

## Seattle Colleges

### 2021-2022 Budget Development Parameters

#### **Revenue**

##### **Projected Local Revenue for Seattle Colleges in Fiscal Year 2021-22**

Working with the Vice Presidents of Administration at each college, the overall district revenue, exclusive of State Allocation is as follows

<b>Seattle District (Projected, FY22) as of Feb 2021</b>			
	<b>Best</b>	<b>Worst</b>	<b>Mean</b>
Operating Fees	29,721,354	27,462,708	28,592,031
Running Start	12,054,744	10,150,846	11,102,795
Net International Program Revenue	4,085,865	3,570,541	3,828,203
	\$45,861,963	\$41,184,095	\$43,523,029

These results contrast to the Fiscal Year 2021 budget of \$45.5M in these categories. The average projection for next year would be \$2M, or **4.3% less than FY2021**.

##### **Projected State Allocation for Seattle College in Fiscal Year 2021-22**

The projected State Allocation for Seattle Colleges as of February is for a declines related to current Legislative proposals around COLA rollbacks and Furlough Days. The current estimate is that State Allocation for FY2022 would be \$86.2M, down from \$90.4M

Total Revenue expectation for FY22 is approximately \$14M less than FY21, if no reserve or other one-time revenues are taken into account.

#### **Expenditures**

The Seattle Colleges have several items related to expenditures to handle in the FY22 budget development cycle. Some are positive and some are negative.

##### **Anticipated Expenditure Increases**

- Costs related to Faculty Bargaining Agreement Implementation
- Increased costs from COVID response and return to campus preparations

##### **Anticipated Expenditure Decreases**

- Personnel Costs due to Furloughs (Subject to legislation)

Other policy decisions related to new initiatives or other cost savings and efficiencies are expected from the budget process.

## SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES

March 11, 2021

<b>STUDY SESSION</b>	<b>1:30 p.m.</b>	<b>Zoom</b>
<b>REGULAR SESSION</b>	<b>3:00 p.m.</b>	<b>Zoom</b>

### STUDY SESSION AGENDA

#### **1:30 p.m. EXECUTIVE SESSION**

- A. Litigation Update  
*Exception (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district;*
- B. Negotiations Update  
*Exception (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.*
- C. Tenure  
*Exception (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.*

#### **2:15 p.m. OPEN SESSION**

- A. Board vacancies
- B. Physical Location for Public Meeting
- C. Budget Development parameters

**Tab 1**

**REGULAR MEETING AGENDA**

**3:00 p.m. CALL TO ORDER**

**3:00 p.m. LAND ACKNOWLEDGMENT**

**3:00 p.m. ACTION / Approval of Agenda Tab 2**

**3:05 p.m. PUBLIC COMMENTS**

*Seattle Colleges Board of Trustees welcomes students, employees, and community partners to address the Board during the Public Comment period before the Board conducts its official business. As the Governance body, the Board functions at the policy level. Daily administrative matters are delegated to the district and college leadership team. It is, therefore, not the practice of the Board to respond directly to questions or comments during this portion of the meeting.*

*The oral public comment period will be limited to 15 minutes, and may be extended at the Chair's discretion, dependent upon the meeting schedule and business on the agenda. Speakers will be limited to 2 minutes per person. Advance sign-up for oral comments is requested by emailing [Rebecca.Hansen@seattlecolleges.edu](mailto:Rebecca.Hansen@seattlecolleges.edu). Additional commenters will only be called upon during the meeting as time allows. If there is not enough time for all speakers, commenters will be encouraged to submit a written statement or be put on the list for oral comment at the next public meeting.*

*In addition, written statements are accepted by Rebecca Hansen at any time. All written statements received by noon on the Friday before the Regular Board of Trustees meeting will be published in the public packet. Written statements received after that date and time will be added to the Board packet and transmitted to the Board for the following Board meeting.*

**3:20 p.m. PRESENTATION Tab 3**

*Early Childhood Education - NSC*

*Presenters: Noris Daniel, Faculty and Mentor; Ninder Gill, Faculty coordinator; Anna Saradeth, AAS and Certificate Advisor, Alumni; Dr. Samantha Dolan, Interim Associate Director of ECE Initiatives; Dr. William White, Faculty and director of My Brother's Teacher; Dr. Angel Kim, Faculty and lead on Equity and Social Justice emphasis; Annie Garrett, BAS Program Manager.*



**3:35 p.m.**

**ACTION ITEMS**

A. Minutes from February 11, 2021 **Tab 4**

B. Tenure **Tab 5**

**North Seattle College**

Sarka Faltinova, ESL

Ninder Gill, Early Childhood Education

Tania Hino, Parent Education

Jill Lane, Political Science

Anna Schindler, Mathematics

Jae Suk, Mathematics

**Seattle Central College**

Craig Hetherington, Culinary Arts

Marla Robinson, Biology

Nazanin Ruppender, Chemistry

Shaan Shahabuddin, Psychology

Bryson Walb, Counseling

Krysta Walia, Counseling

**South Seattle College**

Stephanie Hankinson, English

Paul Kikuchi, Music

Henry Olson, Biology

Amanda Vega, Biology

C. Policy 390, Research at Seattle Colleges – Second Reading **Tab 6**

D. NSC Affordable Housing Exclusive Negotiation Agreement **Tab 7**

**3:55 p.m.**

**INFORMATION ITEMS**

A. WAC 132F-121, Student Activities, Rights, and Discipline- First Reading **Tab 8**

B. Public Comment Protocol – First Reading **Tab 9**

C. Budget Report **Tab 10**

D. ctcLink update

**4:20 p.m.**

**ORAL REPORTS**

**Written Reports-Tab 11**

- A. Student Board Representatives
  - 1. Maryam Nuraliyeva, Seattle Central College
  - 2. Leah Scott, North Seattle College
  - 3. Mahsa Mohajeri, South Seattle College
- B. Labor Union Representatives
  - 1. Annette Stofer, AFT Seattle Community Colleges
  - 2. Diane Ellis, WFSE
  - 3. Cody Hiatt, AFT-SPS
- C. Chancellor's Report
- D. Chair's Report
- E. Trustees
- F. College Presidents, Vice Chancellors
  - 1. Chemene Crawford, Interim President of North Seattle College
  - 2. Sheila Edwards Lange, President of Seattle Central College
  - 3. Rosie Rimando-Chareunsap, President of South Seattle College
  - 4. Kurt Buttleman, Vice Chancellor of Academic and Student Success
  - 5. Jennifer Dixon, Vice Chancellor of Human Resources
  - 6. Choi Halladay, Vice Chancellor of Finance and Operations
  - 7. Kerry Howell, Vice Chancellor of Advancement
  - 8. Cindy Riche, Associate Vice Chancellor and Chief Information Officer

**5:00 p.m. ADJOURNMENT**

The next meeting of the Board of Trustees will be held on Thursday, April 8 2020 at South Seattle College. There will be a Study Session at 1:30 p.m., and the Regular Meeting will follow at 3:00 p.m.

**EXECUTIVE SESSIONS**

*An executive session may be held for one or more of the following purposes: (1) To receive and evaluate complaints against a public officer or employee; (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee; (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district; (4) To consider, as a quasi-judicial body, a quasi-judicial matter between named parties; (5) To consider matters governed by the administrative procedure act, chapter 34.05 RCW; and/or (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance*

*or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.*



Early Childhood Education EDI work

# Representing the ECE team

- Noris Daniel, Faculty and Mentor
- Ninder Gill, Faculty coordinator
- Anna Saradeth, AAS and Certificate advisor, alumni
- Dr .Samantha Dolan, Interim Associate Director of ECE Initiatives
- Dr. William White, Faculty and director of My Brother's Teacher
- Dr. Angel Kim, Faculty and lead on Equity and Social Justice emphasis
- Annie Garrett, BAS Program manager

# Introduction





# Our ECE journey





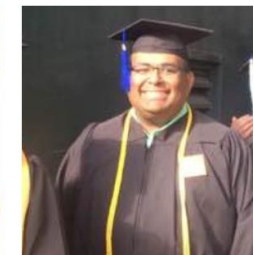
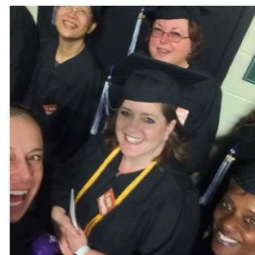
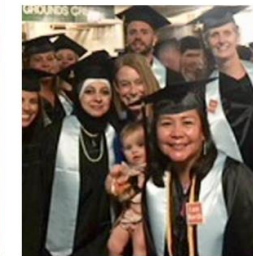
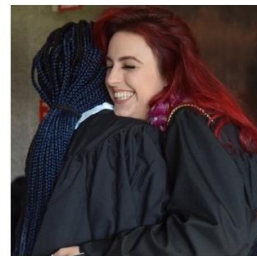
# Snapshot of the program growth

Over 500 students

Over \$1.4 million in grants

Community and industry partnerships

College partnerships:  
BIPOC math pathways





## Teacher diversity

My Brother's  
Teacher

Academy for Rising  
Educators



# Curriculum

Inclusion grant

Equity and social  
justice emphasis



# Noris E Daniel Fellowship



Continued  
growth





# SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES

**February 11, 2021**

## STUDY SESSION

**1:30 p.m.**

## Zoom

## REGULAR SESSION

**3:00 p.m.**

## Zoom

## STUDY SESSION

## EXECUTIVE SESSION

**Chair Hill called a 30-minute Executive Session at 1:30pm.**

### A. Litigation Update

*Exception (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district;*

## B. Negotiations Update

*Exception (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.*

## OPEN SESSION

**Chair Hill welcomed participants to the public session at 2:01.**

### A. From Equity Talk to Equity Walk

The Board of Trustees and the Seattle Colleges Leadership Team are going to read and engage in dialogues about this book.

### B. Accreditation presentation follow-up and discussion questions

Chancellor Pan and Interim President Crawford presented a primer on Accreditation and posed discussion questions. Chancellor Pan shared that the Chancellor's Executive Cabinet unanimously supports the expeditious and collaborative exploration of organizational structure options, including single accreditation, that contribute to student success and organizational effectiveness. Trustees agreed that improving student outcomes is the ultimate goal. Annette Stofer shared a statement on behalf of AFT in support of an exploratory study. The group discussed the timeline for a study and decision, and progress toward Board goals for 20-21.

## **REGULAR MEETING MINUTES**

### **CALL TO ORDER**

**Chair Hill called the meeting to order at 3:00pm.**

### **ATTENDANCE**

Shouan Pan, Steve Hill, Rosa Peralta, Louise Chernin, Teresita Batayola, Derek Edwards, Jennifer Dixon, Choi Halladay, Rebecca Hansen, Lilia Fomai, Pete Lortz, Annette Stofer, Erin Lewis, Chemene Crawford, Greg Dempsey, Rosie Rimando-Chareunsap, Chris Conley, Cindy Riche, Cody Hiatt, Kurt Buttleman, Bradley Lane, Sheila Edwards Lange, Erin Steinke, Earnest Phillips, Diane Ellis, Traci Russell, Diane Ellis, Tracy Lai, Helena Ribiero, Roberta Lord, Tish Lopez, Alyssa Agnello, Caroline Conley, Kerry Howell, Zahra Alawi, Steve Leahy, Katy Dichter, Kristin Mickelson, Trish Root, Sandy Long, Mike Steffancin, Suzanne Schlader, Rick Downs, Sharon Spence-Wilcox, Amanda Vega, Cody Roldan, Selena MacFadden, Rebecca Taylor, Arantxa Gallegos, Julianne DeGeyter, Laura Kingston, David West, Rebecca Yedlin, Nicole Arrollo, Jenny Mao, Victor Garmiles, Yilin Sun, Arlene Ford, Aimee Goodwin, Maryam Nurileyeva, Joe Jahn, Chelsea Berry

### **LAND ACKNOWLEDGMENT**

Rebecca Hansen read a Land Acknowledgment.

### **ACTION / Approval of Agenda**

**Trustee Chernin made a motion to approve the agenda. Trustee Peralta seconded. The motion passed 4-0.**

### **PUBLIC COMMENTS**

*The oral public comment period will be limited to 15 minutes. Speakers will be limited to 2 minutes per person. Advance sign-up for oral comments is requested by emailing [Rebecca.hansen@seattlecolleges.edu](mailto:Rebecca.hansen@seattlecolleges.edu). Additional commenters will only be called upon during the meeting as time allows. If there is not enough time for all speakers, commenters will be encouraged to submit a written statement or be put on the list for oral comment at the next public meeting.*

Katy Dichter raised concerns from Curriculum Committees about moving to single accreditation. She encouraged more faculty input.

Trish Root shared information on the accreditation standards.

Helena Ribeiro talked about the process differences between the colleges and informed the Board about the amount of work that faculty do toward meeting accreditation standards.

Suzanne Schlador shared additional concerns about losing personalities and cultures across the colleges. She encouraged collaborative decision-making with faculty.

Sharon Spence-Wilcox stated that the colleges need flexibility to respond to student needs. Student impact should be the focus when making decisions about budget and accreditation.

Erin Steinke continued the statement and encouraged the board to hear the faculty concerns and listed the co-signers of the statement.

Erin Gibbons shared her difficulty with getting timely responses with a desktop ticket issue. She questioned the value of system integration in IT.

Tracy Lai spoke in favor of reading written testimony during Board meetings. She also spoke about lack of communication and engagement with students and faculty regarding accreditation status. She also urged the Board to work with administration to release more funds to support Faculty contract demands.

## **PRESENTATION**

Science Lab Simulations under COVID-19

*Presenters: Mr. Cody Roland, STEM Lab Technician at SCC; Dr. Nazanin Ruppender, Chemistry Instructor at SCC; Kristen Mickelson, Chemistry Student at SCC*

Presenters shared the creative ways faculty are delivering lab components to students. They discussed the flexibility offered by, and limitations of, virtual labs. The faculty and student presenter urged a return to in-person labs when it is safely possible.

