



Central • North • South • SVI

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1500 Harvard Avenue, Seattle WA 98122-3803 | www.seattlecolleges.edu

SEATTLE COLLEGE DISTRICT BOARD OF TRUSTEES

December 10, 2015

STUDY SESSION

2:00 p.m.

Boardroom

Siegal Center
1500 Harvard
Seattle, WA 98122

REGULAR SESSION

3:00 p.m.

Boardroom

Siegal Center
1500 Harvard
Seattle, WA 98122

STUDY SESSION AGENDA

2:00 p.m. **Executive Session**

- A. to discuss the performance of a public employee
- B. to discuss with legal counsel litigation or potential litigation to which the college is, or is likely to become, a party

2:15 p.m. Student Achievement Points
David Prince, SBCTC Director of Policy Research

Tab 7

- D. Washington Federation of State Employees
Mr. Ty Pethe, President

- D. College Presidents and Vice Chancellors
 - 1. President Warren Brown, North Seattle College
 - 2. Interim President Sheila Edwards Lange, Seattle Central College
 - 3. President Gary Oertli, South Seattle College

- E. Board of Trustees
 - 1. Mr. Steve Hill, Chair
 - 2. Ms. Teresita Batayola, Vice Chair
 - 3. Mr. Jorge Carrasco
 - 4. Ms. Louise Chernin
 - 5. Ms. Carmen Gayton

5:00 p.m.

ADJOURNMENT

The next meeting of the Board of Trustees will be held on Thursday, January 14, 2015 at Seattle Central College, Broadway Performance Hall Boardroom, 1701 Harvard Avenue, Seattle, WA 98122. There will be a Study Session at 2:00 p.m., and the Regular Meeting will follow at 3:00 p.m.

EXECUTIVE SESSION(S)

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.

MINUTES OF THE SEATTLE COLLEGE DISTRICT

BOARD OF TRUSTEES MEETING held Thursday, November 12, 2015 at South Seattle College,
6000 16th Ave SW, Seattle, 98106.

PRESENT FOR REGULAR MEETING HELD AT 3:00 P.M.

Trustees

Mr. Steve Hill, Chair
Ms. Teresita Batayola
Mr. Jorge Carrasco
Ms. Louise Chernin
Ms. Carmen Gayton

Chancellor

Dr. Jill Wakefield

Presidents/Vice Chancellors

Dr. Kristen Jones, NSC
Dr. Sheila Edwards Lange, SCC
Dr. Peter Lortz, SSC

Vice Chancellors

Dr. Kurt Buttleman
Dr. Mary Ellen O'Keeffe
Mr. Charles Sims

Advisory Representatives

Ms. Maureen Shadair
Mr. Derek Edwards, AAG
Ms. Annette Stofer
Mr. Ty Pethe, WFSE
Ms. Faline Jett
Mr. Nickey Mitchell
Mr. Andy Ribaud

Secretary

Ms. Rebecca Hansen

ABSENT

Dr. Warren Brown
Mr. Gary Oertli
Ms. Sarah Baker

CALL TO ORDER

Chair Hill called the meeting to order at 3:08p.m.

ROLL CALL

The Secretary, Rebecca Hansen, called the roll.

INTRODUCTION OF VISITORS

Chair Hill welcomed the visitors. Visitors introduced themselves and included Rosie Rimando Chereunsap, Paul Rucker, Laura Saunders, Victor Kuo, Greg Dempsey, Jose Barrientos, Kathy Vedvick, Krzystof Rafael, and Frank Ashby.

WELCOME TO LAURA SAUNDERS, ACCT SEARCH CONSULTANT

Chair Hill introduced Laura Saunders who is our local search consultant for the next Chancellor. Her experience includes Interim President at Bellevue and leadership positions at Highline College and UW.

APPROVAL OF AGENDA

Chair Hill asked for a motion to approve the agenda. **Trustee Carrasco made a motion to approve and Trustee Batayola seconded. The motion carried 5-0**

PUBLIC COMMENTS

Visitors were invited to address the Board. Krzystof Rafael, a former student at Seattle Central College, gave background information on his complaint and subsequent conduct hearing and requested an administrative hearing.

PRESENTATIONS

- A. Partnership for Advanced Technology Apprenticeships in Manufacturing and Marine Engineering (PATAM²)

Dr. Holly Moore, Executive Dean at the Georgetown Campus, gave a presentation on apprenticeship programs at South Seattle College.

All apprenticeship programs share a some essential elements including: instruction is a combination of theory and practice, students are employed and their employer's involvement is essential, there is structured on the job training and related supplemental instruction, there is a wage progression in the trade they are learning, and the program has national or state registration.

South Seattle College is the largest apprenticeship training facility in the state and has been successful in securing a number of grants to support apprenticeship programs, including a new \$4.8 million grant. The college currently offers training for over 63 trades and has partnerships with hundreds of employers.

B. UW and Seattle Colleges Partnership

Paul Rucker, University of Washington Associate Vice President for Alumni & Constituent Relations, addressed the Board to talk about the University of Washington's current and expanding partnership with Seattle Colleges.

Seattle Colleges is the #1 transfer institution for UW. The institutions are working to strengthen their partnership. Leaders from both institutions are taking a careful look at data on Seattle Colleges graduates and their performance at UW and are working together to strengthen the philanthropic pipeline to support students.

APPROVAL OF OCTOBER 8, 2015 MEETING MINUTES

Trustee Gayton made corrections moved to approve the minutes with edits. Trustee Chernin seconded the motion. The motion carried 5-0.

CHANCELLOR PAY RANGE

Chair Hill updated the Board on the process for developing the profile for the next chancellor. Forums at each college and the Siegal Center are planned during the week of November 16 and input is being solicited through an online survey.

Chair Hill asked the Board to set a salary range for potential candidates. The recommendation was to set the range at \$250,000 to \$300,000.

Trustee Carrasco made a motion to approve the pay range and Trustee Batayola Seconded. The motion carried 5-0.

CHARGE TO CHANCELLOR SEARCH ADVISORY COMMITTEE

Trustees reviewed the Charge to the Search Advisory Committee. **Trustee Carrasco made a motion to approve and Trustee Gayton Seconded. The motion carried 5-0.**

CHANCELLOR SEARCH ADVISORY COMMITTEE MEMBERS

Chair Hill presented the recommended names for the search advisory committee and noted the high level of interest in participating on the committee from within the college and the community.

Trustee Carrasco made a motion to approve the committee roster and Trustee Gayton Seconded. The motion carried 5-0.

Chair Hill noted that the committee will meet on December 1 for orientation and to develop the candidate profile. On December 2, the Board of Trustees will hold a Special Meeting at 2:00pm

to review and approve the profile and begin the recruiting process. Chair Hill invited people to visit the Chancellor Search website, which will be updated throughout the search process.

WAC 132F-136-070 – SECOND AND FINAL READING

Trustees reviewed the comments from public hearing and the proposed WAC language related to pets in college facilities.

Trustee Batayola made a motion to approve and Trustee Carrasco Seconded. The motion was approved 5-0.

INFORMATIONAL ITEMS

A. 2014-15 Districtwide Strategic Plan Update

Board members heard a presentation on the Districtwide Strategic Plan during study session.

B. Report from the Washington State Auditor's Office

Charles Sims presented the results of a payroll and benefits audit to Board members. The audit showed no issues to report or remedy under appropriate auditing standards.

C. Quarterly Financial Summary

Kurt Buttleman presented the quarterly financial report for the period ending September 30, 2015. The report showed a slow spending pattern because most faculty do not work during the summer. Mr. Buttleman did not report any major spending concerns. He did mention concerns over enrollment and that an effort to monitor class size metrics was underway. He also emphasized the need to continue exploring diverse funding sources.

D. WAC 132F-121, First Reading

Board members reviewed the proposed changes to the student conduct WACs. Rosie Rimando Chereunsap, VPSS from South Seattle College, highlighted some of the substantive changes that were made to the definitions, smoking and weapons sections.

Trustee Batayola inquired about harassment, discriminatory conduct and civil rights and asked staff to review the language to highlight civil rights. Trustee Chernin asked that gender expression as well as identity be incorporated into the language and there was discussion about adding a proactive statement about diversity and inclusion.

Board members were invited to provide additional feedback throughout the public comment period. Staff intends to incorporate the feedback received and file the appropriate paperwork to hold a public hearing on January 7, 2016. Trustees will review updated language and the comments that were received during the public comment period at its January 14, 2016 meeting.

ORAL REPORTS

Chancellor's Report

Chancellor Wakefield reported that the search for a permanent President at Seattle Central College is underway and that Dean Bradley Lane is chairing the committee. The Chancellor's goal is to support the search process and appoint the next President in April 2016.

Associated Student Body Presidents

1. Ms. Sarah Baker, North Seattle College

Faline Jett, head of the Research and Advocacy Board at North Seattle Colleges, attended the meeting in Sarah Baker's absence. Ms. Jett reported that SAC is hiring three new student leader positions. She also reported on recent activity on campus related to tenant rights and advocacy, a successful voter registration effort, and events for National Coming Out day.

2. Mr. Nickey Mitchell, Seattle Central College

Mr. Mitchell reported that the recent Student Involvement Fair was well-attended and that the students recently hosted a forum for City Council candidates. He also shared that Winona LaDuke recently visited campus and gave a lecture.

3. Mr. Andy Ribaldo, South Seattle College

Mr. Ribaldo reported that students are engaged in forums to discuss smoking on campus and after hearing student input, South's student leadership has taken an official position and would like the campus to be tobacco free. Mr. Ribaldo also reported on participation in the nation-wide Million Student March, which was a rally for free tuition, cancelling student debt, asking for a \$15/hour minimum wage and cheaper textbooks.

AFT Seattle Community Colleges

Ms. Annette Stofer reported that faculty are planning to vote on distribution of the 3% COLA on November 25. AFT is working on the diversity in hiring MOU and a committee met to identify short-term steps including analysis of job descriptions and the advertising strategy for positions that will be filled for fall.

Washington Federation of State Employees

Mr. Ty Pethe, President

Ty Pethe reported that the union held elections and that he will continue to represent classified employees as their union president. Ty also reported that CDAC held their annual retreat on Veteran's Day.

College Presidents and Vice Chancellors

1. Vice President for Instruction Kristen Jones, North Seattle College

Dr. Jones gave a brief update on the Aurora Bridge accident and reported that all North Seattle College students are out of the hospital, and five continue to be in rehabilitative care. On

November 13, the campus is celebrating International Night. This year's celebration will recognize the tragedy by honoring victims and first responders.

Dr. Jones also reported that the Early Childhood Education BAS was approved by the State Board and NWCCU. The program will start at Seattle Central College and may move to Rainier Valley.

2. Interim President Sheila Edwards Lange, Seattle Central College

Dr. Edwards Lange recently attended the scholarship awards ceremony where over \$500,000 in scholarships were awarded to about 190 inspiring and promising students. She also reported that Humanities faculty at Seattle Central are mentoring students from UW who are interested in working at Seattle Colleges. Ms. Maureen Shadair and Dr. Edwards Lange are holding forums about SVI's strengths, future educational offerings, and connection to and partnership with the surrounding community.

3. Vice President for Instruction Peter Lortz, South Seattle College

Dr. Lortz announced that South Seattle College is 1 of 30 colleges selected to participate in the AACC Pathways Project. Dr. Lortz also reported that South hosted events to recognize student veterans around the Veteran's Day holiday and for the first time this year, they offered early registration for next quarter to veterans and their families.

Board of Trustees

Chair Hill reported that Chancellor Wakefield and Trustee Gayton lead a well-attended presentation on BAS degrees at the ACCT Annual Conference in October. Chair Hill commended the district for being a leader in developing applied baccalaureate degree programs. He noted that collaboration with four-year colleges has been critical to success of these degrees here in Washington State.

Chair Hill also invited the community and trustees to attend the forums that are scheduled to gather input on the profile for the next chancellor.

ADJOURNMENT

Meeting adjourned at 4:45p.m.

The next meeting of the Board of Trustees will be held on Thursday, December 10, 2015 at Seattle Colleges District Office Boardroom, 1500 Harvard Avenue, Seattle, WA 98122. There will be a Study Session at 2:00 p.m., and the Regular Meeting will follow at 3:00 p.m.

EXECUTIVE SESSION(S)

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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.

APPROVED BY:

Teresita Batayola, Acting Chair

Date



MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Ed.D.
Chancellor

DATE: December 10, 2015

SUBJECT: Recommended Approval of Tenure

Background

You have received tenure summary for review and consideration for one instructor. The faculty listed below has been found to be qualified in his field as instructor, and she has been recommended for tenure in her discipline by her college tenure review committee, vice president, and president. I concur with these recommendations.

Seattle Central College

Edwyna Ho

Applied Behavioral Science

Recommended Action

It is recommended that the Board of Trustees, having given reasonable consideration to the recommendation of the tenure review committee, as well as the vice president's and president's recommendations, grant tenure to the faculty member in his discipline as specifically indicated above.

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

Jill A. Wakefield, Ed.D.
Chancellor



Maria Lamarca Anderson | 206.934.3242 | Maria.LamarcaAnderson@seattlecolleges.edu
1500 Harvard Avenue, Seattle WA 98122-3803 | www.seattlecolleges.edu

43rd Martin Luther King Jr. Celebration
Friday, January 15, 12:00 to 1:30 (lunch 1:30-2:30)
Mount Zion Baptist Church

Theme: Are we there yet?

In his final speech, *I've Been to the Mountaintop*, Martin Luther King Jr. said, "I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land."

What we want to know is, "Are we there yet?"

Join us as we explore and celebrate Dr. King's journey to the mountaintop.

Keynote Speaker

Marcus Green, executive director of the South Seattle Emerald and recipient of Crosscut's 2015 Courage Award for Culture

Musical Guests

DaNell Daymon and Greater Works

Stage Party

- Chancellor
- Trustees
- Church Pastors
- Keynote Speaker

Program Highlights

- Chancellor Wakefield will share the district initiatives that will help end racial and economic disparities and create career pathways for all Seattle residents.
- Remarks by top federal, state, county and city elected officials who are present. Gov. Jay Inslee has committed to attend. King County Executive Dow Constantine and Mayor Ed Murray have been invited.
- \$1500 MLK Scholarship Presentation
- Light Lunch

Campus Activities

- Viewing Parties and Discussions: Because it is difficult for students to leave campus for any length of time, the event will be livestreamed. We are looking for facilitators to lead discussions onsite around the theme of "Are We There Yet?" and how people can get involved in ending racial and economic disparities in our community.



MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield

DATE: November 23, 2015

SUBJECT: Student Conduct Code WAC 132F-121

Background:

The Student Conduct Code in WAC Chapter 132F-121 underwent revision by the VPSS group to comply with mandatory changes required by the Violence Against Women Act and Title IX. Based on the feedback received at the November Board of Trustees Meeting, the following list of concerns were addressed and edited into the document correspondingly:

- "Statement of Values" added in WAC 132F-121-005
- "Discriminatory conduct", "Sexual misconduct", and "Harassment" were moved up from sections 16-18 to sections 1-3 in WAC 132F-121-110
- The language "gender expression" was included in WAC 132F-121-005 and added in WAC 132F-121-110 (under section 1 "Discriminatory Conduct" and section 3 "Harassment")
- "Cyber misconduct" was removed from 132F-121-110 for redundancy. The term is defined in the definition section in WAC 132F-121-010(1)(b) along with "bullying."
- "Cyber-bullying" was added to section 7 in WAC 132F-121-110

This proposed draft was then circulated internally to solicit further feedback from the Board of Trustees to ensure that all concerns were adequately addressed. Feedback from several of the trustees was provided to the VPSS group and AAG Derek Edwards on November 19, 2015. The following list of edits were made to reflect the second round of feedback from the Trustees:

- Per AAG Derek Edwards' recommendation, additional language was added to the definition of "dating violence" in 132F-121-010(2)(c)(iv). It now includes:
 - o "conduct that causes emotional, psychological, physical, and sexual trauma"
 - o This additional language is in compliance with the VAWA definition of "dating violence." See 34 C.F.R. § 668.46
- Per Trustee Batayola's suggestion, the definition of "domestic violence" was pulled out from 132F-121-010(2)(c) and introduced in a new section WAC 132F-121-010(2)(d). However, per AAG Derek Edwards' recommendation, "domestic violence" was kept under the rubric of sexual

misconduct in WAC 132F-121-010(2)(c) to preserve the complainant's right to appeal. New language was added per AAG Derek Edwards' suggestion, so that it now includes:

- "conduct that causes emotional, psychological, physical and sexual trauma"
- This additional language is in compliance with the VAWA definition of "domestic violence." See 34 C.F.R. § 668.46

All edits were further reviewed by the VPSS group and given final approval by AAG Derek Edwards.

Because of the length of the document and the large number of proposed changes, the final document was submitted to OTS (Order Typing Service) at the Code Reviser's Office on November 20 to ensure the document would be returned in time for filing by December 2, 2015.

Next steps:

OTS will return the document to be filed electronically along with the CR-102 to the Code Reviser's Office. The intended date of the public hearing will be January 7, 2016, from 2:30-3:30 PM. Kurt Buttleman will be the hearing officer for this public hearing.

Districtwide notice of the hearing will be issued twice: once by mid-December and once within the first few days of Winter Quarter. Once notice of the hearing is posted, public comments can be submitted. Written comments can be submitted to wacinput@seattlecolleges.edu until January 7, 2016 at 5:00 PM. Oral comments can also be made at the hearing. Hearing testimony and all comments will be summarized for the Board at the next available meeting. If there are major changes, a new CR-102 will be filed and a second public hearing will be scheduled. If there are no major changes, the proposed changes will be submitted to the Board for a second reading and final approval at the January 14, 2016 Board meeting.

Once approved, the CR103 will be filed and the rule will become effective 31 days after filing.

Recommendation:

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


Dr. Jill Wakefield
Chancellor

Chapter 132F-121 WAC

STUDENT ACTIVITIES, RIGHTS AND DISCIPLINE

(Formerly chapter 132F-120 WAC)

Last Update: 1/6/15

WAC

| | |
|------------------------------|--|
| 132F-121-005 | Statement of Values |
| 132F-121-010 | Definitions and general provisions. |
| 132F-121-020 | Student rights, freedoms, and responsibilities. |
| 132F-121-030 | Student organizations. |
| 132F-121-040 | Journalistic freedom and responsibility. |
| 132F-121-050 | Student use of the district/college name. |
| 132F-121-060 | Student complaints generally. |
| 132F-121-070 | Informal processing of complaints. |
| 132F-121-080 | Formal processing of complaints. |
| 132F-121-090 | Additional provisions for grade complaints. |
| 132F-121-100 | Student conduct generally. |
| 132F-121-110 | Student misconduct. |
| 132F-121-120 | Instructor sanctions for course work dishonesty or classroom misconduct. |
| 132F-121-130 | Disciplinary jurisdiction. |
| 132F-121-140 | Initiation of discipline. |

132F-121-150 Vice-president's review and action.

132F-121-160 Disciplinary actions.

132F-121-170 Appeals and referrals generally.

132F-121-180 Student conduct committee.

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

132F-121-200 Student conduct committee hearings—Presentations of evidence.

132F-121-210 Student conduct committee initial order.

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

132F-121-230 Reestablishment of academic standing after successful appeal.

132F-121-240 Reinstatement after suspension or expulsion.

132F-121-250 Summary suspensions.

132F-121-260 Maintenance of student discipline records.

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 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) below.

WAC 132F-121-010 Definitions and general provisions. For purposes of this chapter:

(1) (a) **Bullying.** Bullying is physical or verbal abuse, including written or electronic expressions, repeated over time, and involving a power imbalance between the aggressor and victim that is directed at another student or staff which: ~~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 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. Cyber-stalking, cyber-bullying 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's email identity, non-consensual recording, including images or videos of a sexual nature, and non-consensual distribution of such material. Cyber-bullying is defined as bullying through the use of technology or any electronic communication which shall include, but not be limited to, any transfer of signs, signals, writing, imag-

~~es, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber bullying shall also include the creation of a web page or blog in which the creator posted content or messages, if the creation or impersonation creates any of the conditions constituting bullying in the student conduct code. Cyber bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions constituting bullying in the student conduct code.~~

(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 132F-121-010(2)(d).

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 132F-121-010(1)(c).

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 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.

(23) 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.

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

(45) "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.

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

(67) "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.

(78) "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.

(~~89~~) 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 behalf, but this officer retains responsibility for the function.

(~~910~~) 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.

(~~1011~~) 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.

(~~1112~~) 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.

[Statutory Authority: RCW 28B.50.140(13) and 42.56.040. WSR 15-02-072, § 132F-121-010, filed 1/6/15, effective 2/6/15. Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-010, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-010, filed 7/28/03, effective 8/28/03.]

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

(1) ~~Preamble.~~ 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 ~~district~~ 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:

1. Academic freedom.

a) 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.

b) 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).

c) 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.

d) 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.

2. Due Process.

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

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

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

d) Sexual misconduct investigations. Both the respondent and the complainant 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 in-

clude 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.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-020, filed 7/28/03, effective 8/28/03.]

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 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-030, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW

28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-030, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-040 Journalistic freedom and responsibility. (1) A primary purpose of student publications is to promote free and responsible discussion of campus and community issues.

(2) Each campus president shall establish a board of publications composed of representatives of students, faculty, and staff. This board shall serve as the publisher of all student publications and shall have general authority over them.

(3) The board of publications may adopt, subject to modification by the campus president, such journalistic, editorial, and advertising guidelines as it deems appropriate to govern student publications. Unless specifically stated by the board and approved by the campus president otherwise, these guidelines shall be deemed to include all applicable federal and state laws, all district rules, policies and procedures, and relevant codes of journalistic, editorial and advertising ethics and practices as adopted by national trade and professional organizations, including but not limited to the *Statement of Principles* as adopted by the American Society of Newspaper Editors.

(4) Student newspapers shall be free of censorship. However, student newspapers and other student publications shall follow the board's guidelines as described above. Student editors shall be free to develop their own editorial policies within these guidelines.

(5) Staff members of student newspapers shall not be subject to arbitrary discipline or dismissal because of student, faculty, administrative or community disapproval of editorial policy or content.

(6) Good cause for discipline or dismissal of a student publication staff member shall include, but not be limited to, violation of the board's guidelines. Any discipline or dismissal of a student staff member shall be subject to review under the student complaint procedure.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-040, filed 7/28/03, effective 8/28/03.]

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 own position on any policy or issue is that of the district or of any campus.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-050, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-050, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-060 Student complaints generally. (1) The procedures in this chapter are to be used for the processing and disposition of complaints by students (complainants) against college employees or other students, except to the extent that a complaint is against a college employee and the processing is dictated otherwise by a collective bargaining agreement or other applicable process. These procedures are available to all students and are intended to protect the rights of both the complainant and the respondent.

(2) For the purposes of this chapter, a "complaint" is defined as a good faith allegation based on personal experience or knowledge by a student or students that there has been a violation, misapplication, or misinterpretation of some service or rule as it applies to students in the institution by a staff or faculty member of the institution,

resulting in loss or detriment to the complainant. However, an objection to disciplinary action under the student conduct code is only appealable under that code, and cannot constitute a complaint.

(3) Each college president shall appoint a complaints officer to handle student complaints. This position shall be filled by an employee whose position is below the level of vice-president. The district chancellor shall designate a complaints officer to handle complaints against Siegal Center employees. If the president or chancellor determines, upon request, that the complaints officer has a disqualifying personal interest in a particular matter, he/she may appoint a substitute complaints officer for that matter. Information on the identity and location of the complaints officer(s) and about this procedure shall be readily available within each college.

(4) The complaints officer shall be responsible for taking appropriate actions to try to resolve complaints.

(5) A complaint may be addressed under either the informal process or the formal process, as set forth below. Students are encouraged to begin with the informal process.

(6) No respondent or district employee shall take adverse action or otherwise retaliate against a student because that student initiated

ed a good faith complaint or assisted another student with a complaint.

(7) If more than one type of complaint or more than one respondent is included in one complaint, the complaints officer may, upon request, provide for appropriate modification(s) of these procedures.

(8) If a respondent employee is unavailable, or otherwise fails or refuses to participate timely in a complaint proceeding, the respondent's supervisor may act or designate another person to act in the complaint proceeding on that employee's behalf. However, no action by a substitute may subject the respondent employee to discipline.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-060, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-060, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-070 Informal processing of complaints. (1) This informal process is intended to facilitate prompt and amicable resolution of a complaint apart from the formal complaint process.

(2) A student who has a complaint is encouraged to discuss the matter directly with the respondent to attempt to resolve it.

(3) If the student complainant believes that discussion with an employee respondent will not achieve or has not achieved a satisfactory result, the student may communicate about the matter with the respondent's supervisor.

(4) Any participant in the informal process may request the complaint officer's assistance in obtaining a resolution.

(5) This informal process must be completed in a timely manner.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-070, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-070, filed 7/28/03, effective 8/28/03.]

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 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 predomi-

nantly 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-080, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-080, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-090 Additional provisions for grade complaints. (1)

For student complaints regarding grades received for course work, this

section shall apply in addition to the above-described informal and formal procedures.

(2) A student may formally grieve only the final grade received in a course, but that complaint may include any or all of the components of that final grade. For a grade complaint, the respondent(s) shall be, or include, the instructor who issued the grade.

(3) A formal complaint regarding a grade must be filed not later than the last day of the quarter which follows the quarter for which the disputed grade was received, except that a complaint regarding a spring quarter grade may be filed through the last day of the following fall quarter.

(4) In specifying the facts and other grounds on which it is based, the formal complaint shall specify the grade that is being challenged and should attach copies of relevant documents. The response on behalf of the respondent shall include, to the extent feasible, the applicable evaluation criteria, copies of the course syllabus and relevant grading records, and the faculty member's explanation for the grade.

(5) Ordinarily the evaluation of course mastery is exclusively within the province of the instructor of a particular course, and so a grade change may be initiated only by that instructor. However, if a

formal grade complaint is ultimately reviewed by the vice-president of instruction, and she/he finds that the grade was issued for an improper reason or was arbitrary and capricious or otherwise unlawful, that vice-president may change the grade in the records of the college.

(6) Nothing in these rules shall be construed to limit the separate authority of the vice-president of instruction to change a grade when required by a judicial order or a legal settlement agreement entered into by the district, regardless of whether a complaint has been filed.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-090, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-090, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-100 Student conduct generally. (1) Pursuant to the authority granted by RCW 28B.50.140 and other applicable law, the district board of trustees hereby establishes the following rules on student conduct and student discipline as the district's student conduct code.

(2) This student conduct code applies to every person who is enrolled as a student in the district.

(3) Expectations of students. Admission to the district presumes that students will conduct themselves as responsible members of the district community. When students enroll in any of the colleges or facilities operated by the district, they assume the obligation to observe standards of conduct which are appropriate to the pursuit of their educational goals.

(4) Student responsibility. Students have the obligations to:

(a) Maintain high standards of academic and personal honesty and integrity;

(b) Respect the rights of others and cooperate with all parts of the district community to insure that such rights are guaranteed, whether or not the views of those exercising such rights are consistent with their own;

(c) Refrain from actions which would interfere with campus functions or endanger the health, safety, welfare or property of others;

(d) Comply with district rules and regulations; and

(e) Comply with duly constituted civil authority, and obey all applicable laws.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-100, filed 7/28/03, effective 8/28/03.]

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 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 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 protect 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.

(14) 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 substan-

tially the same as that previously submitted in another course (without the current instructor's approval).

(25) 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.

(36) 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.

(47) Assault, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, cyber-bullying, 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. ~~any~~

~~student, any district officer or employee, or any other person who is on district property or is participating in a district activity.~~

(58) 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.

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

(710) 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.

~~(811) Possession or use, without express authorization by the district chancellor or a campus president, of any explosive, incendiary device, dangerous chemical, weapon, or other device or substance which can be used to inflict bodily harm or to damage real or personal property.~~ 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 ap-
parently 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 vehicle parked on campus in accordance with
RCW 9.41.050, provided the vehicle is locked and the weapon is con-
cealed 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 permis-
sion shall be in writing and shall be subject to such terms or condi-
tions incorporated therein.

