



Board of Trustees

**October 10, 2024
1:30 p.m.**

Big Bend Community College
ATEC Building/Masto A/B Room
7662 Chanute St NE
Moses Lake WA 98837

Big Bend Community College District #18

Governing Board:

**Chair Gary Chandler, Vice Chair Amy Parris, Anna Franz,
Bethany Martinez, Juanita Richards,**

President Sara Tweedy

2024 Meeting Schedule

Thursday, February 1, 2024 at 1:30 p.m.

Thursday, March 14, 2024, at 1:30 p.m.

Thursday, May 9, 2024, at 1:30 p.m.

Thursday, June 6, 2024, at 1:30 p.m.

Thursday, August 29, 2024, (Retreat)

Thursday, October 10, 2024, at 1:30 p.m.

Thursday, December 12, 2024, at 1:30 p.m.

Board Goals (adopted October 12, 2023)

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

<div> <div>BIG BEND COMMUNITY COLLEGE</div> <div>Fall Quarter 2024 Student Activities - Calendar of Events</div> </div>						
September 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 Beginning of Hispanic Heritage Month	16	17 Constitution Day National Voter Registration Day	18	19 We Are Vikings (WAV) Event 11am-2pm STEM Center Parking Lot	20	21
22	23 First Day of Fall Quarter Classes	24	25	26 Alejandra Campoverdi Guest Speaker Event 11am-12:30pm Lunch served at 12:30 for attendees Masto (1800 bldg)	27	28
29	30					
October 2024						
Check your emails for opportunities to take part in intramural sports!	Disability Awareness Month	1	2 Ping Pong Tournament Viking Lounge (check email for more details) Volleyball vs. Columbia Basin 6pm	3 Campus Blood Drive 11am-1pm	4	5
6	7	8 ASB Pancake Breakfast 9-11am Dining Commons (1800 bldg)	9	10	11	12
13	14	15 Club Showcase 11am-1pm Viking Lounge (1400 bldg) Pizza Included	16 Dodgeball Tournament Viking Lounge (check email for more details)	17	18	19
20	21	22	23	24	25 Trunk or Treat 5-6:30pm DeVries Parking Lot Volleyball vs. Blue Mountain 6pm Costume Contest	26
27	28	29	30	31 ASB Halloween Movie Night 7pm Location TBD		
November 2024						
					1	2
3	4 Dia De Los Meurtos Event 11am-1pm Dining Commons	5	6 Volleyball vs. Wenatchee Valley 6pm	7	8	9 Volleyball vs. Treasure Valley 6pm
10	11 Food Drive competition begins!	12	13	14 ASB Pancake Breakfast 9-11am Dining Commons (1800 bldg)	15	16
17	18	19	20	21 Last day to drop a class	22 Food Drive competition ends!	23
24	25	26	27	28	29	30
December 2024						
1	2 De-Stress Fest (check your email for more info)	3 De-Stress Fest	4 De-Stress Fest	5 Last day of instruction	6	7
8	9 Final Exams	10 Final Exams	11 Final Exams	12 Final Exams	13	14
15	16	17	18	19	20 Grades Available	21
22	23	24	25	26	27	28
29	30	31				

Big Bend Community College does not discriminate on the basis of race, color, national origin, sex, gender, disability, age, or any other legally protected status in its programs or activities. The following person(s) have been designated to handle inquiries regarding the non-discrimination policies. Kim Garza, Title IX Coordinator, Building 1400, Office 1449 at (509) 793-2010 or king@bigbend.edu or the Accommodation & Accessibility Services Office, Building 1400, Office 1472 at (509) 793-2027 or aas@bigbend.edu.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, October 10, 2024, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
 2. Mission Moments – Phi Theta Kappa Introductions
 3. Public comment
 4. Consent Agenda **(E-1, E-2, E-3, E-4)**
 - a. Meeting Minutes June 6, July 24, August 29, 2024 (action)
 - b. Accreditation (Information)
 - c. Assessment
 - d. Student Services (Information)
 - e. Finance & Administration Report (Information)
 - f. Human Resources Report (Information)
 - g. Foundation Report (Information)
 5. Faculty Updates – Faculty Association – Dr. Dennis Knepp **(E-1, Information)**
 6. ASB Update – ASB President
 7. President's Update
 - a. Enrollment Report **(E-1, Information)**
 - b. Tuition Collection Report **(E-3, Information)**
 - c. OFM Budget Error **(E-3, Information)**
- Executive Session – President Tweedy/Trustees*
8. 2024-25 Proprietary Budget Presentation – Director Jackson Wilks **(E-3 Action)**
 9. Exceptional Faculty Award Presentation Ryan Duvall **(E-1, Information)**
 10. WAC Revisions for Review – Dean Andre' Guzman **(E-1, E-2, E-3, E-4 Review)**
 11. BP1000 for Revisions – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
 12. Board Policies for Review – President Tweedy **(E-1, E-2, E-3, E-4 Review)**
 13. Board Chair Matrix – Trustees **(E-1, E-2, E-3, E-4 Information)**
 14. President's Evaluation **(E-1, E-2, E-3, E-4 Information/Action)**
 15. Board's Self-Evaluation and Goals **(E-1, E-2, E-3, E-4 Information/Action)**
 16. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
 17. Big Bend in the Community/Board Meetings – President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
 18. Draft 2025 Board Meeting Schedule **(E-3, Action)**
 19. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
 20. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
 21. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

Thursday, December 12, 2024 (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #2: Mission Moments (information)

BACKGROUND:

Vision:

Be our community's first choice to dream, learn, and
succeed.