## **ACTION ITEMS**

A. Minutes from January 14, 2021

**Trustee Chernin made a motion to approve the minutes. Trustee Batayola seconded. The motion passed 4-0.**

B. Construction Industry Safety Council Apprenticeship Agreement

**Trustee Peralta made a motion to approve the agreement. Trustee Chernin seconded. The motion carried 4-0.**

C. Puget Sound Electrical Apprenticeship Agreement

**Trustee Batayola made a motion to approve the agreement. Trustee Chernin seconded. The motion carried 4-0.**

## **INFORMATION ITEMS**

A. Policy 390, Research at Seattle Colleges – First Reading

Chancellor Pan outlined the proposed changes to the policy regarding human subject research. This will move forward for a second reading in March.

B. Budget Report

Vice Chancellor Halladay gave a report on District expenditures. He explained how fall tuition collection is tracking and whether adjustments will be needed. A preliminary budget for FY21-22 will be presented to the Board in June, and a final budget is expected to be presented in September. Chair Hill asked about budget process alignment. Vice Chancellor Halladay reported that he is working with the college budget officers to achieve alignment this cycle. Chair Hill asked for budget parameters that will be used for planning to be presented to the Board in March.

**C. Workforce Demographics Report**

Vice Chancellor Dixon presented data on district workforce demographics.

**ORAL REPORTS**

**A. Student Board Representatives**

Maryam Nuraliyeva, Seattle Central College, reported on student advocacy in the legislature.

**B. Labor Union Representatives**

Annette Stofer, AFT Seattle Community Colleges, reported on faculty lobbying in the legislature.

Diane Ellis, WFSE, did not have a report.

Cody Hiatt, AFT-SPS, did not have a report.

**C. Chancellor's Report**

Chancellor Pan reported on ctcLink and our upcoming 'Go Live' date. He reported on a successful virtual MLK event and recognized the important roles played by the AVPs of EDI. He also reported on eLearning integration and thanked Dr. Buttlemann for his leadership. 'Seattle Colleges Online' has an ambitious goal of doubling Seattle Colleges' current eLearning offerings. He also reported on the Regional Economic Recovery Symposium. Finally, he reported that the Equity Can't Wait Campaign Advisory Council held its inaugural meeting.

Steve Leahy, Director of Government Relations, gave a report on the legislative session.

**D. Chair's Report**

Chair Hill did not have anything to report.

**E. Trustees**

Trustee Chernin serves on the ACT DEI Task Force and gave a report on their work. She serves on a state-wide ACT subcommittee on how trustees are onboarded.

**F. College Presidents, Vice Chancellors**

Chemene Crawford, Interim President of North Seattle College, reported on a recent meeting with Congressperson Jayapal.

Sheila Edwards Lange, President of Seattle Central College, did not have anything to add to the written report.



Rosie Rimando-Chareunsap, President of South Seattle College, shared the success of an Art student at South who is exhibiting now. She also reported on South's Capital Projects.

Kurt Buttleman, Vice Chancellor of Academic and Student Success, reported that 2100 Promise applications have been received so far for Fall 2021. He gave an update on the ctcLink project and shared confidence that the new system will go live on February 21.

Jennifer Dixon, Vice Chancellor of Human Resources, did not have anything to report.

Choi Halladay, Vice Chancellor of Finance and Operations, did not have anything else to report.

Kerry Howell, Vice Chancellor of Advancement, thanked everyone who is participating in the upcoming Campaign launch. The goal for the launching event is \$500K. The event will be held on March 25.

Cindy Riche, Associate Vice Chancellor and Chief Information Officer, reported that IT continues to work on remote support for students, faculty and staff, as well as ctcLink preparation.

## **ADJOURNMENT**

**The meeting adjourned at 5:05pm.**

The next meeting of the Board of Trustees will be held on Thursday, March 11, 2020 at North Seattle College. There will be a Study Session at 1:30 p.m., and the Regular Meeting will follow at 3:00 p.m.

## **EXECUTIVE SESSIONS**

*An executive session may be held for one or more of the following purposes: (1) To receive and evaluate complaints against a public officer or employee; (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee; (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district; (4) To consider, as a quasi-judicial body, a quasi-judicial matter between named parties; (5) To consider matters governed by the administrative procedure act, chapter 34.05 RCW; and/or (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.*

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Dr. Shouan Pan, Chancellor

**DATE:** March 11, 2021

**SUBJECT:** Approval of Probationary Faculty for Tenure

**Background**

Across the colleges, 16 probationary faculty members have completed a vigorous tenure review process. Colleges' tenure review committees and appropriate college administrators have found that the following faculty members have met or exceeded the tenure standards and are worthy of receiving the tenure status. Based on my own review of their tenure portfolios and individual interviews, I concur with the recommendations.

**North Seattle College**

Sarka Faltinova, ESL  
Ninder Gill, Early Childhood Education  
Tania Hino, Parent Education  
Jill Lane, Political Science  
Anna Schindler, Mathematics  
Jae Suk, Mathematics

**Seattle Central College**

Craig Hetherington, Culinary Arts  
Marla Robinson, Biology  
Nazanin Ruppender, Chemistry  
Shaan Shahabuddin, Psychology  
Bryson Walb, Counseling  
Krysta Walia, Counseling

**South Seattle College**

Stephanie Hankinson, English  
Paul Kikuchi, Music  
Henry Olson, Biology  
Amanda Vega, Biology

**Recommended Action**

It is recommended that the Board of Trustees grant tenure status to each of the faculty members in his or her discipline as specifically indicated above.

Submitted by and transmitted to the Board with a favorable recommendation,

A handwritten signature in black ink, appearing to read "Shouan Pan", followed by a long, horizontal, slightly wavy line extending to the right.

Dr. Shouan Pan  
Chancellor

**MEMORANDUM**

**To:** Board of Trustees

**From:** Kurt Buttleman, Vice Chancellor for Academic & Student Success

**Date:** March 11, 2021

**Subject:** Policy 390 – Second Reading and Approval

**Background**

This policy change is being proposed to facilitate a more efficient human subjects review process for research, evaluation, and data analysis projects which impact students or employees across the three Seattle Colleges by allowing for the review of these projects by a joint committee rather than requiring three separate reviews (one at each campus) as is the current situation.

We have an increasing number of projects which span the three colleges and having a district-wide review committee will help us expedite those reviews.

**Recommendation**

It is the recommendation of the administration for the Board of Trustees to approve the proposed changes to this policy.

Submitted by:



Dr. Kurt R. Buttleman  
Vice Chancellor for Academic and Student Success

Transmitted to the Board for Trustees with favorable recommendation.



Dr. Shouan Pan  
Chancellor

**NUMBER: 390****TITLE: Research at Seattle College District VI**

Adopted Date: 1/9/1984 Last Revised: 11/12/2009

Seattle College District requires that any campus, division, unit or individual desiring to conduct research, evaluation, or data analysis projects requiring student ~~and/or staff~~ participation-interaction, such as surveys or interviews, must secure prior approval from the ~~appropriate administrator or president/vice chancellor~~ college human subjects review committee or the districtwide human subjects review committee.

Students ~~and staff~~ have the freedom to choose whether or not to participate in a research project. and must receive notice of their right to participate. Except as allowed by law, the District will protect the privacy of the subjects and maintain confidentiality of any of their personally identifiable information. ~~When appropriate, Seattle College District will ensure there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. , as well as assurances that their individual participation will be kept reasonably confidential.~~

## **MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Shouan Pan  
**DATE:** February 25, 2021

**SUBJECT:** NSC Affordable Housing: Entering into Exclusive Negotiation Agreement

### **BACKGROUND:**

At its January meeting the Board of Trustees approved a recommendation that NSC to enter into an exclusive negotiation agreement (ENA) with Bellwether – Chief Seattle Club for the development of affordable housing on the NSC’s campus.

NSC has worked with Bellwether – Chief Seattle Club and is submitting the following ENA language to the Board for its approval.

### **An Exclusive Negotiation Agreement (ENA) for a portion of the site located at 9600 College Way North, SEATTLE, WA 98103**

#### **PARTIES**

**Owner:** North Seattle College (“NSC”).

**Developer:** Bellwether Housing or a to-be-formed LLC partnership established by Bellwether – Chief Seattle Club (“Developer”).

#### **RECITALS**

The NSC Campus includes a parcel of land that NSC has identified as suitable for affordable housing development located in the southwest corner of the NSC campus at 9600 College Way North, Seattle, WA 98103 (the “Property”).

NSC envisions a development on the Property that honors the site’s history and diversity, serves the community through affordable housing that builds connections to the Native American community and which is acceptable to the community of stakeholders including the State Board of Community and Technical Colleges (the “Preferred Project”).

On the undersigned date, NSC awarded the Developer the opportunity to pursue the Preferred Project and agreed to enter into this Exclusive Negotiation Agreement (the “ENA”), which sets forth the process, terms, and conditions upon which NSC and

Developer will pursue the Preferred Project and ultimately negotiate and enter into a comprehensive set of transaction documents necessary to effectuate development of the Property (the “Transaction Documents”).

NSC and Developer recognize the complexity of several key issues that are involved in achieving the Preferred Project, including among others: (1) developing a viable project concept to achieve the goals of the parties hereto for the Preferred Project, considering the property size, environmental constraints and adjacency to significant pre-existing campus investments including electrical, telecommunications, drainage, parking and circulation improvements; (2) agreeing upon the nature of the consideration given to NSC in exchange for the development rights; (3) identifying necessary land use entitlements, such as design review, possible land use actions and/or adjustments; (4) identifying development requirements of various public agencies having jurisdiction over the site, including Seattle Department of Construction and Inspections (SDCI), Mayor’s Office of Housing (OH), Seattle Office of Planning & Community Development (SOPCD), Seattle Department of Transportation (SDOT), Washington State Department of Transportation (WSDOT) and others, which will require early collaborative engagement; (5) establishing a financially feasible development budget for the Preferred Project; (6) formulating a viable multi-pronged financing strategy for the Preferred Project; (7) establishing a process for meaningful community engagement to identify and achieve desired common goals of the community, NSC stakeholders and the Developer; and (8) ultimately negotiate the Transaction Documents to facilitate the development of the Preferred Project, after having a thorough understanding of the other issues, above.

As such, NSC and the Developer are entering into this ENA with the goal of working closely together to further identify, refine and resolve these various issues and ultimately negotiate and consummate the Transaction Documents to facilitate development of the Preferred Project. Transaction Documents may include a long-term ground lease; purchase and sales agreement (PSA), development agreement and/or easements necessary to effectuate the Preferred Project.

## AGREEMENT

Now, therefore, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, NSC and Developer hereby agree as follows:

1. Exclusive Negotiation Period: For a period of six (6) months, subject to extension forth herein (the “ENA Period”), the parties agree to work collaboratively in furtherance of the Joint Work Plan (defined and detailed below). During the ENA Period, NSC agrees to work exclusively with Developer and not market the Property or any interest therein, whether direct or indirect, through disposition, joint development or otherwise.
2. Joint Work Plan: During the ENA Period, NSC and Developer agree to work collaboratively towards a joint work plan (the “Joint Work Plan”) which will include the following objectives:

- A. *Project Concept Design:* Initially, the parties shall work together with a project architect to be selected by the Developer (the “Architect”) to design a concept for the Preferred Project which the parties believe will satisfy the mutual goals and objectives of NSC, Developer and the community. The parties acknowledge that the concept design may necessarily require engagement with other entities, such as City, County and State agencies, as further outlined below. The parties shall work with the Architect and the Contractor (defined below) to determine a schedule for periodic meetings to further design.
- B. *Identification of Necessary Entitlements and Regulatory Requirements:* The parties agree to support one another’s efforts to engage in early conversations with various public agencies and that each will provide the other with timely information and other assistance required to navigate their respective agency processes and approvals.

For NSC these agencies include, but are not limited to, State Board of Community and Technical Colleges (“State College Board”), who will have to approve of the terms of the transfer the Property, by way of ground lease or otherwise, and SOPCD, to ensure the Property, notwithstanding the Major Institutions Master Plan (MIMP) governing NSC’s campus, can be developed pursuant to its underlying zoning of Low Rise (LR1) & Low Rise (LR3)

For Bellwether, these agencies include various permitting and funding agencies such as SDCl, SDOT, OH, Washington State Department of Commerce and WSDOT to address issues such as:

- Vehicular turning movements from the NSC Campus to adjacent public streets and rights of way.
- Land use approvals such as Master Use Permit (MUP) review or other actions as applicable.
- Legal separation of the Property, through lot boundary adjustment, short plat, condominium, or other methods acceptable to Developer, NSC and the City of Seattle, from the Campus to allow conveyance of the Property to the Developer (by ground lease or other means).
- Right of Way (ROW) access permits or easements needed from SDOT or WSDOT or other actions as applicable.
- Drainage and surface water management including adaptation of the existing campus drainage facilities and expansion thereto.
- Funder requirements for any ground lease or other document granting Developer an interest in the Property.

- C. *Development Budget:* Developer shall take the lead in establishing a



comprehensive development budget for the Preferred Project and will keep NSC informed regarding its development budget and any anticipated challenges to financial feasibility.

D. *Financing Strategy*: Developer is responsible for securing all financing required to develop and operate the Preferred Project, and all financing arrangements, including issuance of bonds, must be at Developer's sole expense with no recourse against the NSC, the State College Board or the State. Notwithstanding the foregoing limitations, NSC understands and agrees that the final terms of any ground lease or other Transaction Documents will likely require review of and approval by Developer's financing partners. NSC agrees that it will incorporate reasonable terms and conditions required by Developer's financing partners into the Transaction Documents. Anticipated sources of funding may include but is not limited to:

- Washington State Department of Commerce;
- Washington State Housing Finance Commission;
- Seattle Mayor's Office of Housing;
- Metro King County Department of Community & Human Services;
- and
- Private lenders and investors.

E. *Community Engagement*: Developer shall establish a plan for community engagement to solicit input and build support from the Licton Springs Neighborhood, general public and key stakeholders, which plan, including number of meetings, the identification and number of participants, and the timing of such meetings, shall be subject to the reasonable approval of NSC. NSC agrees that it shall cooperate with Developer in providing necessary information for such community outreach efforts and will, whenever reasonably possible, provide staff to attend various community meetings.