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

(912) Hazing. Hazing includes, but is not limited to, any initia-
tion 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.

~~(1013) Being observably under the influence of any alcoholic beverage, or otherwise using, possessing, consuming, or selling any alcoholic beverage, except as permitted by law and authorized by the chancellor or a college president.~~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.

~~(1114) Being observably under the influence of any legend drug, marijuana, narcotic drug or controlled substance as defined in chapters 69.41 and 69.50 RCW, or otherwise using, possessing, delivering, or selling any such drug or substance, except (a) in accordance with a lawful prescription for that student by a licensed health care professional or (b) as permitted by law and authorized by the chancellor or a college president.~~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 RCW 69.41, or any other controlled substance under RCW 69.50, except as prescribed for a student's use by a licensed practitioner.

~~(1215)~~ Obstruction of the free flow of pedestrian or vehicular movement on district property or at a district activity.

~~(1316)~~ Conduct which is disorderly, lewd, or obscene.

~~(1417)~~ Breach of the peace, or aiding, abetting, or procuring a breach of the peace.

~~(15) Discriminatory action which harms or adversely affects any student or district employee because of her/his race, color, national origin, mental or physical disability, gender, sexual orientation, age, creed, or religion.~~

~~(16) Sexual harassment of a student or district employee. This includes, but is not limited to, engaging in unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of denying or limiting a student's ability to participate or benefit from any of the college's programs.~~

~~(17) Other harassment of a student or district employee. This includes, but is not limited to, repeated and unwelcome following (stalking) or contacting of such a person or making a threat which places that person in reasonable fear of bodily harm.~~

(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. Smoking inside a campus building or in or on any other property where smoking is not authorized.

(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) 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 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 non-accidental 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. ~~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.~~

(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.

(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.

(2526) 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-110, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-110, 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 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.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-120, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-130 Disciplinary jurisdiction. (1) Disciplinary action may be instituted against a student for any misconduct that is a violation of this student code, regardless of whether there is a related civil or criminal court proceeding. Proceedings under these rules may precede, accompany, or follow any such court proceeding.

(2) Except as provided in subsection (3), a student is subject to disciplinary action under these rules for any act of misconduct which (a) occurs on or damages district property or (b) occurs during any event or activity that the district conducts, participates in, or sponsors, regardless of where it occurs.

(3) The district reserves jurisdiction and authority to take disciplinary action for student misconduct beyond that described in subsection (2) when the misconduct demonstrates such flagrant disregard for the safety or well-being of others that it endangers the district community.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-130, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-140 Initiation of discipline. (1) The vice-president for student services or designee at each campus is responsible for in-

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 attention.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-140, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-140, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-150 Vice-president's review and action. (1) After conducting such initial investigation of possible misconduct as she/he deems appropriate, the vice-president for student services or designee shall meet, or make a reasonable effort to meet, with the subject stu-

dent. At that meeting, or if there is no meeting in a document served on the student, the vice-president shall describe the complaint and/or information that has been received and identify the rule violations that appear to have occurred. In order that any informality not mislead the student as to the seriousness of the matter, the vice-president shall also inform the student of the sanction(s) that may be imposed for the alleged misconduct. The vice-president shall give the student an opportunity to respond to the allegations before a disciplinary decision is made.

(2) After considering the information that has been obtained through investigation and/or from the student, the vice-president may take any of the following actions:

(a) Terminate the proceeding, exonerating the student;

(b) Give any appropriate counseling or advice and then terminate the proceeding;

(c) Impose disciplinary sanction(s), subject to any right of appeal as described herein; or

(d) Refer the matter to the student conduct committee for such action as it deems appropriate. Such referral shall be in writing, to the attention of the committee chair, with a copy served on the student.

(3) A "respondent" as referred to hereinafter is a student upon whom a disciplinary sanction has been imposed or whose case has been referred to the student conduct committee.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-150, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-150, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-160 Disciplinary actions. (1) Any of the following disciplinary sanctions may be imposed for violation of one or more specified provisions of this student conduct code:

(a) Warning: Oral notice to the student of the violation(s). There shall be no appeal from a warning.

(b) Reprimand: Written notice to the student of the violation(s). A reprimand indicates, and usually states, that other or further misconduct, especially any continuation or repetition of the misconduct in question, may or will result in more serious disciplinary action. There shall be no appeal from a reprimand.

(c) Probation: Placement of one or more conditions on the student's continued attendance, as specified in the written notice to the student. The time period of the probation will ordinarily be stated in

the notice; if not stated at all, or if so stated, the probation shall be for an indefinite period, concluding only with the end of the student's enrollment.

Probation may include formal action placing specific conditions and restrictions upon the student's continued attendance depending upon the seriousness of the violation and which may include a deferred disciplinary sanction. If the student subject to a deferred disciplinary sanction is found in violation of any college rule during the time of disciplinary probation, the deferred disciplinary sanction, which may include, but is not limited to, a suspension or a dismissal from the college, shall be in addition to any sanction or conditions arising from the new violation. Probation may be for a limited period of time or may be for the duration of the student's attendance at the college.

(d) Suspension from activities: Disqualification of the student, for a stated or indefinite period of time, from participation in specified (or all) privileges, services, or activities that are provided or sponsored by the district.

(e) Suspension of enrollment: Termination, for a stated or indefinite period of time, of all rights as an enrolled student in the col-

lege and/or the district, subject to the student's right to seek reinstatement as provided in WAC 132F-121-240.

(f) Expulsion: Permanent termination of a student's enrollment, and right to enroll, at any college or other educational facility in the district.

(g) Grade change: Lowering of a student's grade in a course below that awarded by the instructor.

(2) The conditions or terms of probation or suspension may include, without limitation:

(a) Restriction of future contact or communication with designated persons;

(b) Restriction of the student's access to district property; and/or

(c) Payment for personal injury, property damage, or other expenses related to the violation;

(d) Requirement of a medical evaluation by a qualified professional to assess the student's ability to function in the academic environment. Upon completion of the medical evaluation, the student may be readmitted so long as the student does not pose a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of

auxiliary aids or services. In determining whether students with disabilities (as defined by Section 504 of the Rehabilitation Act, Title II of the ADA, and chapter 49.60 RCW) pose such a direct threat, the vice-president of student services or designee will make an individualized assessment based on reasonable judgment that relies on current medical knowledge or on the best available evidence, to ascertain the nature, duration, and severity of the risk and the likelihood, imminence, and nature of future harmful conduct to others in the college community;

(e) Requirement of satisfactory completion of anger management therapy or other specified counseling.

Failure to comply with a condition or term of probation or suspension shall be cause for further disciplinary sanction.

(3) A respondent's record of past misconduct may be considered in determining the appropriate disciplinary action.

(4) A summary suspension under WAC 132F-121-250 may be combined with or added to another suspension or an expulsion.

(5) A suspension or expulsion may include a provision stating whether all or any part of the respondent's tuition and other fees will be refunded.

(6) A disciplinary sanction, except a warning, shall be imposed through written notice served on the respondent. Each notice of disciplinary action shall state:

(a) A reasonable description of the facts on which the action is based;

(b) The provision(s) of this student conduct code found to have been violated;

(c) The sanction(s) imposed; and

(d) The respondent's right to appeal, i.e., to request an adjudicative proceeding, under these rules (except for a reprimand).

A copy of these student conduct rules should be included with the notice.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-160, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-160, filed 7/28/03, effective 8/28/03.]

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 ap-

peal with that officer within ~~twenty~~ten days. The notice of appeal may include any statement that the respondent wishes to make of the grounds for her/his 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-170, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-170, filed 7/28/03, effective 8/28/03.]

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 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-180, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-180, filed 7/28/03, effective 8/28/03.]

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 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-190, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW

28B.50.100, [28B.50].130; and/or [28B.50].140. WSR 03-16-015, § 132F-121-190, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-200 Student conduct committee hearings—

Presentations of evidence. (1) Upon the failure of any party to attend or participate in a hearing, the committee may either (a) proceed with the hearing and issuance of its order or (b) serve an order of default in accordance with RCW 34.05.440.

(2) The hearing will ordinarily be open to the public, as further provided in RCW 34.05.449. However, if the respondent requests that some or all of it be closed, pursuant to WAC 132F-108-070 and 132F-108-080 or otherwise, the chair shall determine any extent to which the hearing will be closed. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.

(3) The chair shall cause the hearing to be recorded by a method that he/she selects, in accordance with RCW 34.05.449. That recording, or a copy, shall be made available to the respondent upon request. The chair shall assure maintenance of the proceeding record that is required by RCW 34.05.476, which shall also be available upon request for inspection and copying by the respondent. Other recording shall also be permitted, in accordance with WAC 10-08-190.

(4) The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.

(5) The vice-president for student services (unless represented by an attorney) shall present the case for disciplinary action. The facts justifying any such action must be established by a preponderance of the evidence.

(6) All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with RCW 34.05.452.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-200, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-210 Student conduct committee initial order. (1) At the conclusion of the hearing, the committee shall permit the vice-president for student services and the respondent to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or an order for its consideration.

(2) Within thirty days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the com-

mittee shall issue an initial order in accordance with RCW 34.05.461 and WAC 10-08-210. This order shall include findings of fact on all material issues of fact and conclusions of law on all material issues of law - Including which, if any, specific provisions of the student conduct code were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.

(3) The committee's order shall also include a determination on appropriate discipline, if any. If the matter was a referral from the vice-president, the committee shall determine any disciplinary sanction. If the matter was an appeal by the respondent, the committee may affirm, reverse, or modify the discipline imposed by the vice-president and/or impose any other disciplinary sanction authorized herein.

(4) The committee chair shall cause copies of its order to be served on the respondent, the vice-president, the college president, and any legal counsel who have appeared. The committee chair shall also promptly transmit the record of the committee's proceedings to the college president.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-210, 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 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.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-220, 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 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 re-take the class(es).

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-230, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-240 Reinstatement after suspension or expulsion. (1)

Any student who has been suspended as a disciplinary sanction shall be reinstated, upon the student's written request, after (a) expiration of the stated time period of the suspension and (b) satisfaction of all conditions of the suspension, if any.

(2) Before a suspension has ended, or if a student has been expelled, the student may petition for reinstatement as an enrolled student. Any such petition shall be submitted in writing to the vice-president for student services, showing facts and circumstances constituting good cause for such reinstatement. No such reinstatement shall be granted unless it is approved by both that vice-president and the college president.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-240, filed 7/28/03, effective 8/28/03.]

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 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.

[Statutory Authority: RCW 28B.50.140(13). WSR 13-11-127, § 132F-121-250, filed 5/21/13, effective 6/21/13. Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-250, filed 7/28/03, effective 8/28/03.]

WAC 132F-121-260 Maintenance of student discipline records. Records of all completed disciplinary cases shall be maintained and disposed of by the vice-president for student services in accordance with applicable records retention requirements and student education record confidentiality requirements.

[Statutory Authority: RCW 28B.50.100, [28B.50].130, and/or [28B.50].140. WSR 03-16-015, § 132F-121-260, filed 7/28/03, effective 8/28/03.]



**STUDY SESSION
STUDENT ACHIEVEMENT INITIATIVE OVERVIEW**

Policy Background

The Student Achievement Initiative (SAI) is the performance funding system for community and technical colleges. The SAI marked a shift from funding only for enrollments to also funding outcomes.

Its purposes are: 1) Improve public accountability by more accurately describing what students achieve, and 2) provide financial incentives for colleges to increase the levels of achievement of their students.

- Washington's community and technical colleges serve a broad spectrum of learners, from adult literacy and high school completion students to adults with bachelor's degrees seeking new careers and high school students taking college credit classes.
- The state's community and technical colleges, and Seattle Colleges specifically, serve a predominantly working class and low- income student population. Seattle Colleges students' median age is 27, about as many students are pursuing professional technical programs as academic and transfer, more than half are part-time, 45 percent are students of color (compared to the state population of 24 percent people of color), and 21 percent have dependents.
- In 2006, the State Board adopted the System Direction. The plan brought together the State Board's vision and principles, 10-year goals, Mission Study action plan, and policy focus to guide innovations and development, pursuit and use of resources, and measuring progress.
- Its overall goal – to raise the knowledge and skills of the state's residents by increasing educational attainment across the state – is a great challenge for all of higher education and especially for community and technical colleges. The SAI is only one of many projects to address student success.

Key Ingredients and Definitions

- Colleges are awarded performance funds for completions as well as intermediate progress on the way towards completion. Funds award volume (total completions and total points less completions) and effectiveness (points per students).
 - **Completions:** degree, certificates, degrees, and apprenticeship training
 - **Less Completions:**
 - Completing basic skills, precollege writing, or precollege math sequence
 - Earning of 15, 30, and 45 college-level credits
 - Completing college-level math
 - **Points Per Student:**
 - A funding metric derived from a subset of students
 - Includes only basic skills, Running Start, and award seeking students

Financial Implications for Seattle Colleges

- \$380,659 dollars were allocated to the Seattle Colleges based on student achievement points per student derived from the 2014-15 academic year. Seattle Colleges' allocation represents 8.1% of the total system share.
- A grand total of \$4,684,627 dollars was awarded across the state system based on student achievement points from the 2014-15 academic year.
- Dollar award amounts are derived based on points earned, countable students, points per student, and share of the system total.

