tackling that issue. I jumped into that without asking if anybody else wanted to discuss? So, you can go ahead.

- [Trustee Ingram] Nothing to add, thank you.

- [Trustee Cross] Trustee Hamill?

- [Trustee Hamill] No, nothing to add.

- So with that said, I ask, all those in favor, please signify by saying aye.

- [Trustees] Aye.

- And are you an aye?

- Yeah.

- [Trustee Cross] We have no, nos. The motion passes unanimously. And, I would entertain a motion to adjourn or did I forget something? Okay.

- [Trustee Ingram] So moved.

- [Trustee Musil] Second.

- The motion is moved-

- I was gonna say, "No, we're not seconded."

- It's seconded. All those in favor, signify by saying aye.

- [Trustees] Aye.

- [Trustee Cross] Those opposed? The motion carries. We're adjourned.