F. *Transaction Documents*: .As the parties work to achieve the above objectives, and after the parties have made substantive progress with objective A through E so as to provide meaningful context to frame the terms of the Transaction Documents, they shall begin to prepare a draft term sheet outlining the proposed transaction, which shall serve the basis for the Transaction Documents.

The parties further agree that ENA Period may be extended: (1) by mutual agreement; (2) by either party for an additional period of six (6) months; to the extent that all applicable objectives have not been completed during the initial 6-month ENA Period, despite diligent effort by the parties; and (3) automatically, if the parties begin negotiating the Transaction Documents during the initial 6-month ENA Period, in which case the ENA Period shall extend for so long as the parties continue to actively negotiate the Transaction Documents in good faith, until the applicable Transaction Documents have been fully executed. For purposes of this timeline, a draft term sheet,

as described in the foregoing paragraph, shall be deemed a Transaction Document.

4. Access: During the ENA Period, NSC agrees that Developer shall have access to the Property as necessary to complete the objectives under the Joint Work Plan. However, to the extent that any investigations, surveys or other work is to be performed on the Property, Developer will provide reasonable written advance notice and obtain NSC's consent, which consent shall not be unreasonably withheld, conditioned or delayed.

5. Meeting Schedule: Promptly following execution of this Agreement, the parties will develop a regular meeting schedule. The parties anticipate that virtual meetings will occur every other week during the ENA Period. At the first of the foregoing meetings, the parties will develop a specific schedule and objectives for the Joint Work Plan and each component thereof.

7. Brokerage Fees: NSC and Developer acknowledge that there are no real estate brokerage commissions or fees due to as a part of this transaction.

8. Miscellaneous: Notices shall be delivered under this Agreement to the addresses set forth below the applicable party's signature and shall be given in writing with all applicable postage and delivery charges prepaid by (a) personal delivery or messenger service, (b) certified or registered U.S. mail, return receipt requested, or (c) a nationally recognized overnight courier service. Notices shall be deemed delivered on the earlier of actual delivery or refusal of a party to accept delivery thereof. The Recitals are incorporated into the body of this agreement as if fully set forth herein. This Agreement may not be modified or amended except in writing executed by both parties. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and when taken together shall constitute one and the same document. The Parties acknowledge that nothing herein shall create a binding agreement to acquire or develop the Property and that no binding agreement shall be created hereby other than with respect to exclusivity and confidentiality.

*(Remainder of Page Intentionally Left Blank;  
Signatures on Following Page.)*

ACCEPTED AND AGREED THIS \_\_\_\_ DAY OF \_\_\_\_\_, 2020:

NORTH SEATTLE COLLEGE:

DEVELOPER: BELLWETHER HOUSING

By: \_\_\_\_\_

By: Susan Boyd

\_\_\_\_\_

Its: CEO

Its: \_\_\_\_\_

\_\_\_\_\_

Address for Notices:

Address for Notices:

1651 Bellevue Ave

Seattle, WA 98122

\_\_\_\_\_

\_\_\_\_\_

DEVELOPER: CHIEF SEATTLE CLUB

By: Colleen Echohawk

Its: Executive Director

Address for Notices:

410 – 2<sup>nd</sup> Ave Extension S

Seattle, WA 98104

RECOMMENDATION:

It is recommended that the Board of Trustees approve the exclusive negotiation agreement between NSC and Bellwether – Chief Seattle Club.

Submitted by:



Chemene Crawford  
Interim President, NSC

Recommended by



Shouan Pan  
Chancellor

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shouan Pan, Chancellor

**DATE:** March 11, 2021

**SUBJECT:** WAC 132F-121, Student Activities, Rights, and Discipline, First Reading

**Background**

WAC 132F-121 was updated to use gender neutral pronouns.

In compliance with federal regulations, Title IX Supplemental Procedures were added as new sections in WAC 132F-121-270 to 132F-121-350. Supplemental hearing procedures are now required under the new Title IX rules that came out in 2020. Derek Edwards (AAG) has reviewed the new sections, as they are modeled after language proposed by the Attorney General's Office.

This proposed rule was subject to a public rulemaking hearing on January 26, 2021 via Zoom. No comments were received.

**Recommended Action**

It is recommended that the Seattle Colleges Board of Trustees approve the updates to WAC 132F-121.

Submitted by and transmitted to the Board with a favorable recommendation,



Dr. Shouan Pan,  
Chancellor

AMENDATORY SECTION (Amending WSR 16-04-025, filed 1/25/16, effective 2/25/16)

**WAC 132F-121-005 Statement of values.** The Seattle College District is a diverse and dynamic learning community. As such, the college district maintains a strong commitment to our values. We value students: We promote programs, services and activities that address students' needs and interests; student success through accessibility and support services; and student development through activities both inside and outside the classroom. We value diversity: We promote respect for the abilities and interests of each individual; awareness and understanding of all people; and appreciation of the unique cultures of our campuses. We are committed to the concept and practice of equal opportunity for all, and do not tolerate discrimination or retaliation against any member of the college community because of ((her/his)) their race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status, religion; creed; genetic information; sexual orientation; age; gender identity; gender expression; veteran's status; or any other legally protected classification, in accordance with WAC 132F-121-110(1).

AMENDATORY SECTION (Amending WSR 16-04-025, filed 1/25/16, effective 2/25/16)

**WAC 132F-121-010 Definitions and general provisions.** For purposes of this chapter((+)), except for the Title IX supplemental procedures, the following definitions apply. The definition of "consent," however, will apply to the whole chapter.

(1)(a) **Bullying.** Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at another student or staff that:

(i) Intentionally causes physical or emotional imminent harm to the student or damage to the student's property;

(ii) Places the student in reasonable fear of harm to ((herself or himself)) themselves or of damage to the student's property;

(iii) Creates an unlawful hostile environment at school for the student;

(iv) Infringes on the rights of the student at school; or

(v) Is conduct that is sufficiently severe or pervasive to cause material disruption to the ability of a student to participate or benefit in the education program.

(b) **Cyber misconduct.** Cyberstalking, cyberbullying or online harassment. Use of electronic communications including, but not limited to, electronic mail, instant messaging, electronic bulletin boards, and social media sites, to harass, abuse, bully or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's email communications directly or through spyware, sending threatening emails, disrupting electronic communications with spam or by sending a computer virus, sending false messages to third parties using another

er's email identity, nonconsensual recording, including images or videos of a sexual nature, and nonconsensual distribution of such material.

(c) **Stalking.** Stalking is intentional and repeated following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that person is frightened, intimidated or harassed, even if the perpetrator lacks such an intent.

(2) **Sexual misconduct.** The term "sexual misconduct" includes sexual harassment, sexual intimidation, sexual violence, and domestic violence.

(a) Sexual harassment. The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and that does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.

(b) Sexual intimidation. The term "sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.

(c) Sexual violence. Sexual violence is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

(i) Nonconsensual sexual intercourse is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(ii) Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(iii) Domestic violence as defined in (d) of this subsection.

(iv) Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim, and includes conduct that causes emotional, psychological, physical, and sexual trauma. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

(v) Stalking as defined in subsection (1)(c) of this section.

(vi) Consent: Knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

A person cannot consent if (~~he or she is~~) they are unable to understand what is happening or is disoriented, helpless, asleep or

unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

(d) Domestic violence. Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law, and, includes conduct that causes emotional, psychological, physical, and sexual trauma.

(3) The terms "college" and "campus" are used interchangeably, and each refers to any of the district's three colleges, North Seattle College, Seattle Central College, and South Seattle College. The Seattle Vocational Institute is considered to be part of Seattle Central College.

(4) "Day" means calendar day, unless specified otherwise, and deadlines shall be computed in accordance with WAC 10-08-080.

(5) "District" means the sixth state college district, the district administrative offices (Siegal Center), North Seattle College, Seattle Central College, South Seattle College, (~~the Seattle Vocational Institute,~~) and/or every other District VI educational facility, each separately and all together.

(6) "District community" includes, but is not limited to, the district itself and all enrolled students, employees, officers, and invitees of the district.

(7) "District property" includes all real property, buildings, and other facilities that are owned, leased, or controlled by the district or by the state for district purposes.

(8) "Vice president for student services" means the person whom a college president has appointed to that position or has otherwise designated to perform the functions ascribed to that position in this chapter.

(9) An action or activity that may be authorized or taken by the district chancellor, a vice chancellor, a campus president, or a campus vice president may also be authorized or taken by any other person whom that officer has specifically designated to perform that function on (~~his/her~~) their behalf, but this officer retains responsibility for the function.

(10) After the adoption of these rules, if a statute or rule to which they refer is renumbered or otherwise amended, these rules shall be interpreted to the fullest extent possible to incorporate such amendment while still giving effect to their original purposes.

(11) Service of any document, notice, or copy under this chapter shall be made (a) by personal delivery, (b) by mailing to the recipient's last known address, which service shall be regarded as complete upon deposit in the U.S. mail properly stamped and addressed, or (c) as otherwise authorized by law or rule.

(12) The term "student" includes all persons taking courses at the district, either full-time or part-time. Persons who withdraw after allegedly violating the student code, who are not officially enrolled for a particular term but who have a continuing relationship with the district, or who have been notified of their acceptance for admission are considered "students" as are persons who are living in district resident halls, although not enrolled at the district.



**WAC 132F-121-020 Student rights, freedoms, and responsibilities.**

(1) Statement of student rights. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(a) Academic freedom.

(i) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

(ii) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).

(iii) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(iv) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(b) Due process.

(i) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(ii) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(iii) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

(iv) Sexual misconduct investigations. Both the respondent and the ((complainant)) claimant in cases involving allegations of sexual misconduct shall be provided the same procedural rights to participate in student discipline matters, including the right to participate in the initial disciplinary decision-making process and to appeal any disciplinary decision.

(2) Classroom freedom of expression. The district recognizes the rights of students to freedom of discussion and free expression of views. However, students' rights of classroom expression do not include expressions or conduct which create a hostile educational environment or violate chapter 49.60 RCW or other applicable law. It is the responsibility of the instructor to insure and encourage the realization not only of the fact but of the spirit of free inquiry. Instructors have the responsibility to maintain order, but this authority shall not be used to inhibit the expression of views contrary to their own. Students have the right to take reasoned exception to the data or views offered in any course of study and to reserve judgment

about matters of opinion, but they cannot do so in a disruptive manner that interferes with the educational process. Students are responsible for learning the content of any course of study for which they are enrolled. It also is the responsibility of the student to comply with the instructor's efforts to assure freedom of expression and to maintain order.

(3) Protection against improper evaluation. Instructors shall give their students fair and consistent evaluations of the students' course performance. Toward this end, instructors are also responsible for establishing appropriate standards of academic performance for each course. Fair and consistent grading is a legitimate classroom experience.

(4) Protection against improper disclosure. Information about student views, beliefs, and political associations which is acquired by instructors in the course of their work as faculty or advisors, under circumstances which clearly indicate that it is intended to be confidential, shall be treated as confidential and shall not be disclosed to others, unless it relates to the apparent or intended commission of a crime or disclosure is required by law. Protection against improper disclosure of student education record information is a serious professional obligation incurred by the teaching profession and district administrators. However, evaluations of student ability and character may be provided to third parties with the student's consent or in accordance with applicable law.

(5) Nonacademic expression and inquiry. Students and student organizations are free to examine and to discuss all questions of interest to them and to express opinions publicly and privately, in accordance with law. They are free to support causes by orderly and lawful means which do not disrupt the operation of the institution and which comply with the district's policies regarding these activities.

(6) The district shall respect students' right to privacy. It will not inquire into the off-campus activities of its students without legal justification.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-030 Student organizations.** (1) Student organizations may be established and recognized whether their aims are educational, cultural, recreational, social, athletic, religious, political, or economic. Affiliation with an external organization shall not in and of itself disqualify a campus-based student organization from recognition. Membership in a student organization shall be open to any student who subscribes to the stated aims of the organization. To operate as such, a student organization must be recognized by the approved student government organization. The student organization shall abide by all governing federal and state laws and district and campus rules, policies and procedures.

(2) A college may require, as a condition of access to campus funds and/or facilities, demonstration or proof of the student enrollments of a student organization's members. However, any list of members compiled for such purposes shall not be publicly disclosed except in accordance with applicable law. A college may, in its discretion,

permit others, such as students' spouses, to participate in a student organization's activities under appropriate conditions.

(3) Each year, before a student organization may be recognized or function as such, or may use services and activities funds, a college employee must be identified to serve as its advisor and ~~((his/her))~~ their name must be approved by the vice president for student services or designee.

(4) Where funds are allocated to a student organization, financial accountability is required. Student organizations' funds shall be maintained at the college, in college accounts. The organizations shall keep detailed written records of their income and expenditures and shall assure that these can be reconciled with the campus budget and accounting system. Student organizations' financial records must be made available upon request to the student government organization and to any administrative officer designated by the college president.

(5) A college president may withdraw a student organization's recognition and funding for good cause. Such cause shall include, but not be limited to, (a) failure to comply with this rule or other district requirements or (b) hazing.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-050 Student use of the district/college name. (1)**

No individual student, student group, or student organization may act or make any representation in the name of the district or of any campus without specific authorization from the vice president for student services or designee.

(2) No individual student, student group or student organization shall falsely indicate or represent that ~~((his, her, or its))~~ their own position on any policy or issue is that of the district or of any campus.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-080 Formal processing of complaints. (1)**

To be considered under the formal process, a complaint must be filed in writing with the campus complaints officer by the final day of the quarter following the quarter in which the problem occurred, except as otherwise provided in WAC 132F-121-090 for a grade complaint. For purposes of complaints, the quarter which follows spring quarter is fall quarter. The written document should fully specify the facts and other grounds on which the complaint is based, and should include copies of relevant supporting documents when feasible. The complaints officer may extend any deadline herein for good cause.

(2) If the complaints officer determines that the complaint does not qualify to be addressed through the formal process, that officer must inform the student, explaining the reasons in writing within five working days. The student complainant may obtain review of that notice

of complaint disqualification by filing a written request with the complaints officer under subsection (9) of this section.

(3) If the complaints officer determines that the complaint does qualify as such, that officer must serve copies of the complaint and the supporting documents on the individual named in the complaint (the respondent) and the respondent's supervisor, within five working days.