Additional Information

- Student Achievement Coding as of August 2015 (PowerPoint) by the Washington State Board for Community & Technical Colleges.
- Student Achievement Initiative website of the Washington State Board for Community & Technical Colleges. http://www.sbctc.ctc.edu/college/e_studentachievement.aspx
- Consideration of student achievement awards, Tab 7, of the SBCTC October 28, 2015 Board Meeting Agenda Packet. Available at:
<http://www.sbctc.ctc.edu/general/admin/CompleteOctober2015StateBoardAgendaPacket.pdf>

Seattle College District Sustainability Plan

2015-2017

DRAFT



**SEATTLE
COLLEGES**

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Table of Contents

| | |
|--|----|
| Overview | 4 |
| Sustainability in the College Context..... | 5 |
| Sustainability at the Seattle Colleges | 6 |
| History | 6 |
| Sustainability Staffing and Structure | 6 |
| Organizational Context..... | 7 |
| Sustainability at the College Level..... | 8 |
| Sustainability Goals | 9 |
| Process: | 9 |
| Sustainable Operations | 10 |
| Goal 1: Greenhouse Gas Reduction | 10 |
| Goal 2: Green Buildings | 11 |
| Goal 3: Waste Reduction..... | 12 |
| Goal 4: Seattle 2030 District - Energy, Water, and Transportation..... | 13 |
| Goal 5: Sustainability Fund..... | 13 |
| Goal 6: Sustainable Purchasing | 14 |
| Sustainability Curriculum | 14 |
| Goal 1: Course Identification..... | 15 |
| Goal 2: Sustainability Courses | 15 |
| Goal 3: Student Involvement and Learning Opportunities | 16 |
| Sustainability Engagement | 16 |
| Goal 1: Sustainability Committees | 16 |
| Goal 2: Sustainability in Orientation | 17 |
| Goal 3: Sustainability Communications..... | 17 |
| Sustainable Planning/Administration..... | 18 |
| Goal 1: Sustainability Assessment..... | 18 |
| Goal 2: College Sustainability Plans..... | 18 |
| Goal 3: Sustainability in Strategic Planning..... | 19 |

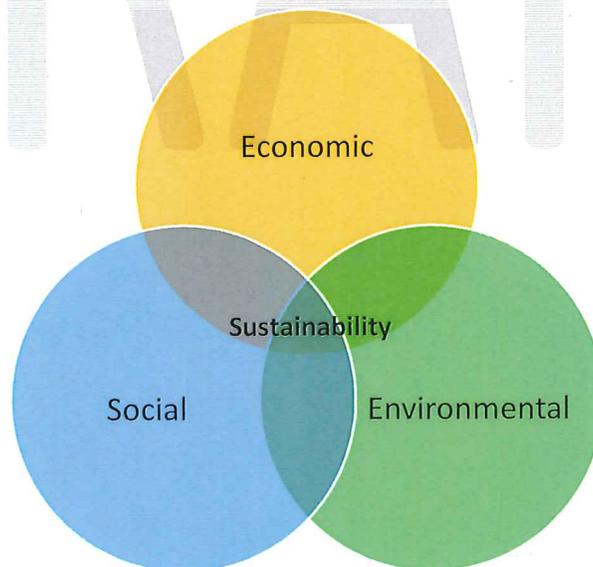
Resources20
District Sustainability Committee.....20
STARS Reports21

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Overview

The mission of the Seattle Colleges is to “provide excellent, accessible educational opportunities to prepare our students for a challenging future.” One of the challenges of that future will be creating and maintaining a sustainable world. Sustainability has been defined by the United Nations as the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.¹ The students of today will be the leaders of tomorrow who are tasked with creating and maintaining a sustainable world. To do so, students need to understand the complex interactions of environmental, social, and economic conditions that will affect their future careers and livelihoods. The Seattle College District Sustainability Plan outlines the District’s commitment to infusing sustainability throughout our colleges, to better prepare our students to tackle that challenging future.

The purpose of this plan is to outline the specific sustainability goals that the District has committed to over the next five years. These goals represent ambitious, yet achievable, targets across the entire District to ensure that our colleges exemplify sustainability and provide a world-class educational environment for students to learn about sustainability and be prepared to tackle that challenging future.



¹ <http://www.un.org/en/sustainablefuture/sustainability.shtml>

Sustainability in the College Context

Sustainability within the context of higher education presents a number of unique opportunities. The Association for the Advancement of Sustainability in Higher Education (AASHE) is an independent non-profit that has identified and codified a framework for sustainability in higher education – STARS - that has become the gold standard for assessing and improving campus sustainability. The STARS framework identifies four distinct areas on which to focus sustainability efforts:

- I. Operations (buildings, grounds, purchasing, resource consumption, transportation)
- II. Curriculum (curriculum, research)
- III. Engagement (student/faculty/staff engagement, community engagement)
- IV. Planning & Administration (planning, governance, diversity, affordability, wellbeing)

The Seattle College District, along with hundreds of higher education institutions both nationally and internationally, has chosen to use this framework to assess sustainability across the District and create a sustainability roadmap for our colleges. The Seattle College District Sustainability Plan identifies opportunities in each of these areas. By focusing on a broad spectrum of sustainability topics, the Sustainability Plan looks to improve the comprehensive sustainability of the District.

Sustainability at the Seattle Colleges

History

The Seattle Colleges have a long history of supporting sustainable programming and efforts. Through programs like the Sustainable Agriculture Education (SAGe) Associate's degree, Seattle Culinary Institute, and energy auditing coursework at the Georgetown campus, the Seattle Colleges have been providing curricular opportunities in sustainability for students for years. The Seattle Colleges have constructed LEED certified buildings since 2005 and won the 2006 Recycler of the Year award from the Washington State Recycling Association.

In 2009, Chancellor Jill Wakefield created the Chancellor's Sustainability Initiative to focus sustainability efforts across the District. The Sustainability Initiative led to the creation of the District Sustainability Committee, a representative body of students, staff, and faculty from each of the Seattle Colleges, to guide and share sustainability efforts and best practices across the District. This effort, combined with the ongoing educational and technical sustainability programs across the District, earned the Seattle Colleges the 2009 Green Washington award from Seattle Business Magazine. 2009 also marked the year that North Seattle College students decided to fund a Sustainability Office and full-time campus Sustainability Coordinator out of their student activities budget.

Under the guidance of the Sustainability Initiative, the Seattle Colleges saw a dramatic reduction in greenhouse gas pollution by undertaking significant facility efficiency projects. The Sustainability Office at North Seattle College performed the first STARS sustainability assessment in 2011 as a pilot project to determine overall campus sustainability, and made significant sustainability improvements at the campus level based on the findings.

In 2013, the Sustainability Committee recommended hiring on a part-time District Sustainability Coordinator to add additional support and resources to the sustainability initiatives across the District. The District Sustainability Coordinator conducted STARS sustainability assessments at North, South, and Seattle Central College to baseline existing sustainability efforts, catalog best practices, and identify areas of improvement. The District Sustainability Coordinator became a full-time position in the summer of 2014, and this document is a comprehensive plan based on the 2013 STARS findings to improve sustainability for the Seattle Colleges at large.

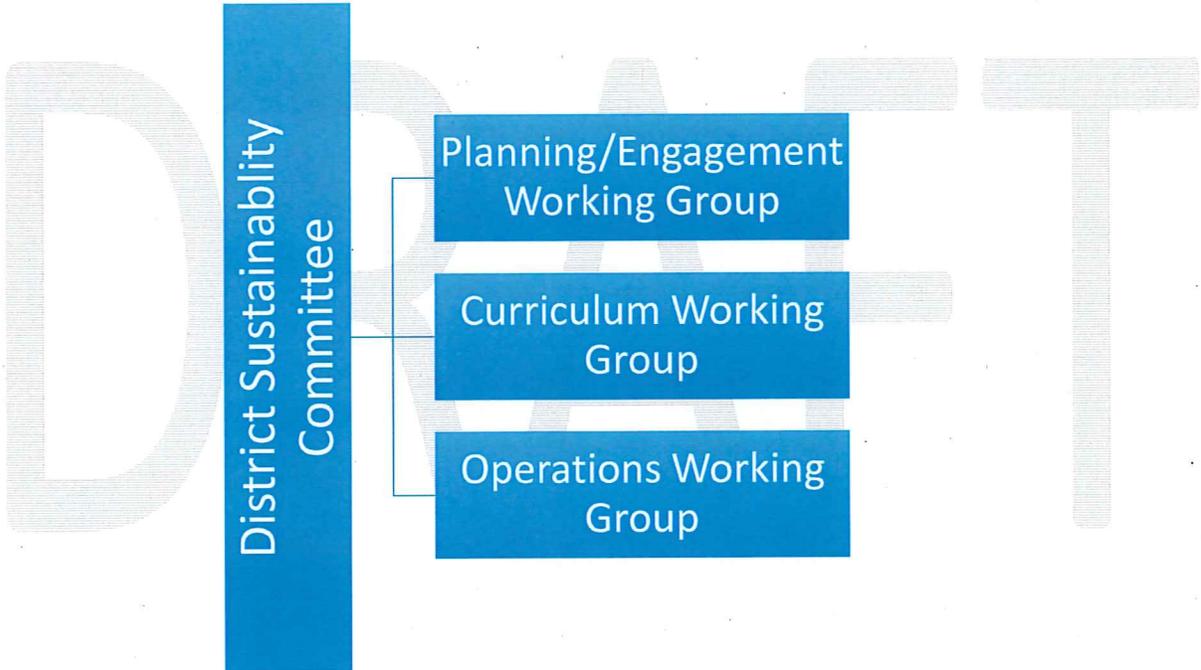
Sustainability Staffing and Structure

Currently, the Seattle Colleges staff two full-time sustainability positions. The District employs a Sustainability Coordinator to focus on high-level resource conservation, external sustainability relationships, and increasing college-level capacity to implement sustainability practices. North Seattle College employs a full-time Sustainability Coordinator to engage students with sustainability through campus sustainability projects. South Seattle College and Seattle Central College do not have dedicated sustainability staff, but they do have Environmental Health and Safety Staff who handle some sustainability related activities.

Organizational Context

The District Sustainability Committee is the over-arching sustainability body at the Seattle Colleges. The committee has staff and faculty from each college to represent organizational perspectives across the District. The District Sustainability Coordinator chairs the committee. The committee exists to help share best practices in sustainability across the District, connect sustainability efforts at each college to larger District initiatives, and to help identify areas for improvement in sustainability. The committee currently does not have any acting authority to make decisions for the District, and uses ad hoc avenues of communication with college or District leadership.

The committee has three working groups that align with the STARS framework categories to focus on sustainability initiatives in these areas. The working groups meet between the quarterly Sustainability Committee meetings to advance the agenda of sustainability as it relates to their focus areas.



| District Sustainability Committee Working Groups | | |
|--|---|---|
| | Focus Areas | Directive |
| Operations | <ul style="list-style-type: none"> Resource conservation projects Renewable energy projects | <ul style="list-style-type: none"> Track progress on operational goals in District Sustainability Plan Share best operational practices between colleges Explore District-wide operational initiatives |

| | | |
|---------------------------------|---|---|
| Curriculum | <ul style="list-style-type: none"> • Sustainable curriculum resources and workshops • Sustainability course identification and promotion • Learning opportunities for students in college projects | <ul style="list-style-type: none"> • Catalog and promote sustainability curriculum at our colleges • Develop faculty training for curriculum integration with sustainability • Coordinate with Operations working group to find student learning opportunities (Campus as a Living Laboratory) • Track progress of curriculum goals from District Sustainability Plan |
| Engagement/ Planning | <ul style="list-style-type: none"> • Sustainability plan development/execution • Sustainability events • Workshops and trainings • Media and publicity • Community partnerships | <ul style="list-style-type: none"> • Draft the District Sustainability Plan and report on annual progress • Facilitate gathering of sustainability related news for campus and District PIOs • Organize sustainability events including workshops and trainings for general staff/faculty/students • Liaison with campus sustainability committees |

Sustainability at the College Level

Each college has an active sustainability committee composed of students, faculty, and staff who work with the District Sustainability Coordinator to align college sustainability initiatives with larger strategic sustainability goals. The college sustainability committees provide organizational support to sustainability endeavors at each campus with a focus on student engagement and learning as well as improving campus operations. The college presidents are currently engaged in a process to position the sustainability committees strategically within their college's organizational structure and assign a primary college sustainability contact.

North Seattle College students currently fund a Sustainability Coordinator who runs the Sustainability Office at NSC. This is the only dedicated sustainability position at the college level at this point in time.

Sustainability Goals

The following goals represent the current District-wide sustainability objectives for the Seattle Colleges. The intent is for each of our colleges to address those areas of sustainability that play to the strengths of each college, so that we may support each other in meeting these ambitious and achievable goals.

Process:

These goals are the culmination of extensive research and engagement with the campus communities. An original set of goals was drafted by the District Sustainability Committee using the following criteria:

- I. Improve the college's sustainability as identified through the STARS sustainability framework
- II. Lead to resource conservation and cost savings for the colleges and District at large
- III. Provide opportunities for student learning
- IV. Ambitious and achievable based on institutional capacity

This set of draft goals was taken to each college through in-person feedback sessions and an online survey which engaged over 100 faculty, staff, and students from all of our colleges. A final list of goals was created based on the feedback received.

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Sustainable Operations

One of the most visible signs of sustainability at colleges and universities is in the physical sustainability of the campus. From procurement to facilities use to waste management, campus operations play an important role in exemplifying a college's commitment to sustainability as well as providing opportunities for students to engage with hand on projects related to sustainability on campus.

Goal 1: Greenhouse Gas Reduction

Goal: Surpass greenhouse gas reduction targets provided by the State Agency Climate Leadership Act

Background:

The State Agency Climate Leadership Act was passed by the Washington State Legislature in 2008 and called for annual tracking of greenhouse gas emissions by all state agencies, as well as a commitment to hit specific reduction targets compared to the 2005 baseline year.

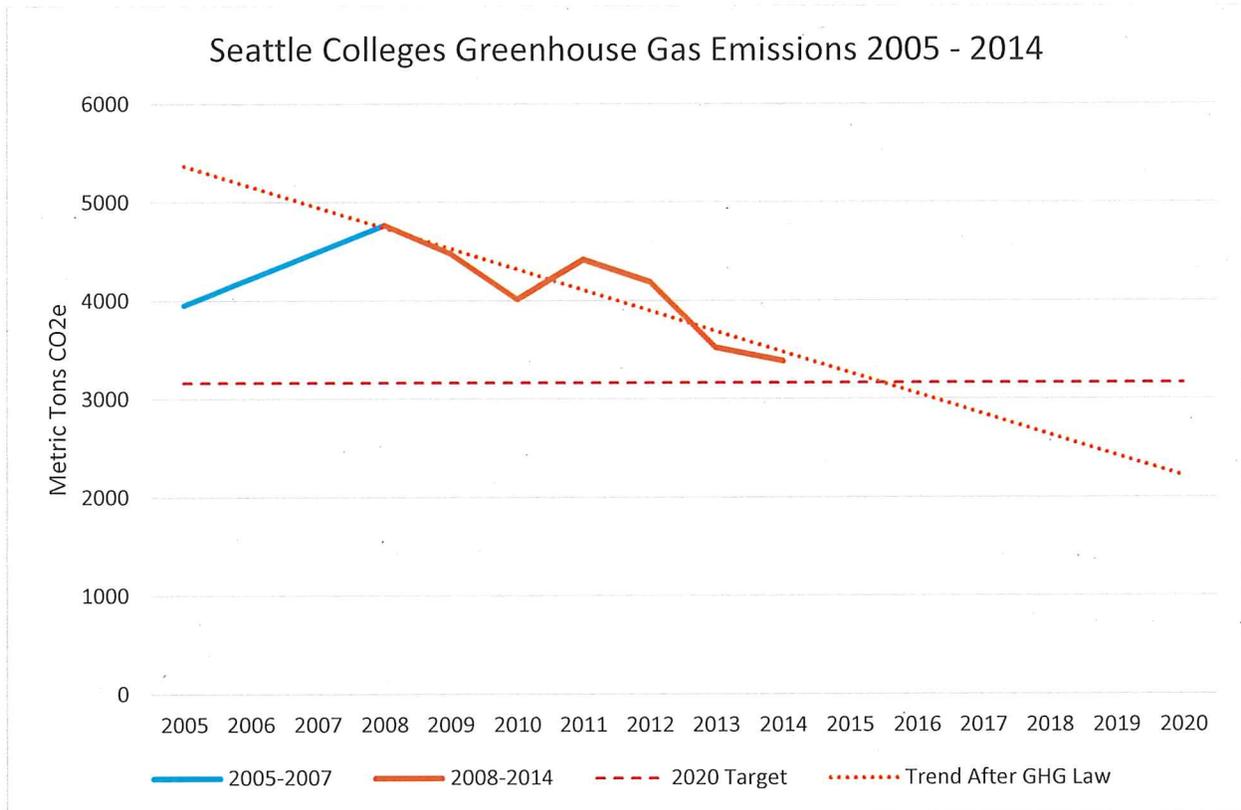
Seattle Colleges Targets:

- 2005 Baseline Emissions – 3,995 metric tons of carbon dioxide equivalent (CO₂e)
- 2020 Target – 20% reduction from baseline: 3,164 MTCO₂e
- 2035 Target – 35% reduction from baseline: 2,570 MTCO₂e
- 2050 Target – 50% reduction from baseline: 1,978 MTCO₂e

Deliverable: Annual emissions decline in line with progress to exceed 2020 target.

Progress to Date:

The Seattle Colleges have reduced annual emissions to 3,384 MTCO₂e in 2014. This puts the colleges on track to meet and exceed the 2020 target reduction.



Accountability:

The District Sustainability Coordinator will analyze annual emissions for the Department of Ecology Greenhouse Gas Inventory Report. The Sustainability Coordinator will work with college Facilities and Operations to reduce energy consumption throughout the year to help meet the reduction targets.

Goal 2: Green Buildings

Goal: All new buildings will be constructed to at least a LEED Silver standard.

Background: Since 2005, the Washington State Legislature requires all new state agency buildings to be constructed to a LEED Silver standard.

Deliverable: LEED Silver or above certification for all new buildings since 2005.

Progress to Date:

All new buildings have received LEED Silver or higher certification. The current project list is as follows:

- Opportunity Center for Employment and Education (OCE&E) – North Seattle College – 2011
 - LEED Gold

- Gene J. Colin Education Hall (Building C Expansion) – South Seattle College – 2012
 - LEED Silver
- Health Sciences and Student Resources Building (HSSR) – North Seattle College – 2014
 - LEED Gold
- Wood Technology Center (Wood Tech.) – Seattle Central College – 2012
 - LEED Silver
- Integrated Education Center – South Seattle College – Pre-construction phase
 - Designed LEED Silver, certification pending building completion
- Maritime Academy Expansion – Seattle Central College – Pre-construction phase
 - Designed LEED Silver, certification pending building completion

Accountability:

Facilities and Operations works to ensure that all projects will meet or exceed this standard and that the LEED features of the buildings are appropriate and fit the needs of the college.

Goal 3: Waste Reduction

Goal: Compared to 2015, reduce landfill waste 50% by weight by 2030

Background:

Landfill waste is the most expensive form of traditional waste (garbage, recycling, compost) for the colleges by weight. Improving recycling and composting facilities will help divert these materials from landfill waste and will yield substantial long-term savings for the District while simultaneously reducing the environmental footprint of the District.

Deliverable: Annual waste diversion in line with reaching 2030 target. The 2020 goal is a 16.6% reduction in landfill waste by weight.

College Level Waste Reduction Plan to be developed by Facilities and Operations Staff at each college.

Progress to Date:

The District Sustainability Coordinator is working with the waste contactors for each college to gather annual waste consumption data at the college level. This data will help set a 2015 baseline and subsequent target metrics.

North Seattle College and Seattle Central College performed waste audits in 2015 to measure waste diversion rates for landfill, recycling, and compost. The data from the audits is being used to strategically improve waste receptacles to aid in reducing landfill waste.

Accountability:

The District Sustainability Coordinator will gather annual landfill consumption data from the waste contractors for each college. The Operations Working Group will work with college level Facilities and Operations staff to create a Waste Reduction Plan that shows specific improvements to waste receptacles and signage that will help reach the goal. College Sustainability Committees will help with education of faculty, students, and staff on proper waste disposal.

Goal 4: Seattle 2030 District - Energy, Water, and Transportation

Goal: Meet Seattle 2030 District resource conservation targets

Background: In 2014, the Seattle Colleges joined the [Seattle 2030 District](#), a high-performance building district with ambitious goals for resource conservation in central Seattle. The Seattle 2030 District has specific goals related to energy use, water use, and transportation emissions. There is no binding contract for the colleges to reach these goals, but the District recognizes the importance of higher education institutions leading the way in creating a sustainable future. The Seattle 2030 District offers resources to help members reach their goals including funding opportunities and technical assistance.

2030 District Goals:²

- **Energy Use:** A minimum of 20% reduction below the National median by 2020 with incremental targets, reaching a 50% reduction by 2030.
- **Water Use:** Manage stormwater peak discharge and potable water use within the District by 50% below the District baseline by 2030, with incremental targets of 20% by 2020, 35% by 2025, reaching 50% by 2030.
- **CO₂e of Auto and Freight:** A minimum of 20% reduction below the current District average by 2020 with incremental targets, reaching a 50% reduction by 2030.

Deliverable: Annual report of energy use, water use, and transportation emissions that shows progress in relation to annual goals. Annual goals are based on a linear trend towards 2030 goals.

Progress to Date: The District Sustainability Coordinator is analyzing historical utility consumption and transportation emissions to determine baseline data and specific reduction targets.

Accountability: The District Sustainability Coordinator will track progress through annual reporting to the 2030 District. The Operations Working Group will work with college Facilities staff on resource conservation initiatives to help meet reduction goals in each category.

Goal 5: Sustainability Fund

Goal: Establish a Sustainability Fund that will redirect 25% of all utility savings to future resource conservation activities

² From 2030 site: <http://www.2030districts.org/seattle>

Background: Resource conservation measures on campus save money in the long-term, but often face significant upfront costs requiring local funds. In an uncertain economic climate, redirecting utility savings from resource conservation measures into a dedicated fund to support further resource conservation measures will ensure continued support and funding for long-term resource conservation strategies.

Deliverable: Creation of Sustainability Fund

Progress to Date: Not started

Accountability: The District Sustainability Coordinator will work with the Vice Chancellor of Finance and Technology to examine the financial, legal, and bureaucratic hurdles to creating a Sustainability Fund and will work with college administration and District accounting staff to create and manage the fund.

Goal 6: Sustainable Purchasing

Goal: Develop a District Purchasing Policy to purchase, when available, GreenSeal or EcoLogo brand products and EPEAT Silver or higher certified electronics

Background: AASHE has identified three primary sustainable product certifications for higher education institutions to purchase; GreenSeal, EcoLogo, and EPEAT Silver. These are national standards for a broad spectrum of products regularly purchased by the District. Because the District has a centralized purchasing department, creating a purchasing policy for these sustainable certifications will have widespread benefit to the District's environmental footprint.

Deliverable: Creation of purchasing policy.

Progress to Date: The District Procurement Director and the District Sustainability Coordinator have met with college purchasing staff to determine current purchasing preferences. Many college level purchasing staff already pursue GreenSeal products and would be open to creating a policy. IT still needs to be engaged on the issue of EPEAT electronic purchasing.

Accountability: The District Sustainability Coordinator will work with the Procurement Director to develop a policy and take it to the Board for approval at a District level.

Sustainability Curriculum

The mission of the Seattle Colleges is to "provide excellent, accessible educational opportunities to prepare our students for a challenging future." As educational institutions, the Seattle Colleges are uniquely poised to teach our students to approach the world through the multidisciplinary lens of sustainability and prepare them to rise to the challenge of tackling the world's hardest problems. Students with background and experience in sustainability will be better prepared to enter a workforce that is increasingly seeking workers who can approach challenges and opportunities systematically and

with an understanding of the triple bottom line. The following goals will help increase the amount of sustainability curriculum available to our students and will provide them with increased opportunities for real world learning experiences.

Goal 1: Course Identification

Goal: Identify sustainability related and focused courses in course catalogs and listing

Background: The Seattle Colleges offer a wide variety of sustainability focused degrees, certificates, programs, concentrations, and courses. Currently, there is not a single directory for students interested in sustainability careers to find all of these educational opportunities listed together. This goal will make it easy for students to find and engage with existing sustainability curriculum across the District.

Deliverable: College staff have an up-to-date list of sustainability courses to share with faculty and students.

Progress to Date: The 2013 STARS report collected information about sustainability degrees and courses at the Seattle Colleges. The Curriculum Working Group is working with Instructional Deans to update the information found in the 2013 reports and create a new single web-page that lists this information.

Accountability: Curriculum Working Group and Instructional Deans.

Goal 2: Sustainability Courses

Goal: Increase number of sustainability focused courses 20% by 2020 compared to 2013 baseline

Background: The STARS reports undertaken in 2013 collected information about sustainability focused courses as identified by AASHE criteria. These criteria are:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge³

The number of classes that met this criteria was 34 in 2013. The target goal of a 20% increase would be 42 sustainability focused courses. The addition of the Sustainable Building Science Technology (SBST) BAS at Georgetown added 14 sustainability focused courses. While this would exceed the goal, it is necessary to annually confirm that all the recorded courses are still offered.

Faculty development opportunities will be crucial to expanding the number of sustainability focused courses. The Curriculum Working Group will work with the Faculty Development Coordinator to provide sustainable curriculum learning opportunities for part- and full-time staff each year.

Deliverable: Offer more than 42 sustainability focused courses annually across the District.

³ Page 25, STARS 2.0 Manual

Progress to Date: Completed. The SBST program added 14 sustainability focused courses, bringing the number of known sustainability focused courses to 48. Annual check will need to be done to ensure that courses are still offered.

Accountability: Curriculum Working Group; Instructional Deans; Faculty Development Coordinator

Goal 3: Student Involvement and Learning Opportunities

Goal: All sustainability projects have a student learning component

Background: Colleges provide an excellent opportunity to act as a living laboratory for exploring questions of sustainability. All of the other sustainability goals in this plan present opportunities for students to engage in hands on learning that relates to all realms of their academic pursuits. Creating an intentional mechanism and space for students to be involved in sustainability activities on campus furthers our mission as an educational institution.

Deliverable: Student involvement in all sustainability designated projects.

Progress to Date: Students are involved in a number of sustainability projects including energy audits at South Seattle College, utility efficiency upgrades at Seattle Central, and waste audits at North Seattle College. A more formal and consistent mechanism for ensuring student involvement needs to be developed.

Accountability: District Sustainability Coordinator and College Sustainability Contacts

Sustainability Engagement

A crucial aspect of sustainability on college campuses is creating a culture of sustainability among the students, faculty, and staff. Through media, events, and a strong on-campus presence, we aim to transform the culture of our District to full embrace sustainability as a mindset and practice.

Goal 1: Sustainability Committees

Goal: Maintain an active college-level Sustainability Committee on each campus to help enact the District Sustainability Plan

Background: A college-level Sustainability Committee composed of faculty, staff, and students, offers a mechanism for those passionate about sustainability to work in an organized group to improve campus sustainability. Ideally, each committee will have recognition by college administration and will be included in college strategic planning. College committees will work with the District Sustainability Coordinator to develop a College Sustainability Action Plan that outlines specific measures to help meet District sustainability goals.

Deliverable: Each college has an official Sustainability Committee

Progress to Date: Currently, North Seattle College and Seattle Central College have an active sustainability committee. Neither group is officially recognized or included in college strategic planning. South Seattle College has no active committee.

Accountability: Planning/Engagement Working Group and College Sustainability Contacts

Goal 2: Sustainability in Orientation

Goal: Include a sustainability component into new student and new staff orientation

Background: Orientation is an important time for new faculty, staff, and students to learn about campus practices and norms. Creating awareness of sustainable practices and activities on campus at the outset will improve participation and efficacy of sustainability initiatives across the District.

Deliverable: Implementation of sustainability modules specific to faculty, staff, and student orientation.

Progress to Date: Not started

Accountability: District Sustainability Coordinator and the Planning/Engagement Working Group will create appropriate sustainability modules, working with College Sustainability Contacts and college and District orientation staff.

Goal 3: Sustainability Communications

Goal: Produce regular sustainability communications to the campus at large

Background: Including regular communications and updates about college sustainability initiatives and activities will help the campus community recognize the importance of sustainability at each college. Using existing methods of communications (newsletters, PIO communications, websites) will likely be more effective than creating new ones.

Deliverable: Regular PIO and student communications have a sustainability component.

Progress to Date: Planning/Engagement Working Group tasked with gathering monthly stories from each campus for PIOs

Accountability: Planning/Engagement Working Group and District and College PIOs.

Sustainable Planning/Administration

Sustainability efforts on campus are most effective when they are given weight and importance by being included in high-level planning and are championed by college leadership. The following goals will help ensure that sustainability is included in a meaningful in strategic planning.