(4) The respondent, upon receiving notice of the formal complaint, shall provide a response in writing to the complaints officer, and to the respondent's supervisor, within ten working days.

(5) The complaints officer must forward the written response, or the information that no response was received, to the student complainant within five working days of receipt of the response, or five working days from when a response was due.

(6) If the student complainant finds that the response or lack thereof is unsatisfactory she/he has five working days in which to submit a written request for the complaints officer to schedule a conference with the respondent to discuss the matter.

(7) Upon receipt of such request, the complaints officer has five working days to schedule the conference which must be convened within ten working days of receipt of the students' request or as soon thereafter as feasible. This conference will include the student, the respondent, and (~~his or her~~) their supervisor, and be moderated by the complaints officer.

(8) During this conference the complaints officer shall try to facilitate resolution. The complaints officer shall produce a written statement summarizing the conference and provide copies to all parties within ten working days of the conference.

(9) The student complainant may request a review of the outcome of the complaint conference (or of a complaint disqualification) by submitting a written request for administrative review to the complaints officer within five working days of receiving the conference summary.

(10) The complaints officer shall forward, within five working days, the request for administrative review, the complaint, supporting documents, and the conference summary either to the vice president of instruction (if the officer determines that the complaint is predominantly an instructional matter), or to the vice president for student services (if the officer determines that the complaint is predominantly noninstructional in nature).

(11) This administrator shall review the complaint and documentation, and may also interview knowledgeable persons as appropriate. The administrator should render a written decision within ten working days after receiving the complaint and documents, or as soon thereafter as feasible. The administrator may accept, reject, or modify any of the previous action(s) in the matter, and/or take other action(s). This decision shall be in writing and shall be served on the student complainant and others deemed appropriate.

(12) This decision of the reviewing administrator shall be the final decision of the district on that complaint.

**WAC 132F-121-110 Student misconduct.** Misconduct for which the campuses may impose sanctions includes, but is not limited to, any of the following:

(1) Discriminatory conduct. Discriminatory conduct which harms or adversely affects any member of the college community because of ((her/his)) their race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; religion; creed; genetic information; sexual orientation; age; gender identity; gender expression; veteran's status; or any other legally protected classification.

(2) Sexual misconduct. The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence as defined in WAC 132F-121-010(2).

(3) Harassment. Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; gender expression; veteran's status; or any other legally protected classification, and includes sexual harassment. Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic forms of communication.

(4) Any act of course-related dishonesty, including but not limited to cheating or plagiarism.

(a) Cheating includes, but is not limited to, using, or attempting to use, any material, assistance, or source which has not been authorized by the instructor to satisfy any expectation or requirement in an instructional course, or obtaining, without authorization, test questions or answers or other academic material that belong to another.

(b) Plagiarism includes, but is not limited to, using another person's ideas, words, or other work in an instructional course without properly crediting that person.

(c) Academic dishonesty also includes, but is not limited to, submitting in an instructional course either information that is known to be false (while concealing that falsity) or work that is substantially the same as that previously submitted in another course (without the current instructor's approval).

(5) Any other act of college-related dishonesty. Such acts include, but are not limited to:

(a) Forgery, alteration, or misuse of any district document, record, or instrument of identification;

(b) Tampering with an election conducted by or for district students; or

(c) Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a district officer or employee.

(6) Obstruction or disruption of (a) any instruction, research, administration, disciplinary proceeding, or other district activity, whether occurring on or off district property, or (b) any other activity that is authorized to occur on district property, whether or not actually conducted by the district.

(7) Assault, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, cyberbullying, stalking or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property.

(8) Attempted or actual damage to, or theft or misuse of, real or personal property or money of (a) the district or state, (b) any student or district officer, employee, or organization, or (c) any other person or organization lawfully present on district property, or possession of such property or money after it has been stolen.

(9) Failure to comply with the direction of a district officer or employee who is acting in the legitimate performance of (~~(his or her)~~) their duties, or failure to properly identify oneself to such a person when requested to do so.

(10) Participation in any activity which unreasonably disrupts the operations of the district or infringes on the rights of another member of the district community, or leads or incites another person to engage in such an activity.

(11) Weapons. Carrying, holding, wearing, exhibiting, displaying or drawing of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device, or any other weapon apparently capable of producing bodily harm is prohibited on the college campus, subject to the following exceptions:

(a) Commissioned law enforcement personnel or legally authorized military personnel while in performance of their duties;

(b) A student with a valid concealed weapons permit may store a firearm in (~~(his or her)~~) their vehicle parked on campus in accordance with RCW 9.41.050, provided the vehicle is locked and the weapon is concealed from view; or

(c) The president or the president's designee may authorize possession of a weapon on campus upon a showing that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated therein.

This policy does not apply to the possession and/or use of disabling chemical sprays when possessed and/or used for self-defense.

(12) Hazing. Hazing includes, but is not limited to, any initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student.

(13) Alcohol. The use, possession, delivery, or sale of any alcoholic beverage, except as permitted by law, applicable college policies, or authorized by chancellor or a college president, or being observably under the influence of alcohol.

(14) Drugs.

(a) Marijuana. The use, possession, delivery, or sale of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(b) Drugs. The use, possession, delivery, sale or being under the influence of any legend drug, including anabolic steroids, androgens,

or human growth hormones as defined in chapter 69.41 RCW, or any other controlled substance under chapter 69.50 RCW, except as prescribed for a student's use by a licensed practitioner.

(15) Obstruction of the free flow of pedestrian or vehicular movement on district property or at a district activity.

(16) Conduct which is disorderly, lewd, or obscene.

(17) Breach of the peace, or aiding, abetting, or procuring a breach of the peace.

(18) The use of tobacco, electronic cigarettes, and related products is prohibited in any building owned, leased or operated by the college, including twenty-five feet from entrances, exits, windows that open, and ventilation intakes of such buildings, and where otherwise prohibited. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, water pipes, hookahs, chewing tobacco, and snuff.

(19) Theft or other misuse of computer time or other electronic information resources of the district. Such misuse includes but is not limited to:

(a) Unauthorized use of such resources or opening of a file, message, or other item;

(b) Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item;

(c) Unauthorized use or distribution of someone else's password or other identification;

(d) Use of such time or resources to interfere with someone else's work;

(e) Use of such time or resources to send, display, or print an obscene or abusive message, text, or image;

(f) Use of such time or resources to interfere with normal operation of the district's computing system or other electronic information resources;

(g) Use of such time or resources in violation of applicable copyright or other law;

(h) Adding to or otherwise altering the infrastructure of the district's electronic information resources without authorization; or

(i) Failure to comply with the district's electronic use policy.

(20) Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to district property, or unauthorized entry onto or into district property.

(21) Abuse or misuse of any of the procedures relating to student complaints or misconduct including, but not limited to:

(a) Failure to obey a subpoena;

(b) Falsification or misrepresentation of information;

(c) Disruption, or interference with the orderly conduct, of a proceeding;

(d) Interfering with someone else's proper participation in a proceeding;

(e) Destroying or altering potential evidence, or attempting to intimidate or otherwise improperly pressure a witness or potential witness;

(f) Attempting to influence the impartiality of, or harassing or intimidating, a student conduct committee member; or

(g) Failure to comply with any disciplinary sanction(s) imposed under this student conduct code.

(22) Safety violations. The operation of any motor vehicle on district property in an unsafe manner or in a manner which is reasonably perceived as threatening the health or safety of another person.

Safety violation includes any nonaccidental conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of the campus community, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.

(23) Violation of any other district rule, requirement, or procedure including, but not limited to, any that is posted in electronic form, the district's traffic and parking rules, or the requirements for carpool parking.

(24) Violation of any federal, state, or local law, rule, or regulation, including any hate crime.

(25) Ethical violation. The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major.

In addition to initiating discipline proceeding for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

(26) Aiding, abetting, inciting, encouraging, or assisting another person to commit any of the foregoing acts of misconduct.

(27) Retaliation. Retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations or violations of federal, state or local law, or college policies including, but not limited to, student conduct code provisions prohibiting discrimination and harassment.

AMENDATORY SECTION (Amending WSR 03-16-015, filed 7/28/03, effective 8/28/03)

**WAC 132F-121-120 Instructor sanctions for course work dishonesty or classroom misconduct.** (1) An instructor need not give credit for course work that is the product of cheating, plagiarism, or other dishonesty. For any act of dishonesty that occurs during an instructional course, the instructor may adjust the student's grade accordingly for the particular examination, paper, or other work product where that dishonesty occurred. Any such grade adjustment shall not limit or preclude disciplinary sanction(s) for the same act of dishonesty.

(2) An instructor may take appropriate action to maintain order and proper conduct in the classroom and to maintain the effective cooperation of students in fulfilling the objectives of the course. If a student is so disorderly or disruptive that it is difficult or impossible to maintain classroom decorum, that action may include removing that student from that day's class session.

(3) With regard to any act of course-related dishonesty, classroom misconduct, or other academic misconduct, the faculty member involved may notify ((his/her)) their dean, with supporting documentation. The dean shall then determine whether to refer the matter to the vice president for student services for possible disciplinary action.



(4) A student who has received a grade adjustment by the instructor on the basis of dishonesty may grieve that adjustment under the student complaint procedure. However, any disciplinary sanction that is imposed instead of or in addition to an instructor's grade adjustment may be imposed and reviewed only under the student disciplinary procedure.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-140 Initiation of discipline.** (1) The vice president for student services or designee at each campus is responsible for investigating possible violations of this student conduct code at that campus and initiating any appropriate disciplinary actions. If that officer is a respondent in a complaint initiated by the subject student, the college president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complainant.

(2) Any member of the district community may make a complaint against a student whom she/he believes has violated this student conduct code. Such a complaint should ordinarily be filed in writing with the vice president for student services. However, no such complaint is required in order for that vice president to take action on any matter that comes to ((his/her)) their attention.

AMENDATORY SECTION (Amending WSR 16-04-025, filed 1/25/16, effective 2/25/16)

**WAC 132F-121-170 Appeals and referrals generally.** (1) Except as otherwise provided herein, a respondent who has received notice of disciplinary sanction(s) imposed by the vice president for student services may appeal such sanction(s) by filing a written notice of appeal with that officer within ten days. The notice of appeal may include any statement that the respondent wishes to make of the grounds for ((her/his)) their appeal.

(2) If the vice president has referred the matter to the student conduct committee for action, no appeal is required, but the student may file a written response with the vice president within twenty days of service of that referral.

(3) Except for conduct matters referred for brief adjudicative proceedings, the vice president shall promptly transmit any notice of appeal or response to referral, together with a copy of any notification of discipline, to the chair of the student conduct committee, described below. The vice president should serve a copy of that transmittal on the respondent.

(4) Except through a summary suspension under WAC 132F-121-250, a respondent's enrollment status and rights as an enrolled student shall not be altered, on the basis of a disciplinary sanction imposed by the vice president, until (a) the appeal period has run without a proper appeal being filed or (b) if there is an appeal, either that appeal has been withdrawn or the final order has been entered.

(5) If a respondent files a timely appeal of a probation or suspension that includes restrictions on contacts, communications, or campus access, the vice president will ordinarily modify those restrictions as necessary to facilitate the respondent's preparation for the hearing.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-180 Student conduct committee.** (1) A student conduct committee at each college will hear all disciplinary cases at that college which are referred to it by the vice president for student services or appealed to it by a student. For purposes of WAC 132F-108-020 and any other requirements, the district trustees and chancellor and each college president designate (a) the committee provided for herein to serve as presiding officer to hear the described student disciplinary matters and (b) the committee chair both to handle and decide procedural matters (as provided herein) and to preside at the hearing.

(2) This committee shall be composed of the following three members:

(a) One administrator or exempt employee, appointed by the college president;

(b) One member of the faculty, appointed by the college president; and

(c) One student, appointed by the president of the recognized student government organization.

(3) Each appointment shall be accompanied by the appointment of two alternates. Each member and alternate shall serve for the academic year or until a replacement is appointed, whichever is longer. When a member is not available for a hearing, the committee chair shall designate an alternate to replace ((him/her)) them for that hearing. If a member or alternate ceases to serve, a successor shall be promptly appointed. A member or alternate may be reappointed in any role.

(4) The administrator or exempt employee shall be the committee chair.

(5) A committee member is subject to disqualification for bias, prejudice, interest, or as further provided in RCW 34.05.425.

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-190 Student conduct committee hearings—In general.**

(1) A respondent student has a right to a prompt, fair, and impartial hearing before the student conduct committee on a referral for, or timely appeal of, a disciplinary sanction, except as otherwise provided in these rules.

(2) Chapter 34.05 RCW and chapter 10-08 WAC govern committee proceedings and control in the event of any conflict with these rules.

The district's chapter 132F-108 WAC also governs committee proceedings.

(3) The chair of the committee shall give not less than seven days advance written notice of the hearing to all parties, as further specified in RCW 34.05.434 and WAC 10-08-040 and 10-08-045. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause.

(4) The committee chair may provide to the committee members in advance of the hearing copies of (a) the vice president for student service's notification of imposition of discipline (or referral to the committee) and (b) the notice of appeal (or any response to referral) by the respondent. If doing so, however, the chair should remind the members that these "pleadings" are not evidence of any facts they may allege.

(5) The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions, except as overridden by majority vote of the committee, concerning the extent and forms of any discovery, issuance of protective orders, and similar procedural matters.

(6) Upon request made at least five days before the hearing by either the respondent or the vice president, the two of them shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present in their respective cases, except impeachment or rebuttal evidence. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.

(7) The respondent and the vice president may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.

(8) The vice president shall provide reasonable assistance to the respondent, upon request, in obtaining relevant and admissible evidence that is within the college's control.

(9) Communications between committee members and other persons regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

(10) Each party may be accompanied at the hearing by a nonattorney assistant of ((his/her)) their choice. A respondent may elect to be represented by an attorney, but will be deemed to have waived that right unless, at least four days before the hearing, written notice of the attorney's identity and participation is served on both the chair and the vice president. If the respondent is represented by an attorney, the vice president may also be represented by an attorney. If both the respondent and vice president have counsel, the committee will ordinarily be advised by a separate assistant attorney general.