Goal 1: Sustainability Assessment

Goal: Perform STARS Sustainability Assessment every 3 years with an increased score each submission

Background: AASHE's STARS program is the gold standard for assessing college sustainability. The STARS framework was created specifically to gauge sustainability in the context of higher education and to help provide a roadmap for making sustainability improvements. STARS ratings are categorized Reporter, Bronze, Silver, Gold, and Platinum based on scoring brackets.

Current STARS Ratings:

- North Seattle College – Silver (46.59)
- Seattle Central College – Bronze (31.10)
- South Seattle College – Bronze (26.64)

Deliverable: Improved STARS score each submission for each college.

Progress to Date: North, Central, and South Seattle College recently completed STARS assessments in 2013. STARS ratings are valid for 3 years, at which point a new assessment needs to be made to maintain a STARS rating. Next STARS assessments due Fall 2016.

Accountability: District Sustainability Coordinator

Goal 2: College Sustainability Plans

Goal: Develop and maintain college-level Sustainability Action Plans

Background: The District Sustainability Plan provides a list of high-level sustainability metrics to guide sustainability across all of the Seattle Colleges. Most of the work to make sustainability improvements, especially in connecting with student learning, will happen at the college level. The District Sustainability Coordinator will work with College Sustainability Contacts and college-level Sustainability Committees to help craft a Sustainability Action Plan that outlines specific steps and measures that each college will take to help meet District Sustainability Goals. Each college will work to address those sustainability goals most suited to its capacity and specializations.

Progress to Date: District Sustainability Goals have been created. No college progress on drafting a Sustainability Action Plan.

Accountability: District Sustainability Coordinator; College Sustainability Contact; college-level Sustainability Committees

Goal 3: Sustainability in Strategic Planning

Goal: Integrate sustainability goals into College and District Strategic Plans

Background: The District and College Strategic Plans serve as the primary guiding documents for college planning over the long-term. If the Sustainability Plan is to be taken seriously it will need to be included in high-level planning across the Seattle Colleges.

Deliverable: Inclusion of sustainability goals in College and District Strategic Plans

Progress to Date: District Sustainability Goals created; District Sustainability drafted.

Accountability: Planning/Engagement Working Group; College Sustainability Contacts; college Administration.

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Resources

District Sustainability Committee

Current Membership – Fall 2015

- District Office
 - Ian Siadak – District Sustainability Coordinator
 - Kurt Buttleman – Vice Chancellor for Finance & Technology
 - Heather Emlund – Executive Assistant, Business & Finance
- North Seattle College
 - Jason Francois – Director of Facilities and Plant Operations
 - Christoph Strouse – Sustainability Office Assistant
 - N/A – North Seattle College Sustainability Coordinator (position currently unfilled)
- South Seattle College
 - Frank Ashby – Vice President of Administrative Services
 - Christa Colouzis – Environmental Health & Safety Specialist
 - Victoria Hardy – Lead Faculty, Sustainable Building Science Technology BAS
- Seattle Central College
 - Chuck Davis – Director of Facilities and Plant Operations
 - Wendy Rockhill – Dean of Math & Sciences
 - Jeff Keever – Director of Auxiliary Services

Current Working Group Membership - Fall 2015

| Planning/Engagement WG | Curriculum WG | Operations WG |
|--|---|--|
| <ul style="list-style-type: none">• Ian Siadak• Jeff Keever• Kurt Buttleman• Frank Ashby• Christa Colouzis | <ul style="list-style-type: none">• Ian Siadak• Wendy Rockhill• Victoria Hardy• Mark Weber (part-time NSC faculty) | <ul style="list-style-type: none">• Ian Siadak• Christa Colouzis• Chuck Davis• Jason Francois |

STARS Reports

North Seattle College

- 2011 Report: <https://stars.aashe.org/institutions/north-seattle-community-college-wa/report/2011-08-01/>
- 2013 Report: <https://stars.aashe.org/institutions/north-seattle-community-college-wa/report/2013-09-05/>

Seattle Central College

- 2013 Report: <https://stars.aashe.org/institutions/seattle-central-community-college-wa/report/2014-02-04/>

South Seattle College

- 2013 Report: <https://stars.aashe.org/institutions/south-seattle-community-college-wa/report/2014-01-16/>

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Seattle College District

Sustainability Goals 2015-2017

The following sustainability goals were developed by the District Sustainability Committee, with feedback from over 100 Seattle Colleges faculty, staff, and students through in-person meetings and online surveys. Goals were selected based on the following criteria:

- Improve the sustainability of the District using the STARS sustainability framework. STARS is the national standard for college and university sustainability
- Produce cost savings for each college and the District at large
- Create opportunities for student learning and success
- Achievable based on current constraints and capacity

Each college will contribute toward reaching the following goals by playing to its strengths and making progress in those areas most in-line with the colleges capacity and resources. A college lead at each college will be identified to assist work with the District Sustainability Coordinator and the District Sustainability Committee to create a College Action Plan that will identify specific projects and timelines to help meet the District sustainability goals.

The current timeline of 2015-2017 will allow progress to be made on these goals while acknowledging the timeline of the colleges and the District in drafting new Strategic Plans for 2017 and beyond. The following sustainability goals will hopefully be reflected in these revised Strategic Plans. For all goals with a timeline beyond 2017, annual goals will follow a trajectory to reach the final target goal.

| Area | Goal | Deliverables | Progress | Accountability | Strategic Plan Area |
|---|--|--|---|--|--|
| Sustainability Instruction: Student Success | <p><u>Goal 1: Identify sustainability related and focused courses in course catalogs and listing</u></p> <p>Have a common way of advertising sustainability focused and related courses to students at all three colleges</p> <p><u>Goal 2: Increase number of sustainability focused courses 20% by 2020 compared to 2013 baseline</u></p> <p>Sustainability focused courses will be identified by division Dean's using the guidelines created by AASHE for the STARS assessment</p> <p><u>Goal 3: All sustainability projects have a student learning component</u></p> | <p>College staff have an up-to-date list of sustainability courses to share with faculty and students.</p> <p>Number of sustainability focused courses from 34 to 42</p> <p>Ongoing involvement of students in sustainability projects</p> | <p>Curriculum Working Group contacting Instruction Deans</p> <p>Complete. New SBST BAS at SSC increased focused courses to 48. Need to evaluate annually moving forward.</p> <p>In progress. Need to develop better tracking mechanism.</p> | <p>Curriculum Working Group</p> <p>Curriculum Working Group, College Instructional Deans</p> <p>Sustainability Coordinator; College Sustainability Contact</p> | <p>Student Success</p> <p>Student Success; Innovation – College Operations</p> <p>Student Success</p> |
| Sustainable Operations | <p><u>Goal 1: Surpass greenhouse gas reduction targets provided by the State Agency Climate Leadership Act</u></p> <p>Compared to 2005 emissions levels, 20% reduction by 2020, 35% by 2035, 50% by 2050.</p> <p><u>Goal 2: Establish a Sustainability Fund that will redirect 25% of all utility savings to future resource conservation activities</u></p> <p><u>Goal 3: All new buildings will be constructed to at least a LEED Silver standard</u></p> | <p>Exceed performance target</p> <p>Creation of sustainability fund</p> <p>LEED Silver certification or better for new buildings</p> | <p>On pace to hit 2020 target by 2017.</p> <p>Not started</p> <p>All new buildings have met or exceeded this standard</p> | <p>Sustainability Coordinator; Operations Working Group</p> <p>District Sustainability Committee</p> <p>Operations Working Group</p> | <p>Innovation – College Operations</p> <p>Innovation – College Operations</p> <p>Innovation – College Operations</p> |

| Area | Goal | Deliverables | Progress | Accountability | Strategic Plan Area |
|---------------------------|--|---|---|---|---|
| | <p><u>Goal 4: Compared to 2015, reduce landfill waste 50% by weight by 2030</u></p> <p>Benchmark current waste stream composition and divert waste to recycling and composting</p> | <p>2015 benchmark from each college. Additionally, a plan to increase recycling and composting and reduce landfill.</p> | <p>Initial waste audits conducted at north and Central. Sustainability Coordinator gathering data from waste providers.</p> | <p>Sustainability Coordinator; Operations Working Group</p> | <p>Innovation – College Operations</p> |
| | <p><u>Goal 5: Surpass Seattle 2030 District sustainability performance targets</u></p> <p>Energy use 50% below national average, water use 50% below 2012 District average by 2030, transportation emissions 50% below 2012 District average by 2030.</p> | <p>Exceed performance targets</p> | <p>Energy use decreasing in line with goal. Water use increasing. Transportation emissions decreasing but not in line to meet target.</p> | <p>Sustainability Coordinator; Jeff Keever; Operations Working Group</p> | <p>Partnerships – Community Partnerships; Innovation – College Operations</p> |
| | <p><u>Goal 6: Develop a District Purchasing Policy to purchase, when available:</u></p> <ul style="list-style-type: none"> GreenSeal or Ecologo brand products; EPEAT Silver or higher certified electronics | <p>Adoption of purchasing policy</p> | <p>No official policy, but campus purchasers are supportive of one. Already purchasing mostly these products</p> | <p>Sustainability Coordinator; District Purchasing Director</p> | <p>Innovation – College Operations</p> |
| Sustainability Engagement | <p><u>Goal 1: Maintain an active college-level Sustainability Committee on each campus to help enact the District Sustainability Plan</u></p> <p>Work with student groups to create a permanent sustainability group with diverse, active membership and year-to-year continuity.</p> | <p>Active sustainability committee on each campus</p> | <p>North, Central, and South have sustainability committees</p> | <p>Planning/Engagement Working Group; College Sustainability Contacts</p> | <p>Innovation – College Operations; Student Success</p> |
| | <p><u>Goal 2: Include a sustainability component into new student and new staff orientation</u></p> <p>The Sustainability Committee will help create and disperse an appropriate sustainability module for different types of orientation</p> | <p>Sustainability module is included in orientations across the District</p> | <p>Not started</p> | <p>Planning/Engagement Working Group; College Sustainability Contact, District HR</p> | <p>Innovation – College Operations; Student Success</p> |

| Area | Goal | Deliverables | Progress | Accountability | Strategic Plan Area |
|---------------------------------------|--|--|--|---|---|
| | <p><u>Goal 3: Produce regular sustainability communications to the campus at large</u></p> <p>Through existing mechanisms through PIOs and student communication channels</p> | <p>Consistent communications with sustainability focus each month</p> | <p>P/E Working Group tasked with gathering monthly stories from each campus for PIOs</p> | <p>Planning/Engagement Working Group; District Sustainability Coordinator; District and College PIOs</p> | |
| <p><i>Sustainability Planning</i></p> | <p><u>Goal 1: Perform STARS Sustainability Assessment every 3 years with an increased score each submission</u></p> <p>STARS is the national standard for college and university sustainability. Currently North has a Silver Star while Central and South have a Bronze Star</p> | <p>Increased STARS submission score</p> | <p>Ongoing data collection for next assessment in Fall 2016</p> | <p>District Sustainability Coordinator; District Sustainability Committee</p> | <p>Innovation – College Operations; Partnerships – Community partnerships</p> |
| | <p><u>Goal 2: Develop and maintain college-level Sustainability Action Plans</u></p> <p>Identify specific mechanisms to help achieve District-level sustainability goals</p> | <p>College-level action plans adopted and treated as living documents</p> | <p>Not started</p> | <p>College Sustainability Contacts, College Sustainability Committees; District Sustainability Coordinator</p> | <p>Innovation – College Operations</p> |
| | <p><u>Goal 3: Integrate sustainability goals into College and District Strategic Plans</u></p> <p>Sustainability goals will be most effective when included in existing mechanisms to track institutional progress</p> | <p>Inclusion of sustainability goals in College and District Strategic Plans</p> | <p>Goals presented to Chancellor's Cabinet for review</p> | <p>District Sustainability Coordinator, Planning/Engagement Working Group, College Executive Teams, College Sustainability Contacts</p> | <p>Innovation – College Operations</p> |

MEMORANDUM

TO: Seattle Colleges Board of Trustees

FROM: Jill Wakefield, Chancellor

DATE: December 10, 2015

SUBJECT: Chancellor's Report to the Board

Dr. Sheila Edwards Lange recognized by Urban League of Metropolitan Seattle

Congratulations to Dr. Sheila Edwards Lange, who was awarded the Edwin T. Pratt award at the Urban League's annual fundraising breakfast on December 2. Dr. Edwards Lange was recognized for her leadership with African American students at the University of Washington. It was a wonderful recognition of Dr. Edwards Lange's good work and for Seattle Colleges, which were mentioned several times during the event.

College for Working Adults (CWA)

One of the priorities in our Education Master Plan is to better serve working adults in Seattle. We are developing a College for Working Adults, designed to help low income adults gain education and training to pursue middle wage jobs. On November 23, a group of 20 staff from across the district came together to develop a vision for the CWA. The Center, which will be customer friendly and open evenings and weekends, will offer a coffee-shop atmosphere with experts to help students enroll in programs, including transcript evaluation, career advising, prior learning assessment, financial aid, program placement and support. Part of the concept is a strong employer base and we have received positive feedback from employers who see this population as an excellent way to meet their workforce needs. So far, we have raised nearly \$300,000 to launch this initiative.

ECE Bachelor Degree program to start in January

The Early Childhood Education BAS degree has been approved by the State Board for Community and Technical Colleges. Offered by North Seattle College, the first classes will begin in January at Seattle Central. To date, 34 students have been accepted. This is the first time a program has been offered by one of our colleges on a sister campus.

Common Nursing Program Curriculum

We are working with the Nursing Quality Care Commission to develop a common ADN program. We believe this will strengthen our nursing programs and assist in the development of a BSN.



District-wide Management Team Meeting

Our fall quarter management meeting was hosted by Seattle Central College. We invited a panel to talk about their perspectives on opportunities for the Seattle Colleges in a rapidly changing Seattle. Panelists included: Rob Smith from the Puget Sound Business Journal, Joe Copeland from Crosscut and Pamela Banks from the Urban League of Metropolitan Seattle. John Sharify, General Manager of SCCTv, moderated the panel. After the panel, management team members met in small groups and created a vision for their department, their college, and the district in 2020.