(11) Minor disciplinary actions imposing probation or suspension of ten instructional days or less and any conditions or terms placed on the student may be conducted by a brief adjudicative proceeding in accordance with RCW 34.05.482 through 34.05.494.

AMENDATORY SECTION (Amending WSR 03-16-015, filed 7/28/03, effective 8/28/03)

**WAC 132F-121-220 President's review and final college order.**

(1) The college president shall review the record and enter the final college order, in accordance with RCW 34.05.461(2) and 34.05.464.

(2) If either the respondent or the vice president for student services wishes to file written argument with the president, she/he must file that argument and serve a copy on the other within fifteen days after service of the committee's order. Within seven days after service of any such argument, the other party may file and serve a written response. The president shall have discretion to modify these deadlines and/or to allow oral arguments. However no new evidence, not already part of the record, may be introduced in any argument, except as expressly authorized by the president upon a showing of compelling legal justification and after any appropriate fact-finding.

(3) The president shall personally consider the whole record or such portions of it as may be cited by the parties. A party's failure to present any argument shall mean that the party is citing "none" of the record.

(4) If the committee's order includes a provision for expulsion, the president must consult with and obtain the agreement of the district chancellor. If the committee's order includes a provision for suspension from any other college(s) of the district, the president must consult with and obtain the agreement of the president(s) of such college(s).

(5) Within ninety days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the president shall either remand the matter for further proceedings, with instructions to the committee, or enter a final order in the matter. The president shall have all of decision-making power that he/she would have had if presiding over the hearing, including the power to affirm, reverse, or modify any disciplinary sanction.

(6) The president's final order shall include, or incorporate by reference to the committee's initial order, all matters required by RCW 34.05.461, in accordance with RCW 34.05.464. It shall also include notice to the respondent of (~~his/her~~) their right to seek judicial review under RCW 34.05.510 et seq.

(7) Copies of the final order shall be served on the respondent, the vice president, any legal counsel who have appeared, and the committee chair.

(8) The decision of the president shall be the final district action in the matter.

AMENDATORY SECTION (Amending WSR 03-16-015, filed 7/28/03, effective 8/28/03)

**WAC 132F-121-230 Reestablishment of academic standing after successful appeal.** When a student has missed classes and/or course work due to a disciplinary suspension or expulsion, but that disciplinary sanction was appealed and not upheld, the student shall be given a reasonable opportunity to reestablish (~~his/her~~) their academic standing and the alternative of a withdrawal and refund of tuition and

fees. Depending on the circumstances, reestablishing academic standing may include opportunities to take examinations and otherwise complete course offerings that were missed due to the disciplinary sanction or to retake the class(es).

AMENDATORY SECTION (Amending WSR 13-11-127, filed 5/21/13, effective 6/21/13)

**WAC 132F-121-250 Summary suspensions.** (1) A summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which the student might otherwise be eligible, during which an investigation and/or formal disciplinary procedures are pending.

Suspension may be imposed, if the vice president for student services or ((his/her)) their designee(s) has cause to believe that any student:

- (a) Has violated any provision of the code of conduct; and
- (b) Presents an immediate danger to the health, safety or welfare of members of the college community; or
- (c) If the student poses an ongoing threat of disruption of, or interference with, the operations of the college, that student may be summarily suspended.

(2) Notice. Any student who has been summarily suspended shall be served with written notice or verbal notice of the summary suspension. If such notice is made in writing, it shall be provided by certified mail and first class mail delivered to the student's last known address.

(3) The oral or written notice to the student shall include the reasons for summary suspension, duration of the summary suspension, and any possible additional disciplinary or corrective action that may be taken. The notification shall indicate that the student must appear before the vice president of student services or designee for a summary suspension hearing at a time specified in the notice. If oral notice is given, written notice shall follow within two calendar days. In addition, the vice president for student services or designee shall set a date for summary suspension hearing as soon as practicable.

(4) The student shall be given the opportunity to present written and/or oral evidence. The issue before the vice president for student services or designee shall be whether probable cause exists to support and to continue the summary suspension.

(5) The vice president for student services or designee shall issue a written order within two days of the informal hearing, including a brief statement of findings of fact, conclusions of law, and policy reasons for the decision to justify the determination of an immediate danger and the vice president's decision to take the specific action.

(6) If a student who has been summarily suspended fails to appear for a summary suspension hearing, the vice president for student services may order the suspension to remain in place pending the final disposition of the disciplinary process as provided in this section.

(7) The student may request a de novo review of the informal hearing decision before the student conduct committee. The review will be scheduled promptly. Either party may request the review to be consolidated with any other disciplinary proceeding arising from the same matter.

(8) Nothing herein shall prevent faculty members from taking summary action as may be reasonably necessary to maintain order in the classroom and/or prevent substantial disruption to the educational process. Such summary action in the form of removal from the classroom may not exceed one day per episode. Any such summary action may be appealed to the vice president for student services for a brief adjudicative proceeding.

#### NEW SECTION

**WAC 132F-121-270 Order of precedence.** This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Part 106. To the extent these supplemental hearing procedures conflict with the Seattle Colleges' standard disciplinary procedures, WAC 132F-121-110 through 132F-121-260, these supplemental procedures shall take precedence.

#### NEW SECTION

**WAC 132F-121-280 Prohibited conduct under Title IX.** Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the Seattle Colleges may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) Quid pro quo harassment. A Seattle Colleges' student conditioning the provision of an aid, benefit, or service of the Seattle Colleges on an individual's participation in unwelcome sexual conduct.

(2) Hostile environment. Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Seattle Colleges' educational programs or activities, or employment.

(3) Sexual assault. Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as

an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen.

(d) Statutory rape. Consensual sexual intercourse between someone who is eighteen years of age or older and someone who is under the age of sixteen.

(4) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) Dating violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

## NEW SECTION

**WAC 132F-121-290 Title IX jurisdiction.** (1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a Seattle Colleges' educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the Seattle Colleges exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the Seattle Colleges.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the Seattle Colleges from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the Seattle Colleges' student conduct code, WAC 132F-121-110.

(4) If the student conduct officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the student conduct officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

#### NEW SECTION

**WAC 132F-121-300 Initiation of discipline.** (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the student conduct officer determines that there are sufficient grounds to proceed under these supplemental procedures, the student conduct officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

- (a) Set forth the basis for Title IX jurisdiction;
  - (b) Identify the alleged Title IX violation(s);
  - (c) Set forth the facts underlying the allegation(s);
  - (d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and
  - (e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:
    - (i) The advisors will be responsible for questioning all witnesses on the party's behalf;
    - (ii) An advisor may be an attorney; and
    - (iii) The Seattle Colleges will appoint the party an advisor of the Seattle Colleges' choosing at no cost to the party, if the party fails to do so.
- (3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

#### NEW SECTION

**WAC 132F-121-310 Prehearing procedure.** (1) Upon receiving the disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132F-121-180. In no event will the hearing date be set less than ten days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.



(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the Seattle Colleges intends to offer the evidence at the hearing.

#### NEW SECTION

**WAC 132F-121-320 Rights of parties.** (1) The Seattle Colleges' student conduct procedures, WAC 132F-121-110, and this supplemental procedure shall apply equally to all parties.

(2) The Seattle Colleges bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator will appoint an advisor of the Seattle Colleges' choosing on the party's behalf at no expense to the party.

#### NEW SECTION

**WAC 132F-121-330 Evidence.** The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) Cross-examination required: If a party or witness does not submit to cross-examination during the live hearing, the committee must not rely on any statement by that party or witness in reaching a determination of responsibility.

(5) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(6) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the

privilege. Privileged information includes, but is not limited to, information protected by the following:

- (a) Spousal/domestic partner privilege;
- (b) Attorney-client and attorney work product privileges;
- (c) Privileges applicable to members of the clergy and priests;
- (d) Privileges applicable to medical providers, mental health therapists, and counselors;
- (e) Privileges applicable to sexual assault and domestic violence advocates; and
- (f) Other legal privileges identified in RCW 5.60.060.

#### NEW SECTION

**WAC 132F-121-340 Initial order.** (1) In addition to complying with WAC 132F-121-210 the student conduct committee will be responsible for conferring and drafting an initial order that:

- (a) Identifies the allegations of sexual harassment;
  - (b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
  - (c) Makes findings of fact supporting the determination of responsibility;
  - (d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
  - (e) Contains a statement of, and rationale for, the committee's determination of responsibility for each allegation;
  - (f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;
  - (g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the Seattle Colleges' education programs or activities; and
  - (h) Describes the process for appealing the initial order to the Seattle Colleges' president.
- (2) The committee chair will serve the initial order on the parties simultaneously.

#### NEW SECTION

**WAC 132F-121-350 Appeals.** (1) The parties shall have the right to appeal from the initial order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and time frames set forth in WAC 132F-121-170.

(2) The president or their delegate will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanction and condition(s) imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth any new disciplinary sanction and/or condition(s).

(3) President's office shall serve the final decision on the parties simultaneously.

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Chancellor Shouan Pan  
**DATE:** March 11, 2021

**SUBJECT:** Public Comment Protocol – First Reading

**Background**

The board seeks to adopt a public comment protocol in compliance with the Open Public Meetings Act and First Amendment. The attached protocol outlines the process for acceptance of written and oral comments.

**Recommendation**

It is recommended that this item be received today as information only. The second reading of the protocol and formal adoption will be at April's board meeting.

Submitted by:



Shouan Pan  
Chancellor

*Seattle Colleges Board of Trustees welcomes students, employees, and community partners to address the Board during the Public Comment period before the Board conducts its official business. As the Governance body, the Board functions at the policy level. Daily administrative matters are delegated to the district and college leadership team. It is, therefore, not the practice of the Board to respond directly to questions or comments during this portion of the meeting.*

*The oral public comment period will be limited to 15 minutes, and may be extended at the Chair's discretion, dependent upon the meeting schedule and business on the agenda. Speakers will be limited to 2 minutes per person. Advance sign-up for oral comments is requested by emailing [Rebecca.hansen@seattlecolleges.edu](mailto:Rebecca.hansen@seattlecolleges.edu) . Additional commenters will only be called upon during the meeting as time allows. If there is not enough time for all speakers, commenters will be encouraged to submit a written statement or be put on the list for oral comment at the next public meeting.*

*In addition, written statements are accepted by Rebecca Hansen at any time. All written statements received by noon on the Friday before the Regular Board of Trustees meeting will be published in the public packet. Written statements received after that date and time will be added to the Board packet and transmitted to the Board for the following Board meeting.*

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Choi Halladay

**DATE:** March 11, 2021

**SUBJECT:** Monthly Financial Summary - Information only

### Background

Seattle Colleges budgets and accounts for its funds in accordance with policies and procedures of the State of Washington Office of Financial Management (OFM) and the State Board for Community and Technical Colleges (SBCTC).

The attached Monthly Financial Summary provides summary data for all of the campuses and the District Office as of January 31, 2021.

### Recommendation

It is recommended that this item be received as information only.

Submitted by:



Choi Halladay  
Vice Chancellor of Finance & Operations

Transmitted to the Board with a favorable recommendation.



Dr. Shouan Pan  
Chancellor

# Operating Funds History and Projections

## SEATTLE COLLEGES DISTRICT

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
<b>SOURCES:</b>				
State Allocation	\$ (39,826,286)	\$ (90,535,208)	\$ (51,016,649)	28%
State Allocation/Capital	\$ (991,950)	\$ (1,322,600)	\$ (1,321,600)	33%
<b>Local Revenues:</b>				
Tuition	\$ (19,932,063)	\$ (26,941,013)	\$ (19,863,218)	0%
Fees	\$ -	\$ -	\$ -	
Running Start	\$ (5,203,644)	\$ (10,653,783)	\$ (5,009,386)	-4%
International, IEL	\$ (13,989,188)	\$ (11,442,115)	\$ (8,051,737)	-42%
Other	\$ (60,881)	\$ -	\$ 19,072	-131%
Revenue Transfers	\$ 1,000,000	\$ 1,007,921	\$ 270,185	-73%
Use of Reserves	\$ (2,656)	\$ (7,894,022)	\$ -	-100%
<b>SubTotal</b>	<b>\$ (38,188,431)</b>	<b>\$ (55,923,012)</b>	<b>\$ (32,635,084)</b>	<b>-15%</b>
<b>Total</b>	<b>\$ (79,006,668)</b>	<b>\$ (147,780,820)</b>	<b>\$ (84,973,333)</b>	<b>8%</b>

### USES BY EXPENSE TYPE:

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Salaries/Wages	\$ 51,846,484	\$ 92,363,791	\$ 51,792,210	0%
Employee Benefits	\$ 17,472,259	\$ 32,909,729	\$ 17,769,794	2%
Contracted Services	\$ 175,719	\$ 869,321	\$ 320,729	83%
Supplies	\$ 7,224,092	\$ 18,932,770	\$ 6,418,167	-11%
Travel	\$ 219,510	\$ 369,211	\$ 25,210	-89%
Equipment	\$ 532,293	\$ 2,378,142	\$ 385,284	-28%
Grants to Students	\$ 2,310,151	\$ 6,578,459	\$ 1,418,997	-39%
Other	\$ (2,485,796)	\$ (7,677,992)	\$ (3,952,148)	59%
DISTRICT TRANSFER	\$ (0)	\$ (1,361,749)	\$ -	-100%
<b>Total</b>	<b>\$ 77,294,713</b>	<b>\$ 145,361,682</b>	<b>\$ 74,178,244</b>	<b>-4%</b>

### USES BY PROGRAM: \*

EXPENSES BY PROGRAM	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Instruction	\$ 40,117,991	\$ 72,092,834	\$ 35,366,100	-12%
Primary Support	\$ 7,405,573	\$ 13,497,742	\$ 7,706,932	4%
Library	\$ 1,662,522	\$ 3,005,502	\$ 1,530,035	-8%
Student Svcs	\$ 7,288,102	\$ 15,899,781	\$ 7,226,359	-1%
Institutional Support	\$ 13,512,778	\$ 28,461,790	\$ 15,028,368	11%
Plant Ops. & Maint.	\$ 7,307,747	\$ 12,404,033	\$ 7,320,450	0%
<b>Grand Total</b>	<b>\$ 77,294,713</b>	<b>\$ 145,361,682</b>	<b>\$ 74,178,244</b>	<b>-4%</b>

\* Instruction includes full-time faculty, part-time faculty and other instructional expenses

Note that budget changes between years are responsible for shifts in categories. E.g., some computer lab costs previously in instruction shifted to primary & institutional support. Timing of expenses and transfers cause other variances between years.

Primary Support includes academic admin., computer lab, institutional research, personnel development, academic admin., & curriculum development

Library expenses are for library and educational media expenses

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Operating Funds History and Projections				
SEATTLE CENTRAL COLLEGE				
FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
<b>SOURCES:</b>				
State Allocation	\$ (19,246,974)	\$ (34,914,459)	\$ (20,953,509)	9%
State Allocation/Capital	\$ (446,363)	\$ (595,150)	\$ (594,150)	33%
	\$ -			
Local Revenues:	\$ -			
Tuition	\$ (8,273,693)	\$ (11,000,000)	\$ (8,206,336)	-1%
Running Start	\$ (2,222,797)	\$ (4,560,396)	\$ (2,057,369)	-7%
International, IEL	\$ (8,041,837)	\$ (5,381,278)	\$ (5,007,131)	-38%
Other	\$ 1	\$ -	\$ 8,559	983646%
Revenue Transfers			\$ (119,075)	
Use of Reserves	\$ -	\$ (1,005,435)	\$ -	
<b>SubTotal</b>	<b>\$ (18,538,326)</b>	<b>\$ (21,947,109)</b>	<b>\$ (15,381,352)</b>	<b>-17%</b>
<b>TOTAL</b>	<b>\$ (38,231,663)</b>	<b>\$ (57,456,718)</b>	<b>\$ (36,929,011)</b>	<b>-3%</b>

ok  
ok  
ok

**USES BY EXPENSE TYPE:**

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Salaries/Wages	\$ 20,255,513	\$ 34,300,206	\$ 19,007,344	-6%
Employee Benefits	\$ 7,053,559	\$ 11,740,425	\$ 6,746,089	-4%
Contracted Services	\$ 30,324	\$ 425,097	\$ 40,386	33%
Supplies	\$ 2,577,686	\$ 5,614,629	\$ 1,666,762	-35%
Travel	\$ 58,943	\$ 138,541	\$ 2,613	-96%
Equipment	\$ 179,069	\$ 202,277	\$ 336,977	88%
Grants to Students	\$ 496,355	\$ 894,993	\$ 180	-100%
Other	\$ (968,667)	\$ (4,334,016)	\$ (1,393,655)	44%
DISTRICT TRANSFER	\$ 5,778,255	\$ 12,227,306	\$ 11,820,727	105%
<b>TOTAL</b>	<b>\$ 35,461,036</b>	<b>\$ 61,209,458</b>	<b>\$ 38,227,423</b>	<b>8%</b>

**USES BY PROGRAM: \***

EXPENSES BY PROGRAM	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Instruction	\$ 20,098,083	\$ 29,585,677	\$ 18,366,870	-9%
Primary Support	\$ 3,095,656	\$ 5,678,052	\$ 4,358,031	41%
Library	\$ 702,859	\$ 1,352,571	\$ 735,763	5%
Student Svcs	\$ 3,057,654	\$ 6,989,230	\$ 2,948,732	-4%
Institutional Support	\$ 5,924,337	\$ 12,590,402	\$ 8,662,340	46%
Plant Ops. & Maint.	\$ 2,582,448	\$ 5,013,526	\$ 3,155,687	22%
<b>Grand Total</b>	<b>\$ 35,461,036</b>	<b>\$ 61,209,458</b>	<b>\$ 38,227,422</b>	<b>8%</b>

\* Instruction includes full-time faculty, part-time faculty and other instructional expenses

Note that budget changes between years are responsible for shifts in categories. E.g., some computer lab costs previously in instruction shifted to primary & institutional support. Timing of expenses and transfers cause other variances between years.

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# Operating Funds History and Projections

## NORTH SEATTLE COLLEGE

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
<b>SOURCES:</b>				
State Allocation	\$ (11,275,020)	\$ (26,270,552)	\$ (13,719,702)	22%
State Allocation/Capital	\$ (247,988)	\$ (330,650)	\$ (330,650)	33%
	\$ -			
Local Revenues:	\$ -			
Tuition	\$ (6,290,691)	\$ (9,248,668)	\$ (6,879,367)	9%
Running Start	\$ (1,437,808)	\$ (3,093,387)	\$ (1,518,096)	6%
International, IEL	\$ (2,863,613)	\$ (2,960,837)	\$ (1,263,306)	-56%
Other	\$ (355)	\$ -	\$ 24,794	-7094%
Revenue Transfers	\$ 1,000,000	\$ 1,007,921	\$ 445,322	-55%
Use of Reserves	\$ -	\$ (6,888,587)	\$ -	
<b>SubTotal</b>	<b>\$ (9,592,466)</b>	<b>\$ (21,183,558)</b>	<b>\$ (9,190,654)</b>	<b>-4%</b>
<b>TOTAL</b>	<b>\$ (21,115,474)</b>	<b>\$ (47,784,760)</b>	<b>\$ (23,241,006)</b>	<b>10%</b>

### USES BY EXPENSE TYPE:

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Salaries/Wages	\$ 12,630,074	\$ 22,638,857	\$ 12,343,796	-2%
Employee Benefits	\$ 4,361,629	\$ 9,190,719	\$ 4,402,907	1%
Contracted Services	\$ 29,246	\$ 192,543	\$ 63,211	116%
Supplies	\$ 1,350,497	\$ 3,617,009	\$ 1,133,511	-16%
Travel	\$ 28,560	\$ 103,666	\$ 3,904	-86%
Equipment	\$ 34,790	\$ 1,951,747	\$ 54,835	58%
Grants to Students	\$ 500,365	\$ 904,306	\$ 635,644	27%
Other	\$ (590,749)	\$ 1,776,144	\$ (1,211,403)	105%
DISTRICT TRANSFER	\$ 3,989,748	\$ 7,173,360	\$ 7,567,853	90%
<b>TOTAL</b>	<b>\$ 22,334,158</b>	<b>\$ 47,548,351</b>	<b>\$ 24,994,260</b>	<b>12%</b>

### USES BY PROGRAM: \*

EXPENSES BY PROGRAM	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Instruction	\$ 10,129,886	\$ 26,171,591	\$ 10,583,875	4%
Primary Support	\$ 2,792,737	\$ 5,327,172	\$ 3,546,029	27%
Library	\$ 511,813	\$ 959,693	\$ 582,453	14%
Student Svcs	\$ 1,876,836	\$ 4,163,139	\$ 1,885,618	0%
Institutional Support	\$ 4,545,305	\$ 7,539,555	\$ 6,330,102	39%
Plant Ops. & Maint.	\$ 2,477,582	\$ 3,387,201	\$ 2,066,183	-17%
<b>Grand Total</b>	<b>\$ 22,334,158</b>	<b>\$ 47,548,351</b>	<b>\$ 24,994,260</b>	<b>12%</b>

\* Instruction includes full-time faculty, part-time faculty and other instructional expenses

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# Operating Funds History and Projections

## SOUTH SEATTLE COLLEGE

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
<b>SOURCES:</b>				
State Allocation	\$ (8,981,322)	\$ (29,219,247)	\$ (16,316,444)	82%
State Allocation/Capital	\$ (297,600)	\$ (396,800)	\$ (396,800)	33%
	\$ -			
Local Revenues:	\$ -			
Tuition	\$ (5,367,680)	\$ (6,692,345)	\$ (4,777,515)	-11%
Running Start	\$ (1,543,038)	\$ (3,000,000)	\$ (1,433,921)	-7%
International, IEL	\$ (3,083,738)	\$ (3,100,000)	\$ (1,695,437)	-45%
Other	\$ (6,018)	\$ -	\$ 0	-100%
Revenue Transfers			\$ 540,053	
Use of Reserves	\$ -		\$ -	
<b>SubTotal</b>	<b>\$ (10,000,474)</b>	<b>\$ (12,792,345)</b>	<b>\$ (7,366,820)</b>	<b>-26%</b>
<b>TOTAL</b>	<b>\$ (19,279,396)</b>	<b>\$ (42,408,392)</b>	<b>\$ (24,080,064)</b>	<b>25%</b>

### USES BY EXPENSE TYPE:

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Salaries/Wages	\$ 11,646,677	\$ 18,912,862	\$ 10,662,575	-8%
Employee Benefits	\$ 3,799,160	\$ 6,498,667	\$ 3,576,766	-6%
Contracted Services	\$ 31,100	\$ 109,181	\$ 52,056	67%
Supplies	\$ 1,642,049	\$ 3,984,288	\$ 1,446,348	-12%
Travel	\$ 44,860	\$ 4,500	\$ -	-100%
Equipment	\$ 81,423	\$ 138,144	\$ 21,206	-74%
Grants to Students	\$ 1,313,281	\$ 4,779,160	\$ 782,823	-40%
Other	\$ (833,429)	\$ (5,216,335)	\$ (1,178,414)	41%
DISTRICT TRANSFER**	\$ 3,989,748	\$ 6,634,191	\$ 8,008,025	101%
<b>TOTAL</b>	<b>\$ 21,714,869</b>	<b>\$ 35,844,658</b>	<b>\$ 23,371,385</b>	<b>8%</b>

### USES BY PROGRAM: \*

EXPENSES BY PROGRAM	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Instruction	\$ 10,406,850	\$ 16,200,566	\$ 9,040,648	-13%
Primary Support	\$ 1,633,755	\$ 2,492,518	\$ 2,458,483	50%
Library	\$ 466,776	\$ 693,238	\$ 409,755	-12%
Student Srvs	\$ 2,353,612	\$ 4,747,412	\$ 2,392,010	2%
Institutional Support	\$ 4,581,366	\$ 7,707,618	\$ 6,895,074	51%
Plant Ops. & Maint.	\$ 2,272,511	\$ 4,003,306	\$ 2,175,414	-4%
<b>Grand Total</b>	<b>\$ 21,714,869</b>	<b>\$ 35,844,658</b>	<b>\$ 23,371,385</b>	<b>8%</b>

\* Instruction includes full-time faculty, part-time faculty and other instructional expenses

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# Operating Funds History and Projections

## DISTRICT

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
<b>SOURCES:</b>				
State Allocation	\$ (322,971)	\$ (130,950)	\$ (26,994)	-92%
State Allocation/Capital	\$ -		\$ -	
	\$ -			
Local Revenues:	\$ -			
Tuition	\$ -		\$ -	
Running Start	\$ -	\$ -	\$ -	
International, IEL		\$ -	\$ (85,863)	
Other	\$ (54,509)		\$ (14,280)	-74%
Revenue Transfers	\$ -	\$ -	\$ (596,115)	
Use of Reserves	\$ (2,656)	\$ -	\$ -	-100%
<b>SubTotal</b>	<b>\$ (57,165)</b>	<b>\$ -</b>	<b>\$ (696,258)</b>	<b>1118%</b>
<b>TOTAL</b>	<b>\$ (380,136)</b>	<b>\$ (130,950)</b>	<b>\$ (723,252)</b>	<b>90%</b>

### USES BY EXPENSE TYPE:

FISCAL YEAR	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Salaries/Wages	\$ 7,314,221	\$ 16,511,866	\$ 9,778,495	34%
Employee Benefits	\$ 2,257,911	\$ 5,479,918	\$ 3,044,032	35%
Contracted Services	\$ 85,049	\$ 142,500	\$ 165,076	94%
Supplies	\$ 1,653,861	\$ 5,716,844	\$ 2,171,547	31%
Travel	\$ 87,148	\$ 122,504	\$ 18,693	-79%
Equipment	\$ 237,011	\$ 85,974	\$ (27,734)	-112%
Grants to Students	\$ 150	\$ -	\$ 350	133%
Other	\$ (92,950)	\$ 96,215	\$ (168,676)	81%
DISTRICT TRANSFER	\$ (13,757,750)	\$ (27,396,606)	\$ (27,396,606)	99%
<b>TOTAL</b>	<b>\$ (2,215,351)</b>	<b>\$ 759,215</b>	<b>\$ (12,414,823)</b>	<b>460%</b>

### USES BY PROGRAM: \*

EXPENSES BY PROGRAM	YTD 01/31/2020	2021FY Budget	YTD 1/31/2021	Change % YTD
Instruction	\$ (516,827)	\$ 135,000	\$ (2,625,294)	408%
Primary Support	\$ (116,576)	\$ -	\$ (2,655,611)	2178%
Library	\$ (18,925)	\$ -	\$ (197,937)	946%
Student Srvs	\$ -	\$ -	\$ -	
Institutional Support	\$ (1,538,230)	\$ 624,215	\$ (6,859,147)	346%
Plant Ops. & Maint.	\$ (24,793)	\$ -	\$ (76,834)	210%
<b>Grand Total</b>	<b>\$ (2,215,351)</b>	<b>\$ 759,215</b>	<b>\$ (12,414,823)</b>	<b>460%</b>

\* Instruction includes full-time faculty, part-time faculty and other instructional expenses

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**TO:** Board of Trustees  
**FROM:** Shouan Pan, Chancellor  
**DATE:** March 11, 2021  
**SUBJECT:** Report to the Board of Trustee

**I. Organizational Excellence**

**Chancellor Pan Interviewed Probationary Faculty for Tenure Status**

Throughout the month of February, chancellor Pan interviewed 16 probationary faculty members across the colleges for tenure appointment. It was particularly encouraging and exciting to see a well-educated, talented, and committed cohort of faculty members being recommended for tenure status within Seattle Colleges. Their academic training, dedication to teaching excellence, and commitment to equitable student success was top-notch.

**ctcLink Went Live On Feb. 22**

After hard and dedicated work by many staff members, administrators, and faculty leads over the past two plus years, particularly the intense and focused work the last six months, ctcLink went live at Seattle Colleges on the morning of Feb. 22, 2021. This is a significant milestone for Seattle Colleges and for the WA's ctcLink Project.