Advancement update

Our associate vice chancellor for Advancement has announced that he is leaving the Seattle Colleges. Bruce Genung's last day with the Seattle Colleges will be December 31. Bruce joined us in December 2013 and since that time he has shepherded our efforts to build an advancement program and launch a comprehensive fundraising campaign. He also played an important role in the financing plan for Pacific Tower. He leaves Seattle Colleges to join a fundraising consulting firm.

SCCTv

SCCTv is making a number of significant and necessary purchases to meet new demands and to bring its technical equipment up to date. Improvements include a new HD broadcast server which will allow SCCTv to broadcast in HD, a new Linux server which will improve the website's speed and utility, and a virtual content server that will support streaming of educational video content that SCCTv hosts for educational video producers around the world

North Seattle College

Advancing Student Success ■ Excelling in Teaching and Learning ■ Building Community

Office of the President

TO: Board of Trustees
FROM: Warren Brown, President
DATE: December 10, 2015
SUBJECT: President's Report – **Information Only**

ADVANCING STUDENT SUCCESS

New Bachelor of Applied Science Degree Approved

North Seattle College recently received approval for its Early Childhood Education Bachelor of Applied Science degree, the third B.A.S. now offered by North. The new program begins in January 2016 and provides an opportunity for students who have completed an associate degree in Early Childhood Education, or a related program, to continue their studies and earn a Bachelor of Applied Science degree. Classes will be held at Seattle Central College. The degree meets a growing local need for professional development training for early childcare and education professionals.

Successful Scholarship Reception

More than 100 donors and scholarship recipients came together at North Nov. 17 to share stories and each other's company at the annual Education Fund Scholarship Reception. Students, employees, donors, board members and faculty shared with each other the positive impact North has had on them. President Warren Brown spoke at the event and Student Leadership President Sarah Baker shared with attendees how her scholarship has helped her succeed.

International Business Employer Panel

North Seattle College, in partnership with the Opportunity Center for Employment and Education, hosted the second annual International Business Employer Panel on Nov. 5. The panel included a representative from the Port of Seattle's Internship and Talent Acquisition Department as well as a human resources manager from Atlas World Group International. Students who attended received information directly from employers regarding job and internship opportunities, tips for applying, what employers look for in applicants, and timelines for hiring and job openings. Students also had time to network with the panelists.

Good Start for High School 21+

High School 21+, a new competency-based high school diploma program, launched Fall Quarter and is already demonstrating success, with seven diplomas granted. An alternative to the GED, High School 21+ allows students to take Adult Basic Education, GED, ESL and IBEST classes for high school credit. Students can also take portfolio classes in such subjects as fine arts, health and history, and receive credit for skills learned on the job or in the military. Of the seven diploma recipients, two applied for and received an English 101 scholarship that will pay for their transition into college-level classes.

EXCELLING IN TEACHING AND LEARNING

Students Win Business Case Competition at UW

Students in North's Bachelor of Applied Science in International Business program won the 2015 Holland America Lines Global Case Competition at the University of Washington's Foster School of Business Nov. 7. The team of students—Rex Balansay, Tysen Hillquist, Richard Wilmeth, and Melissa Wagner—

analyzed and gave a professional business presentation about a complex and comprehensive case on IMAX before four industry executives from the Seattle area. The students also responded to questions from the judges. The competition has a 19-year tradition at UW, but this is the first time the university has invited a team from North Seattle College to compete for the chance of prize money, honors and networking with industry judges.

North Presents at National Conference for Workforce Education

A team of four current and former North Seattle College faculty and staff presented in mid-October at the National Conference for Workforce Education regarding North's seamless pathway from ESL through the B.A.S. The presentation described the overview of North's pathway from I-BEST Accounting certificates all the way through the International Business B.A.S. degree. Each segment of the pathway was described, and the presentation highlighted how North's pathway is focused on student success and has unique support systems built in for those needing help in improving language skills.

Continuing Progress toward Accreditation Visit

Work continues on accreditation documents for North Seattle College's accreditation site visit, which is scheduled for spring 2016. Jack Bautsch, accreditation coordinator, invites college employees to use a CANVAS site dedicated to North's accreditation visit to review drafts of the standards as they are posted. The two sections of the Preface are now available for review—overview of the college and significant changes since the college's last accreditation report in March 2013.

BUILDING COMMUNITY

One Unique Night

Students, employees, community members and first responders gathered on Nov. 13 for One Unique Night, the first large on-campus community event held since the Aurora Bridge bus accident. The event included a flag procession, a tribute to those killed in the accident, cultural and musical performances, food, and the college's second alumni basketball game, which was established to honor the late administrator Roy Flores. The evening of fellowship for students and employees celebrated the diversity of cultures on North's campus. Additionally, the event helped ensure that North's international students know that the college is committed to helping them move forward, to heal and to enjoy their time on campus in the wake of the accident. The college also received support from corporate partners, including the Mariners and Seattle Seahawks, which sent the team mascot to talk with students and meet with the injured.

Finalists for VP of Administrative Services Visit Campus

Open forums for the four candidates for vice president of Administrative Services took place between Nov. 10 and Nov. 18, giving the campus community the chance to get to know the candidates and to offer feedback to the president. The forums were video recorded and shared with the campus.

Forum Held to Share Input on Chancellor Search

With Chancellor Jill Wakefield set to retire at the end of this academic year, North is participating in the search process by inviting employees to one of a series of forums sponsored by Board Chair Steven Hill. North's forum was held Nov. 17. The conversation provided North community members with an opportunity both to share input on the challenges and opportunities that the next chancellor will face and to suggest the skills and characteristics the next leader of the district should possess.

Annual Silent Art and Crafts Auction

North hobbyists, crafters and artists (including both students and employees) sold their artwork and handmade goods at the 17th Annual Art and Crafts Silent Auction held by the North Seattle College Art Group on Dec. 1. The event was open to the public.

PTK Collections for Homeless and Campus Movie Nights

North's chapter of Phi Theta Kappa has partnered with North Helpline to collect needed supplies for the homeless. This fall, PTK is collecting toiletries and baby supplies, as well as tarps, sleeping bags and socks to help those facing cold weather as winter approaches. In addition, PTK helped students in a communication class to organize a Thanksgiving food drive, collecting canned goods and non-perishable food items from the college community, for Helpline to distribute during the holiday weekend to approximately 2,500 clients. Finally, to build community on campus, PTK is also hosting Friday movie nights for the college community twice a month. The evening events feature films, snacks and engaging discussions about how science fiction affects modern technology.

Transgender Remembrance Day

Each year, the transgender community comes together to remember those who suffered violent attacks in the past year. To celebrate resilience in the face of this violence, North's Women's Center invited the campus community and local artists to join in Transgender Remembrance Day on Nov. 19. Dr. Stephanie Dykes, North's executive director of institutional effectiveness, spoke at the event and students and employees read aloud the names of transgender and gender-nonconforming individuals murdered in the last year.

Staff Halloween Party

More than 100 campus employees attended a Halloween party Oct. 30 hosted by the North STARS, North's employee recognition group. The event included food and prizes for the best Halloween costume and Halloween-inspired dish.

Collaboration Day

North's Teaching and Learning Center sponsored a Fall Quarter 2015 Collaboration Day for college employees on Oct. 29. The core theme of the professional development day was Advancing Student Success. Workshops included diversity inclusion, the Women's Center and how faculty can support current students registering for the following quarter. With a focus on professional development for North's staff (classified, exempt, faculty and professional), the Teaching and Learning Center plans and implements Collaboration Days quarterly except during the summer.

Seattle Symphonic Band Concert

North Seattle College's community band, the Seattle Symphonic Band, presented their fall concert on Nov. 22. The band program included a composition in honor of the victims of the Aurora Bridge accident.

STARS Employee of the Quarter

STARS (Staff Representatives) and the President's Office recently announced the NSC Golden Star Employee of the Quarter Award for Fall Quarter 2015—James Armstrong. James is the manager of North's Evening Services and Testing Center.



To: Board of Trustees
From: Sheila Edwards Lange, Ph.D., Interim President
Date: December 10, 2015
Subject: President’s Report – Information Only

RESPONSIVE LEARNING AND TEACHING

Communities of Learning, Inquiry and Practice (CLIPS) support student success

CLIPS provide an opportunity for both full- and part-time faculty and staff to explore and develop diverse interests across disciplines, divisions and programs to promote student success. This quarter, three CLIP proposals have been approved, and each of the following groups will conduct research over the course of the next three quarters. In the spring, they will present their recommendations to the college:

- Faculty are engaging with local graduate programs to increase the pool of potential faculty of color.
- English faculty and advisors will embed advising into pre-college English courses and English 101 to help students get on track early.
- Humanities faculty, Multicultural Services staff and TRiO staff will embed best practices to support student success into Humanities 105, one of the highest-enrolled transfer courses at the college.

CATALYST FOR OPPORTUNITIES AND SUCCESS

First Quarter Experience classes equip new students with skills to succeed

This fall, the Humanities and Social Sciences Division and the Library are offering a new linked class called the “First Quarter Experience,” which teaches students about resources at Seattle Central that can help them succeed along. Students’ foundational writing and reading skills will also be addressed. The class was started after a Communities of Learning, Inquiry and Practice (CLIP) project group researched first-quarter experience classes at other institutions and found that the cohort-model class generally increased student retention and completion rates. This quarter, 25 students are enrolled in both “English 101” and “Information Literacy”. In the classes, students learn about tools that they can use to successfully navigate Seattle Central, and present a final capstone project where they reflect on college culture. They also participate in mentorship sessions with student leaders outside of the classroom.

TRiO director receives award from Evergreen State College

TRiO Director Ariana Cantu recently received a Teacher Excellence Award from Evergreen State College, which honors teachers who have had a significant impact on the lives of students. Cantu was nominated by a freshman student at Evergreen who recently transferred from Seattle Central. In his nomination, he wrote about the support and encouragement he received from Cantu that helped boost his confidence and successfully transfer.

Pacific Tower progress update

Last month, the President’s Healthcare Workforce Advisory Council met for the fourth time at the Seattle Central Health Education Center at Pacific Tower. The meeting was combined with a well-attended open house and tours of the new instructional labs and classrooms on the fifth and sixth floors. Over \$1 million of new instructional technology, ranging from laparoscopic surgery tools to high-tech mannequins, were delivered and installed prior to the event. Construction on the floors housing the Dental Hygiene and

Dental Assisting programs, administrative offices and library continues and is anticipated to be completed in early spring.

Allied Health staff are continuing to pack up and move instructional materials to the Health Education Center in preparation for classes to begin in January. The bulk of the physical move will occur in December after students leave for winter break. The Nursing program recently met with Pacific Medical Centers, a provider network that has a clinic in the Pacific Tower building, to establish a partnership between the two organizations in the building. This relationship will help Seattle Central Nursing students secure clinical placements in the clinic.

DIVERSITY IN ACTION

Nursing students raise awareness about suicide with Veterans Day memorial

In honor of Veteran's Day, VetCorps Navigator Tony Muething and several of his fellow students in the Nursing program created a display to draw attention to the military's alarming suicide rate. It featured 22 pairs of boots to symbolize the 22 active-duty and veteran suicide deaths that occur each day. The group distributed information about resources for mental health, suicide awareness and veteran support. They are also conducting a research project for their Psychosocial Nursing class on Post Traumatic Stress Disorder (PTSD) and traumatic injury among veterans. Having this background about veterans will help them become better nurses and allow them to look for warning signs that could save lives.

Wood Technology and PACT students create housing for homeless communities

Wood Technology students are currently constructing two houses for homeless individuals at a Nicklesville Tiny House Village Encampment in the Central District. Students in the Pre-Apprenticeship Construction Training (PACT) program at SVI are also constructing two houses for the projects as well. Seattle Central and SVI joined with several other carpentry and apprenticeship programs that were asked by the Low Income Housing Institute (LIHI) to build the Tiny Houses using donated materials. The two programs were acknowledged for their contributions at a recognition ceremony in October, and Q13 will feature SVI's PACT program in an upcoming story about the project. The village, which will feature 15 houses with electricity, insulation and plumbing, is expected to be completed this month.

"Octavia's Brood" authors present on speculative fiction and social justice

Last month, the library and campus art gallery collaborated to present a special author reading of "Octavia's Brood," a book of short science fiction stories inspired by social justice movements. The authors Adrienne Maree Brown and Walidah Imarisha presented their stories about social justice and discussed the works of Octavia Butler. The library also hosted breakout sessions for classes to discuss issues such as collective organizing and transformative justice. The art gallery also hosted a special exhibit for the event with student and community artists.

COMMUNITIES ENGAGEMENT

Community forums produce key input on future of Seattle Vocational Institute (SVI)

SVI held a series of community forums to gain insight on the community's ideas for educational programs that SVI should offer to best serve the needs of the community. Interim President Sheila Edwards Lange and Maureen Shadair, interim dean of Instruction and Community Partnerships, facilitated each forum.

Community leaders, technical advisory committee members, elected officials and interested citizens shared their viewpoints on the future of SVI. All emphasized the need to revitalize SVI and keep it open to

the community and relevant to the current job market. The participants expressed the need to serve underrepresented populations and to incorporate more wrap-around services and assistance with basic skills, computer literacy and career path development. A full report of the forum outcomes will be available soon.

Seattle Maritime Academy to engage with high school students about maritime career options

The Seattle Maritime Academy (SMA) recently received a grant from the Washington Sea Grant program at the University of Washington that will establish an experimental-based learning program to introduce high school students to in-demand career opportunities within the maritime industry. The \$150,000 grant will allow SMA to provide 240 high school students and sixteen teachers or counselors with a four-day, hands-on training session. SMA will partner with Ballard High School's maritime program and the Puget Sound Skills Center to bring this program to underrepresented students.

College president receives Urban League honor

Dr. Edwards Lange was recently honored with the Edwin T. Pratt Award by the Urban League of Metropolitan Seattle, given annually to an individual who demonstrates a commitment to the organization's values. Dr. Edwards Lange received the award for her contribution to youth and vulnerable populations, in particular for her role in improving the climate for and retention of diverse students, faculty and staff at UW. She was honored during the Urban League's Annual Breakfast earlier this month.