During the validation sessions that took place the weekend before Feb. 22, district and SBCTC pillar leads and subject matter experts reported better-than-99% conversion success in Campus Solutions, covering student services, financial aid, payroll, accounting, purchasing, human resources, and grants management.

Hundreds of college and district staff and administrators went through complex preparation and go-live activities, while working remotely, to get to this point. Daniel Cordas, ctcLink Project Manager for the district, directed all phases of implementation. Kurt Buttleman, serving as the Executive Sponsor, provided critical leadership support. Together, their talented and dedicated work was instrumental in successfully completing the first phase of the Project. Cindy Riche, AVC for IT Services and the IT team also provided responsive support.

Since "go-live" on Feb. 22, all ctcLink users--faculty, staff, administrators, and students--have been working hard at receiving training, becoming familiar with the new environment, cleaning up small portions of botched data, solving problems, and

responding to student issues. We have officially entered into the second Phase of the ctcLink Project.

### **Initiating Accreditation Assessment Activities**

The Chancellor's Executive Cabinet unanimously agreed to initiate an expeditious and well-designed assessment of the organizational structure and single accreditation. As the Executive sponsors, Interim President Crawford and Chancellor Pan have decided to issue an RFP to hire an external contract to help plan and organize the assessment activities in the coming six plus months. The RFP has been issued.

In the meantime, Dr. Crawford and Dr. Pan have begun to invite faculty, staff, and administrators across the district to serve on an Accreditation Assessment Task Force. The Task Force will be convened 3-5 times to help design and steer the assessment activities. The goal is to engage both internal (faculty, staff, students) and external stakeholders (community partners) to provide feedback on the pros and cons of single accreditation with regard to student success and organizational sustainability. A report of the assessment findings will be submitted to the Board for review and a decision at the September or October Board meeting later this year.

## **II. Partnerships**

### **Rethink the engagement of Chancellor's Advisory Council**

The Chancellor's Advisory Council (CAC) provides important linkage between Seattle Colleges and the business, governmental, and educational communities in the city. Made up of prominent community leaders, members of the CAC provide independent feedback and advice to the chancellor and district executive leadership team. In order to fully benefit from the knowledge, expertise, and connections of CAC members, we are rethinking our engagement of CAC.

At the February CAC meeting, we assigned CAC members into three subcommittees, based on their experience and professional interests: Advocacy, Workforce Development, and Education. Feedback from CAC members were positive. Looking towards the next year, we plan to engage in targeted recruitment of new CAC members, focusing on recruiting more C-suite level community leaders and leaders of color who can further advance district's image and connections locally and regionally. Malcolm Grothe and Kerry Howell have invested time and energy in this effort and will continue to lead this work, together with Chancellor Pan.

### **Meeting with Executives of Burning Glass Technologies to Explore Partnerships**

AVC for Workforce Development, Malcolm Grothe, Director of Workforce Projects, and Chancellor Pan met with Matt Sigleman, Chief Executive Officer of Burning Glass Technologies and Sandi Ryan, Director of Higher Education Partnerships on Feb. 19 to explore partnerships. The conversation focused on how best to take a data-driven approach to building, aligning, and reviewing programs (both degreed and certificate), to growing enrollment, and to boosting student success.

#### **Meeting with Interim Directors and Deputy Director of Seattle Office Economic Development**

Malcolm Grothe and Shouan Pan met with Pam Banks, Interim Director of Economic Development, and Deputy Director, Tina Inay, on Feb. 26. In addition to updating them on the major focus of Seattle Colleges the past year, we discussed mutual commitment to increasing communication and strengthening partnerships. It was a productive meeting.

### **III. Legislative Update**

The legislative session reached its **half-way point last week** as the House and Senate continued their work debating and voting on bills originating in their respective chambers. The deadline for passing bills originating in the chamber of origin is 5:00 p.m., Tuesday, March 9<sup>th</sup>. Committee hearings on bills from the opposite chamber start Wednesday, March 10<sup>th</sup>.

**SB 5401 authorizing bachelor's degrees in Computer Science at CTCs** passed 48-0 in the Senate. The House College & Workforce Development Committee will hold a public hearing on this bill on March 11<sup>th</sup> at which Dr. Sheila Edwards Lange will testify in support as she previously did in the Senate. She will be joined by representatives from Bellevue College and the SBCTC.

**SB 5227 requiring annual diversity, equity and inclusion** professional development and learning opportunities for college and university students, faculty and staff passed in the Senate 35-14. Dr. Rosie Rimando-Chareunsap testified in support of this bill before the Senate Higher Education Committee. The Chancellor and College presidents send a letter to Seattle legislators requesting full funding to ensure that this bill can actually be implemented. Without legislative investments, both SB 5227 and SB 5194 would be unfunded mandates and result in budget cuts for students and our colleges.

**Capital Budget.** Board Chair Steve Hill sent a letter to Seattle legislators urging that the capital budget meet or exceed the \$556 million level of investment proposed by

Governor Inslee and that projects be funded in priority order. Subsequently, Chancellor Pan, NSC President Dr Chemene Crawford, and Steve Leahy had a Zoom meeting with Sen. David Frockt (46<sup>th</sup>), the Vice Chair & Capital Budget leader of the Senate Ways & Means Committee, to advocate for the SBCTC system capital request. Sen. Frockt is determined to ensure the funded projects include the renovation of the NSC library which ranks #19 on the priority list. He cautioned that it might be very difficult to pass the Governor's capital budget request of \$556 million as a 60% yes vote is required to pass the Capital Budget.

**Operating Budget.** The Chancellor and College Presidents sent a letter last week urging strong support for the CTC system's current levels of funding. Budget cuts, unfunded mandates, and furloughs will reduce opportunities for education and training right when people and employers need them the most. The letter also urged full implementation of Guided Pathways as agreed-to in the 2019 legislative session.



# Seattle Colleges Board Goals Scorecard

## 3/11/2021

GOALS	DELIVERABLES	STATUS	RESPONSIBLE SENIOR LEADER	EXPECTED DATE OF COMPLETION	STRATEGIC GOAL	NOTES
<b>Develop and Implement an eLearning Organization</b>	The creation of Seattle Colleges Online that offers high-quality and competitive distance education programs with the aspirational goal of doubling enrollment to 9,000 FTES by AY2526.		Kurt Buttleman/ Cindy Riche	Initial re-organization 3/1/21  Phase 2 work: 6/30/22  Achieve enrollment goal: 6/30/26	Student Success	Initial organizational restructures work is underway.
<b>Seattle Pathways</b>	Fall to Winter retention rate for all students of 85% by AY2223.  Completion rate for ALL students of 66% by AY2223.  31% of ALL students complete college level math within their first year.		Kurt Buttleman/ Earnest Phillips	6/30/2023	Student Success  Equity, Diversity, Inclusion & Community	10 focus initiatives are currently in process across the Seattle Colleges.
<b>Update Strategic Plan</b>	The District Strategic Plan is updated to reflect: 1. Disaggregated student success data; 2. Final measures for the Partnership Goals; 3. Clarifies		Kurt Buttleman/ Shouan Pan	6/30/2021	Student Success Partnership Equity, Diversity,	Drafts of each of the deliverables have been developed and

To Be Initiated

On Task

Issues/At Risk

Completed

	the goal of doubling the completion rate for BIPOC students by 2023				Inclusion and Community	are being vetted with various stakeholders across Seattle Colleges.
<b>Develop a District EDI Plan</b>	Achieving Equity 2023: 1. Increase the completion rate for historically under-served BIPOC students from 48% to 66% in the next three years (20/21-22/23; 2. Increase the diversity makeup among faculty and administrative staff by achieving 50% hires of faculty and administrators of color that reflect student body demographics with all new and open positions in the next three years. 3 Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; develop and offer professional development workshops on bias-free teaching and learning for all faculty.		Rosie Rimando-Chareunsap/ Jennifer Dixon/Betsy Hasagawa/Valerie Hunt/D'andre Fisher	initial 6/30/21 and 6/30/2023	Student Success Equity, Diversity, Inclusion & Community	
<b>Integrated Budgeting Process</b>	a) Develop and implement a unified budget process throughout the district; b) Develop and implement a unified budget recording and a reporting structure for use throughout the district; c) Analyze, recommend, and begin to implement the most		Choi Halladay	6/30/2021	Organizational Excellence	

To Be Initiated	On Task	Issues/At Risk	Completed
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	efficient administrative organization for the district.					
<b>Review, Develop, and Implement a plan for right-sizing the district administrative structure</b>	Reducing the current administrative overheads by 20%-30%		Jennifer Dixon/Shouan Pan	71/2022	Organizational Excellence	
<b>Continue with academic program reviews and program viability studies</b>	District academic programs are dynamic and responsive to student and community needs and support system sustainability.		Kurt Buttleman/college presidents	ongoing	Organizational Excellence	Continuing work of VPIs and Workforce Deans.
<b>Align Support Services</b>	District administrative and student support services are streamlined to enable optimal student success		Choi Halladay/Earnest Phillips	Initial 6/30/21 and ongoing	Organizational Excellence	
<b>Switch over to ctcLink</b>	Successful deployment of ctcLink		Kurt Buttleman	Phase I: 2/22/2021 Phase II: 6/30/22	Organizational Excellence	On track for successful go live on February 22, 2021.
<b>Exploring One Accreditation</b>	Submit results of feasibility study of One Accreditation to Board of Trustees for consideration		Chemnene Crawford/Shouan Pan	5/30/2021	Student Success Organizational Excellence	
<b>Strengthen Seattle Colleges Foundation and Launch Equity</b>	Successful launch the multi-year capital campaign, with the goal of raising \$50M		Kerry Howell/Sheila Edwards Lange	Initial 6/30/21 and 6/30/26	Organizational Excellence	

To Be Initiated	On Task	Issues/At Risk	Completed
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<b>Can't Wait Campaign</b>						
<b>Strengthen and expand external partnerships</b>	Seattle Colleges maintain strong and mutually beneficial partnerships with businesses, governmental, educational, civic, and labor partners.		Malcolm Grothe/Kerry Howell	Ongoing	Partnerships	
<b>Develop a post-pandemic sustainability plan</b>	Seattle Colleges implements a plan that ensures system relevancy and vibrancy beyond the Covid-19 pandemic		Shouan Pan/Earnest Phillips	Initial 12/30/21 and ongoing	Organizational Excellence	
<b>Complete AFT-Seattle Negotiation and prepare for negotiation with AFT-SPS</b>	A new 3-year contract between the Board of Trustees and AFT-Seattle is ratified by the faculty and approved by the Board. Initial plan for negotiation with AFT-SPS is clarified and set.		Jennifer Dixon/Chancellor's Executive Cabinet	6/30/2021	Organizational Excellence	

To Be Initiated	On Task	Issues/At Risk	Completed
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## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** North Seattle College Interim President, Dr. Chemene Crawford  
**DATE:** Feb. 23, 2021  
**SUBJECT:** Report to the Board of Trustees

### I. Student Success

- **SLC Provides Support to Students Under Remote Operations**

The Student Learning Center (SLC) has reimaged student support while working under remote conditions. The Page One Writing Center was converted into a study room space, allowing students to reserve computers or tables. The SLC is piloting a Math Mentorship program, which has a specific focus on supporting BIPOC students, where students from University of Washington are recruited to tutor and mentor students taking math courses at NSC. A new ESL class was created in the Page One Writing Center to provide students an opportunity to develop their language skills if they are not able to enroll in regular ESL classes. The SLC, in collaboration with counseling faculty, offers a series of online workshops to provide academic and emotional support for students.

- **NSC Launches Men of Color Initiative**

NSC's Equity & Welcome Center recently announced the Men of Color Initiative, a collective of students, staff and faculty who connect to empower through mentorship. This is intended to be a safe and inclusive environment to develop students academically, socially, and emotionally through service and leadership.

### II. External Affairs

- **ECE Presents at Innovations Conference and to ECTPC Council**

The Early Childhood Education (ECE) department presented at the Innovations Conference. They shared their experiences and lessons learned creating courses and college navigation supports in three languages other than English. The immersion programs create access to credentials so that linguistically diverse members of the workforce can meet industry standards through culturally and linguistically contextualized pathways. ECE faculty members presented to Washington State's Early Childhood Teacher Preparation Council on NSC's faculty mentoring program. This program can be implemented statewide, and pairs new faculty with veteran faculty to increase retention through holistic support, particularly for faculty of color who are newly navigating students, programs, and culture at NSC.

### III. Financial Health

- **NSC Receives NSF Grant to Launch Climate Justice in Undergraduate STEM**

NSC, in collaboration with Bellevue College, recently received a \$299,999 grant from the National Science Foundation to launch the Climate Justice in Undergraduate STEM: Incorporating Civic Engagement (C-JUSTICE) project. The project aims to improve STEM education by helping faculty create climate justice course modules that teach complex problem solving through disciplinary practice, civic engagement, equity, and systems thinking.



## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Sheila Edwards Lange, Ph.D., President  
**DATE:** Feb. 25, 2021  
**SUBJECT:** Seattle Central College monthly report

### ORGANIZATIONAL EXCELLENCE

**Veterans service grant:** Seattle Central's Veteran Resource Center received a \$450,000 grant from the U.S. Department of Education – the largest amount available – to expand its current support services over the next three years. The center will use this grant to continue building a safe community that is inclusive and responsive to veterans' needs. This will include hiring an advisor who understands the process of navigating college and post-active-duty issues, and supporting a specialist on federal benefits such as the Veterans Educational Assistance Program, which helps with tuition and associated fees.

**HEET grant:** Seattle Colleges' nursing program has been awarded \$50,000 from the State Board of Community and Technical Colleges to support faculty training with patient simulation equipment. The Hospital Employee Education and Training (HEET) grant proposal was submitted in collaboration with Grays Harbor College. It will support virtual training for nursing faculty, followed by onsite training with simulators provided by Laerdal Medical. Faculty at both college systems will also meet twice during spring quarter to discuss best practices related to simulation and to develop training protocols for programs related to simulation training for faculty.

**Staff forum:** Seattle Central held a virtual staff forum on Feb. 12 to share updates about our budget, COVID-19 prevention, ctcLink, and other topics.