Meeting with SPD chief spurs action on campus security

Dr. Edwards Lange met with Seattle Police Department Chief Kathleen O'Toole to discuss a variety of topics related to campus security. Several encouraging steps will be taken as a result of this meeting:

- The captain of the East Precinct and his command staff will meet with Seattle Central's leadership team to discuss safety and security issues on campus.
- Seattle Central will participate in the SPD Safe Place program to provide a safe place for LGBTQ individuals and others.
- The college will again offer the Community Policing 101 course, an effort between the college and SPD to recruit individuals from communities of color to help diversify SPD's ranks.
- College leadership will meet with an expert in environmental crime prevention tactics.

Apparel Design and Development students create design for Goodwill Gala

Five apparel design students submitted designs for Goodwill's annual Glitter Gala and Fashion Show fundraiser held in early November. Nearly 30 students from around the region were given less than an hour in the store on Dearborn Street to gather materials to design and construct new looks by repurposing textiles and household items. Two Seattle Central students were among the three challenge winners: Jillian Harrison won Best Use of Materials and Sky Jordan King won Best Interpretation of Theme.

MEMORANDUM

TO: Board of Trustees

FROM: Gary Oertli, President

DATE: December 10, 2015

SUBJECT: PRESIDENT'S REPORT – INFORMATION ONLY

South Selected for AACC Pathways Project

South Seattle College is one of only 30 community colleges across the United States selected to participate in the American Association of Community Colleges' Pathways Project. South will join a diverse collective of colleges in a two-year commitment, funded by the Gates Foundation, to refine a pathways approach to student success and college completion. The work will closely align with our internal South 2017 initiative and strategic planning, and will integrate and scale with existing projects across campus. South is working hard to become a national leader in improving completion rates, and that work will undoubtedly result in a better future for those who choose to learn here.

Chancellor Search Forum held at South

South Seattle College welcomed Board of Trustees Chair Steven Hill and American Association of Community College Trustees Consultant Laura Sanders to our campus on November 16 for the first in a series of *Chancellor Search* forums. The goal was to gather input from our staff and faculty on the challenges and opportunities the next chancellor will face, and the skills and characteristics we would like to see in the next district leader. The far-ranging conversation brought out several important factors that I hope will aid the search process.

"South on the Same Page" Diversity Discussion had a Twist: Silence

South on the Same Page is a campus-wide initiative to participate in the creation of a statement on equity, diversity and inclusion (EDI) that reflects the language, values and needs of our diverse institution. On November 13, we held an interesting twist called "Chalk Talk," where the conversation took place through written words only. Participants wrote their thoughts surrounding EDI on post-it notes posted to the wall, and were able to respond to other notes through a "silent" conversation. Discussing EDI can be difficult for some, and this creative approach allowed everyone to participate.

New Aviation Program Helps Veterans Transition into Civilian Careers

This quarter, our Aviation department launched a training program with partners from Joint Base Lewis-McChord and the local aerospace industry to assist the transition of 13 military aircraft mechanics out of service and into employment in the civilian aviation industry. We are proud to have these service members as our students, and glad to play a supportive role in their transition back to civilian life. King 5 News ran a story about the program on Veterans Day, providing an introduction to a larger audience that will help us connect with additional veterans for future cohorts.

Winter Quarter Registration for Veterans Shows Significant Uptick

We held early registration appointments for veterans, their spouses and dependents in advance of our upcoming winter quarter and had a record number of people take advantage of the service. Traditionally, we see about 100 people. This time around, we served 296!

Northwest Wine Academy Celebrates 2015 Fall Release

From November 19-21, South's Northwest Wine Academy (NWWA) welcomed wine enthusiasts and professionals from the Puget Sound and beyond to participate in our *2015 Fall Release* event. Over three days, the NWWA released seven new student-produced wines, offered complimentary appetizers (crafted by our Culinary Arts students) and wine tastings, and held an Alumni Night where past-NWWA students shared their professional creations. The *Fall Release* is a perfect way to introduce our community to the NWWA, and celebrate both our up-and-coming wine professionals working through the program and those who have graduated and established their careers.

Center for International Education holds International Education Week

South's Center for International Education held a series of events from November 16- 20 in recognition of *International Education Week*, a celebration of the benefits of international education and exchange worldwide. Events were tailored to both international students studying at South, and domestic students interested in studying abroad. From international cooking classes to photo contests and study abroad workshops, the well-conceived events were both entertaining and educational.

Aviation Instructor Named a Top 40 Maintenance Professional

Aviation Maintenance Technology Instructor Anton Amaratunge has been named a *Top 40 Under 40 Next Generation Aircraft Maintenance Leader* for 2015 by Aircraft Maintenance Technology magazine, a prominent aerospace industry publication. Anton grew up near an airport in Sri Lanka, and has had a lifelong fascination with the mechanical feat of flight. He

shares that passion and his expertise deftly with our students, and it is wonderful to see recognition of Anton's skills expand to the national scene.

AANAPISI Art Gallery Extended

South's current art gallery exhibit, *The Growing Visibility of Asian Americans and Pacific Islanders: The Legacy of the AANAPISI Designation*, has been such a hit amongst students, faculty, staff and our surrounding community that the decision was made to extend the show until December 10. The exhibit features an impressive array of art and artifacts (including displays from the Burke Museum) celebrating Asian American and Pacific Islander culture, history and artwork, while also reflecting on the great service our AANAPISI (Asian American and Native American Pacific Islander-Serving Institution) department has provided to students from those populations.

Female Computer Science Students Attend Grace Hopper Conference

From October 13-17, five South students attended the *Grace Hopper Celebration of Women in Computing* conference in Houston, Texas with support from scholarships and S&A fees. The conference is the world's largest gathering of women technologists, and for computer science students Sarah Phillips, Halima Omar, Mary Edwards, Chloe Wake and Kim Page it was an amazing opportunity to meet with trailblazers in their industry and attend a wide variety of workshops. The students reported back on their experience on November 9, and we as a college celebrated their hard work and our role in training female computer scientists who will help transform this traditionally male-dominated field for the better.

Student-Focused Smartphone App Released

Our Student Life department has been hard at work over the past year developing content for a South Seattle College smartphone application that puts important information and functions in our students' hands. The app was released for both Apple and Android operating systems this fall quarter, and student response have been very positive. Download numbers are quite high, and users are doing everything from communicating with fellow students and staff on discussion boards to exploring classes, the student handbook and campus calendar. As more and more (especially younger) students spend more time engaging information through their phones as opposed to desktop computers, getting that information to them in a smartphone format makes for an improved student experience.



November 24, 2015

Report from AFT Seattle for December 2015 Board of Trustees meeting

AFT Seattle will have completed the vote on the 3% COLA by the December BOT meeting. Next it's time to prepare for bargaining on the entire Faculty contract. There is pent-up frustration, and sometimes even anger, about the current state of salaries and working conditions. Workload gets increased, sometimes without us realizing that new duties have been added or that tasks take more time than they used to. And salaries don't rise commensurate to the added work. Worries of instability in employment cause stress for faculty, leading to low morale and high turnover. Our less-than-ideal situation has an effect on students, not because faculty don't care enough, but because worry and stress creep in.

We have to face the reality of the defunding of higher education, but not surrender to it as a permanent situation. Education is for the greater good, and we can't ever stop pointing that out to our state leaders and tax payers. Yet, the biggest pressure will be on us here in the Seattle Colleges district to fix the situation. So we want to bring our best minds together to consider the best information at hand for coming up with answers.

The committee working to implement the Diversity MOU met on November 4, and again on December 2. While we try to schedule a training with leaders in the field from Oregon State University, there are things we can do this year to further the goals of the committee. On December 4, the focus was language in job descriptions. Faculty members of the committee looked through job descriptions currently used across the district. The focus was identifying gaps that could be filled with stronger language on cultural competence and attention to diversity. We also looked for examples where that had already been incorporated. The group wishes to encourage positive changes now, as these will affect hiring of new full-time faculty for next fall, and part-time faculty who are hired year round.

AFT Seattle reviewed a statement opposing Anti-Muslim and Anti-Refugee Rhetoric presented by our Human and Civil Rights committee. AFT Seattle abhors violence and hate in any form. We commit to educating against discrimination and hate. (statement will be shared on December 10)

Respectfully submitted

Annette Stofer

MEMORANDUM

TO: Board of Trustees
Seattle Community College District

FROM: Sarah E. Baker
Student Administrative Council Chair
North Seattle College

DATE: December 10, 2015

SUBJECT: STUDENT ADMINISTRATIVE COUNCIL BOARD REPORT –Information Only

- Gender Neutral Bathrooms – Headed by the Student Cabinet Coordinator, Marlon Do Couto, North Seattle is working toward creating gender neutral bathrooms on campus. The initiative has been approved by the College Council and at this time is moving to the E-Team. Next steps are getting new signage and enclosing urinals in the current men’s restrooms in key locations on campus for a trial basis.
- District SL Meeting – On Tuesday, November 17th, the lead officers of North, South, and Central came together on the Central campus to discuss issues and ideas impacting each school and our district. Agenda items included gender neutral bathrooms, textbook affordability, redefining basic education, and the annual Olympia rally. There were approximately 30 people in attendance.
- Hiring – Thursday, November 19th, the hiring committee for Student Leadership went through the first round of group interviews. The second round occurred on Friday, November 20. A total of 16 applicants were interviewed to fill a total of 5 positions on the Student Leadership team. Offers will have been made to applicants by the week of November 23rd.
- Club Fair – Thursday, November 19th was the first club fair of the year. 12 clubs participated and there were 100 people in attendance. This event is put on each quarter in the hopes of building community through club engagement.
- Trans Day of Remembrance - Thursday, November 19th North held a celebration for the annual Trans Day of Remembrance. The event included featured art, a DJ, and a reading of the names for those trans individuals who were documented to have been killed in the past year due to hate crimes.
- NED Talks – Modeled after TED Talks, North’s Education and Diversity (NED) talks featured four different speakers. With an international theme, topics included Voluntourism, Brazil, therapy through laughter, and steps to success. There were 30 people in attendance.

MEMORANDUM

TO: Board of Trustees
Seattle Community College District

FROM: Nickey Mitchell
Executive for Administration
Seattle Central College Associated Student Council

DATE: December 10, 2015

SUBJECT: Associated Student Council Report-Information Only

Associate Member Selection.

We closed our applications process for six Associate members to serve alongside the Executives of the Associated Student Council. It was a huge success. Last year in Spring Quarter when I applied for my Executive position there was only 16 completed applications. This year for the Associates we nearly doubled that to a total of 29! We have been interviewing candidates throughout the month and will finalize selections by the end of quarter.

Octavia's Brood, November 16th

The College Activities Board collaborated with faculty and other departments to bring "Octavia's Brood" a program inspired by literary genius Octavia E. Butler, whose science fiction works included strong social justice themes. Events included story sharing and sessions with the writers such as Adrienne Marie Brown, and Walidah Imarisha, and a student works exhibit at the Rosetta M. Hunter Art Gallery.

Basketball Shooting Competitions, November 12th

The Tournaments and Games team hosted Men's and Women's Basketball shooting competitions at the Mitchell Activities Center.

Veteran's Day Celebration November 10th

No school on Veteran's Day to honor our veterans, but the day prior the Student Veterans Association hosted a celebration to honor all those that have served in the armed forces. There was a lunch and students were able to ask questions.

Poetry Night November 05th

The College Activities Board was proud to host a well- attended poetry night at Erickson Theatre featuring student and community poets.

Comedy Night, November 04th

The Student Opticianry Society hosted a Comedy Night fundraiser at the Broadway Performance Hall.

Kurtis Blow, November 02nd

The College Activities Board was proud to present Kurtis Blow. Kurtis Walker a.k.a. Kurtis Blow is an American Rapper/Record Producer and was the first to sign to a major commercial record deal. He helped influence the genre in the 1980s.

Library Conversations On Social Issues

As always every Thursday at 12pm with excellent turnout, the Seattle Central Library hosted conversations social issues worth discussing. This month we had The Capital Hill Eco district: Advancing Neighborhood Sustainability by Joel Sisolak, Seattle Housing Prices: What Happened? By our very own Ty Pethe, and The Role of Education in Structural Racism by Robin Nussbaum and Regent Brown.

Thank You.

MEMORANDUM

TO: Board of Trustees
Seattle Colleges

FROM: Robert Andrew Ribaudo
President, United Student Association
South Seattle College

DATE: December 10, 2015

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

USA votes to support the idea of becoming a Tobacco-Free Campus November 3

After thoughtful discussions, including a campus wide forum, and in response to concerned students, the USA voted 4 to 2, with 2 abstentions, to support measures aimed at creating tobacco free campus. After the vote, student leadership at each of the district colleges have expressed desire on advocating for smoke free or tobacco free policies.

Socks from South – Clothing Drive for Veterans & Families

Student government and the Veterans Student Center held a “Socks from South” clothing drive from November 9 into December, which was partnered with Seattle Stand Down for Veterans to gather clothing and raise awareness about the struggles endured by homeless veterans and their families. Attendees also brought socks and warm clothes to a campus Veteran’s reception. South Seattle College also created a coin that was distributed to our student veterans in recognition of all they have done for our country, and to thank them for being part of the South community

Million Student March (Rally) November 12

The Million Student Rally /March was a day of local actions. From coast to coast, college, and graduate students, recent graduates, campus workers, former students, parents, and grandparents organized rallies and marches on college campuses and high schools uniting in a day of action to demand tuition-free public college. At South Seattle College, we were joined by Seattle City Council member Kshama Sawant who spoke on the importance of higher education in today’s workforce and the Socialist Alternative Party providing information to students on the initiative of free tuition. The event also gave students the ability to take the stage and raise their voice on issues impacting them on campus.

Movie Screening

On November 24, Social Activities Officer Ahky Ho, held three screenings of the movie, "Inside Out." The event promoted campus community building and provided students the opportunity to interact with others in a fun and relaxed atmosphere.

United Student Association 2015-2016 Team

| <u>Name</u> | <u>Position</u> |
|--------------------|--------------------------------------|
| Robert Ribaudo | President |
| Ryan Lonergan | Vice-President & Legislative Liaison |
| Amelia Nguyen | Issues & Concerns Officer |
| Vanessa Le | Public Relations Officer |
| Yousuf Dirie | Community Service Officer |
| Tyler Yamashita | Treasurer |
| Rika Bahaman | Communications Officer |
| Ahky Ho | Social Activities Officer |