**Campus Luncheon:** Seattle Central hosted a Campus-wide Lunch with the President on Tuesday, Feb. 23 to recognize our incredible custodial, maintenance, and security staff. The virtual event compiled shout outs and thanks from staff into a card to share with the folks who have ensured the college buildings stay safe and functional during the move to remote services and teaching.

### PARTNERSHIPS

**Poetry as a tool for resistance and antiracism:** Seattle Central College is hosting a social justice focused speaker series event this March 10, featuring a reading and discussion with 2020 Pulitzer prize winner for poetry Jericho Brown. The event will be held virtually.

### STUDENT SUCCESS

**College Success Course – A Guided Pathways initiative:** Seattle Central will offer a College Success course for Black and African American men this spring quarter. The course will help students explore educational planning and college resources, career and transfer options, and emotional awareness and confidence.

### PRIDE POINTS

Phebe Jewell, an English professor at Seattle Central College, helped to produce a creative writing zine showcasing the work of currently incarcerated writers. [“We Own Our Words”](#) features poems that explore themes of injustice, racism, and isolation, written by women in the Washington Corrections Center for Women. The project was supported by The Henry Art Gallery, in partnership with Freedom Education Project Puget Sound.

## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Rosie Rimando-Chareunsap, President  
**DATE:** March 11, 2021  
**SUBJECT:** Report to the Board of Trustees

### I. **Student Success**

- **Food Pantry Service Expands:** South Seattle College's Student Life Department has continually evolved their food pantry service to students experiencing food insecurity during the pandemic, shifting to safe food pickup events and distribution of grocery gift cards. The program further expanded in February to start offering students farmers market certificates to access fresh produce in West Seattle, Capitol Hill and the University District.

### II. **Institutional Excellence**

- **NISOD Winners:** Faculty members Albert Engel (engineering instruction in Academic Transfer) and Adela Saenz (math instruction in Basic & Transitional Studies and Career Training) are South's 2020-21 National Institute for Staff and Organizational Development (NISOD) award winners. They were selected for their professional development in teaching and content areas, and steadfast commitment to South's mission and goals.

### III. **External Affairs**

- **Presenting to Olympia:** President Rosie Rimando-Chareunsap (Feb. 17 to the Senate Ways & Means Committee) and Vice President of Instruction Sayumi Irey (Jan. 26 to the Senate Higher Education & Workforce Development Committee) both spoke in support of Substitute Senate Bill 5227 that would require diversity, equity, inclusion and anti-racism training and assessments at the state's higher education institutions (which perfectly aligns with South's work to evolve into an anti-racist college and eliminate racial inequities). On Jan. 27, Executive Dean (Georgetown Campus) Maureen Shadair presented to the House College & Workforce Development Committee on apprenticeship programs and related supplemental instruction as the committee sought expert testimony to inform their deliberations on policy and fiscal bills in support of career training programs.



To: SCD Board of Trustees

From: Annette Stofer, AFT Seattle Local 1789 President

Re: Report for March 2021 BOT meeting

We have passed the one-year mark since we began contract negotiations. AFT Seattle's Executive Board has remained focused on bargaining a strong contract that supports our faculty. You have heard from our leaders and our members on this topic over many months. We all know what will get us to the finish line, and maybe by the time of this meeting, we will have crossed it.

Our Executive Board and members have given attention to the plan to merge the eLearning departments across the district. It is vital that the result of such a merger be a responsive, effective program that supports faculty to do their jobs. An additional aspect of the plan is to offer more on-line classes, including a fully-on-line BAS degree. Faculty involvement in the plan will be essential to understanding what is workable. AFT Seattle looks forward to a process that is inclusive and transparent for stakeholders.

At the February BOT meeting, I shared with you a statement from our Executive Board about the idea of one accreditation/one college. I don't think we can say too many times that this idea needs to be approached slowly and with great care. This is another area where inclusion and transparency are required.

Record numbers of AFT members participated in our lobby day with AFT Washington on February 15. We had meetings with state legislators and their aides, and we took actions on bills of importance. In addition to strong funding for ctc's, we are watching bills to address the regressive tax code in Washington state and others that address racial and economic injustices. We don't believe that we have to be stopped by the current challenges caused by the pandemic and other systemic barriers. We see an opportunity to take big steps toward a better future.

Respectfully submitted.



**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Mahsa Mohajeri, President

**DATE:** March 11, 2021

**SUBJECT:** United Student Association (USA) REPORT – INFORMATION ONLY

**USA to meet with State Senator Joe Nguyen:**

As part of the annual state-wide community college student legislative advocacy day, the USA team along with other students will be meeting with our 34<sup>th</sup> District Senator on February 18 to discuss topics which impact South students. Topics will include the need for more mental health counseling, issues of diversity and equity, tuition and access to higher education. On February 11th, our advisor Monica Lundberg hosted an orientation session in preparation for the meeting.

**Food Pantry Donations:**

The USA is thankful for donations from the District Emergency Fund and the AFT Faculty Union to support our Food Pantry and the purchase of additional grocery gift cards. Many of our students are food insecure during the pandemic and these cards can help students purchase groceries. The Food Pantry continues to be a vital part of the South Seattle community and with these generation donations, we can continue to battle food insecurity.

**Winter and Spring Quarter Planning:**

The USA team is working on forming a Bylaws review Committee and a Selection Committee. It is important for us to start this process early to finish hiring for all the positions before the end of the year. The Services and Activities Fee Committee will begin the budget allocation process soon. The USA Treasurer, Allegra Keys will chair the committee of student voting members. The Dean of Student Life will advise the committee as a non-voting member.

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Maryam Nuraliyeva

Student Body President

Seattle Central College

**DATE:** February 25<sup>th</sup>, 2021

**SUBJECT:** ASSOCIATED STUDENT COUNCIL REPORT – Information Only

### Student Leadership Report

**Legislative Affairs:** This month the legislative team along with the help of other members of student leadership and the student body have completed lobbying on behalf of Seattle Central for the 2021 legislative session. Over the course of three weeks we met with legislators Senator Bob Hasegawa, Rep Kirsten Harris Talley, Rep Gerry Pollet and more. We submitted a verbal testimony in support of SB 5194 – a bill that would help to increase funding and equity in the CTC system. When we met with legislators, we advocated for bills that would increase equity, funding, and academic programs (like Seattle Promise) in all CTCs. We also advocated for greater mental health resources which has proved itself to become an immanent issue, especially this past year.

**Services and Activities Fee Budget Committee:** Members of the Services and Activities Fee Budget Committee were preparing for the interviews for the budget hearings with the program directors. They have received 21 budget requests from all the programs that are under the S&A budget. For three weeks of reviewing the budget requests and interviewing the program directors, they were able to conclude the hearings on the 12<sup>th</sup> of February. The S&A committee must make tough decisions this year in line with the budget cuts.

**Black History Month:** Seattle Central College has put together a rich and informative program of activities to celebrate Black History in the month of February. The theme of our celebration of Black history, culture, and accomplishments were the “Virtual Congo Square,” our community recreation of the shared space of New Orleans’ Vieux Carre and Faubourg Tremé neighborhoods that is the historic gathering space for the city’s Black and African American community. In that spirit, Seattle Central College held a series of discussions, community gatherings, and educational activities designed to showcase the resilience, strength, vision, diversity, and the joy of life of our Black and African American community.

**Seattle College District's Day of Remembrance:** Organizing Group of faculty and staff from North, Central, and South hosted a virtual event, Day of Remembrance, on February 18 for all Seattle College District's students and faculty. They discussed the themes of racism, resilience, and resistance: Executive Order #9066 in 2021. We learned about the community impact of Japanese American imprisonment during World War II, its echo today, and contemporary anti-xenophobic activism.

**CTC-Link Training:** From February 22 to February 26 faculty and staff in departments across Seattle Colleges have been working with the new ctcLink system. They are settling in and getting ready to serve students and other employees. They are focused on becoming more familiar with ctcLink and checking to make sure information has transferred correctly. Many college offices will be preparing to serve and support students on March 1, when they begin to use ctcLink.

I urge the Board of Trustees to include faculty and students as equal stakeholders as they explore the option for One Accreditation. Genuine engagement from our whole community cannot occur during the height of a pandemic when we are isolated and unable to come together as a community and explore the ramifications of such a large decision. I also urge the Board of Trustees to evaluate evidence for and against one accreditation from a student centered lens, one that keeps our goals of equity, diversity, and inclusion at the forefront of our conversations.

Questions are 1. What is the cost savings of this process as that was given as a way to compete with other local colleges? 2. Please consider the diversity of the cultures at the various schools. 3. South SC serves vastly underserved communities. 4. Why now? Is it best to pause the process?

I would like to also advocate for more sections of classes, as I have had large waitlists and emails from students wanting to sign up for more art classes like drawing and painting.

Thank you,

**Deborah Kapoor, MFA** | she/her/hers

I would like to submit a comment for the upcoming Board of trustees meeting, specifically regarding single accreditation. Here is my comment:

"I recently found out about the possibility of single accreditation only through my work in Student Leadership. I was astonished to be informed that such a large decision was being made without the consideration of students. Most Seattle Colleges students are completely unaware about single accreditation, and if a student wanted to find out, they would really have to go out of their way to find out about it. Because of this, I really do not like that such an impactful decision is being made while most of the student body has no idea. Now is simply not the right time to decide about something so significant. And at the very least, more should be done to make sure that the students at Seattle Colleges are made aware of single accreditation and provided enough information about it to make a well-informed decision about single accreditation. Thank you."

Julia Lewicki

(She/her)

Governance and Advocacy for Equity & Sustainability Board

Student Leadership and Multicultural Programs

North Seattle College

I urge the Board of Trustees to #pausetheprocess and commit to an extended period (12+ months post-remote learning) of studying each individual campus culture, its students, its faculty, its staff and the histories and stories of these spaces and communities in order to determine the institutional violence inherent to a process of moving to one accreditation. Faculty are often given a narrative of objective outside research being used to inform top-down decisions being made. This “research” is used to silence the voices of faculty, flatten the experiences of our students, and suggest a homogenous operations and efficiency at any cost are the answer. As educators, we serve a community: we urge you to commit to understanding the diversity of community needs and challenges through careful study of stories first. People first, always.

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Stephanie Hankinson

English/Humanities/Drama Faculty, South Seattle College

PhD Candidate, English, University of Washington

I urge the Board of Trustees to include faculty and students as equal stakeholders as they explore the option for One Accreditation. Genuine engagement from our whole community cannot occur during the height of a pandemic when we are isolated and unable to come together as a community and explore the ramifications of such a large decision. I also urge the Board of Trustees to evaluate evidence for and against one accreditation from a student centered lens, one that keeps our goals of equity, diversity, and inclusion at the forefront of our conversations. My greatest concern about one accreditation is the increase in barriers to higher ed students will face. I teach pre-nursing students chemistry at South. It has been extremely difficult for students to navigate enrollment at central and classes at South. Students have to navigate a more convoluted system to be able to get access to their class content. I haven't heard positive stories yet. I think our experience with ASI has shown it does not improve the student experience. PAUSE THE PROCESS!

Jessica Pikul, Ph.D.

Chemistry Faculty

South Seattle College

RSB 184

I am unable to attend but would appreciate my comments being included in the discussion today. I urge the BoT and our District to pause the process of one accreditation. The following are my comments:

Point 1: Taking action at this time is predatory. Students and faculty are disconnected and we are unable to come together and work our way through all the implications of this move.

Point 2: The 3 campuses are very different in terms of demographics; they each have their own culture. Merging the campuses discounts the importance of having a “place” for students to feel comfortable. South serves a diverse and unique community—very different from the other two colleges. When we lose these differences, we lose more than just a campus.

Point 3: This puts a huge burden on students to have to commute to other campuses for classes. Because we know that the next step will be merging programs and areas, this puts the burden on students commuting and doesn't take into account the impact on their lives and responsibilities.

Point 4: We are committed to anti-racism and taking all actions through an equity lens. I believe this proposal does not meet our goal of anti-racist institutions.

Point 5: Will this really save money? Our mission, first and foremost, is to educate students. So far, district initiatives have only grown the administrative side of our mission, with more cost and chaos.

Thank you.

*Janet L. Kapp, RD, MPH, CDCES*

Nutrition/Health/Biology Instructor



Board Members, Chancellor, Presidents and colleagues. My name is Tracy Furutani, and I teach physics at North Seattle College. I am a former negotiations co-chair for AFT Seattle, and I wanted to thank both current negotiations teams for their hard work, especially with regard to workload equity. A two-decade goal is now within grasp.

I ask that you continue to work on increasing faculty salaries. Even in the midst of the pandemic and its economic impact on the budget, I worry that we will lose a great deal of talent in the District. Witness the large number of retirements, and I do not know from which pipeline new faculty will come, especially if we keep in mind equity and inclusion goals.

Thank you!

Caroline Conley

North Seattle

Library faculty

I'm writing today to express that I don't believe that spending the next year working on Seattle Colleges having one accreditation is what will make us more efficient and competitive as an institution. I support a confederation that would allow the colleges to facilitate the student ease of access for financial aid, and switching between campuses to take classes they need to pursue their education. I believe that we can serve students (and our communities better), and to be clear, I am willing to put in the work to facilitate that.

Our colleges are *\*already\** accredited, and meeting norms and standards; so that is not what this change would achieve. Our employees contracts and doing the work of an operational and cultural change such as one accreditation may not seem connected, but they're inseparable. One major aspect of this is: this work will require much faculty work to get it done. And right now, we don't have sufficient full time faculty to do all of the committee work in front of us as it is. Moving to one accreditation is essentially equal to ALL of the committee work currently tasked to faculty. Meaning: this is twice the work in a time when our pay and personnel is being cut after living through a pandemic and changing everything about the delivery of our work.

I think that we're in agreement as a community that we can improve our access to and delivery of education. I agree with South Seattle College's statement: I would like to see assessment of the ASI initiatives we've already engaged in, and evidence of *\*how\** Seattle Colleges having one accreditation would benefit this community (and not simply how other districts have decided to do this). And again, one way we can improve our access to and delivery of education to our community is to have sufficient people to do the work of institutional change.

Thank you for your time and consideration as we work together to make the Seattle Colleges a responsive, competitive, and equitable educational institution for both our students and our employees.