Mission:

Big Bend Community College

Serve as a Bridge

Stand as a Leader

Support for Success

Guiding Principles:

Honor our Role as a Hispanic-Serving Institution

Advocate for Equity, Inclusion, & Diversity

Embrace our Workplace Norms

Innovate Proactively

Model Integrity

Educate All

Approved by the Board of Trustees October 28, 2021

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #3: Public Comment (information)

BACKGROUND:

Per Board Policy 1000, the chair shall announce at the beginning of each meeting that interested citizens or groups may make five-minute oral or written presentations to the board regarding any item on or off the agenda. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #4: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the board meetings held on June 6, July 24, and August 29, 2024 are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:

President Tweedy recommends the Board of Trustees approves the minutes.

RECOMMENDED MOTION:

"I move to approve the consent agenda as presented."

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Regular Board meeting Thursday, June 6, 2024, at 1:30 p.m. in person.

Present: Gary Chandler
Anna Franz
Bethany Martinez
Amy Parris
Juanita Richards

2. Mission Moments

Board Chair Gary Chandler announced the names of employees who have earned awards this year. Workforce Education Services led by Director Yolanda Ibarra earned the NWCCU Beacon Award for Excellence in Student Achievement & Success. Dr. Tyler Wallace earned the ACT Faculty Member Award. Director of BEdA Jody Bortz earned the ACT Professional Staff Member Award. Faculty member David Mayhugh was voted by students as the Outstanding Full Time Faculty member. BASM Instructor Alexia Lawrence was voted Outstanding Part Time Faculty member by students. BASM Staff Niki Allinson was voted Outstanding Staff Member by students. Instructors Ryan Duvall, Kaja Englund, and Dr. Steve Ausere received Exceptional Faculty Awards. Retirees Ted Mata, Tom Willingham, and Kim Jackson will be celebrated tomorrow during the campus celebration luncheon.

3. Public comment

There was no public comment.

4. Consent Agenda

Motion 24-20 Trustee Amy Parris moved to approve the consent agenda.
Trustee Anna Franz seconded, and the motion passed.

5. Faculty Updates

Faculty Association President Dr. Tyler Wallace shared faculty news. IST Instructor Justin Henley helped the Mechatronics Club host a booth at the ASB carnival. Instructor Henley also shared that two IST students just accepted jobs/internships at Boeing. Criminal Justice Instructor Kaja Englund participated in a fingerprinting lab. Computer Science Instructor Michell Valdivia and students met with Microsoft to discuss opportunities. ECE Instructor Michele Reeves shared with Dr. Wallace that ECE classes will be taught in Spanish in Mattawa, Royal City, and Othello. Biology Instructor Christy Welch has been taking her students on botany field trips. Agriculture Instructor Aaron Mahoney's students visited irrigation districts, hosted a plant sale, and enjoyed visitors from Uzbekistan.

High School Completion/BEdA Instructor Melissa Heaps shared about her class. She leverages her course to include art, history, and English. They held their first annual

BEEdA Art Show in the fall. Students are joining college classes such as Instructor Dustin Regul's art class to help them transition to college credit classes. Instructor Heaps shared the students' artwork and poetry.

Computer Science Instructor Michelle Valdivia shared about the computer science classes. Students will present during STEMposium featuring a posters. Students are working on projects and learning project management while they prepare for STEMposium. The class also met with Microsoft and discussed organizational changes. Hoping for internship opportunities for the IT students. Microsoft has opened their scholarships to fund additional costs such as fuel and daycare.

6. ASB Updates

ASB President Ty Tait shared about ASB and collaboration with administration. Student Recognition Night was very rewarding for attendees. Carnival was held last week for students and their families attended. Many administrators and others participated in the dunk tank. Destress events were held in the lounge and today and ASB also hosted an HSI event. Students are excited about graduation next Friday. Director of Student Programs Sidney Dickerson introduced 2024-25 ASB Officers Juan Herrera and Judah Tadema.

8. Sabbatical Presentation

Dr. Dennis Knepp shared about his Sabbatical experience. He talked about the writing process and how he used new resources such as digital archives to write "Consider Two Audiences for 'The Fixation of Belief'" submitted to the *Transactions of the Charles S. Peirce Society*.

7. President's Update

President Tweedy shared the names of new employees and positions that are open and reviewed the tuition collection report which is on track to meet the budget. She also shared employee recruitment efforts.

President Tweedy announced that she awarded Offset Printer Operator Ted Mata with the Presidential Award for Meritorious Service; he retires June 30.

Dr. Tweedy announced that Big Bend is collaborating with Wenatchee Valley College on a BAS on Behavioral Health Specific in response to workforce need. UW has built the curriculum to achieve the credential as identified by SSB 5189. The SBCTC has approved the initial Statement of Need that was submitted in May of 2024. There are additional steps to pursue. Big Bend and WVC are working with Thriving Together for additional funding to develop the degree. Each college has their own classes, both online and clinical instruction, and will share some instruction.

Dr. Tweedy shared details from the recent PACE Survey results including the highest and lowest rated areas.

Highest: My supervisor/chair expresses confidence in my work, 4.377. I feel my job is relevant to this institution's mission, 4.359. My supervisor/chair is open to the ideas, opinions, and beliefs of everyone, 4.133. Student diversity is important at this institution, 4.034. I have the opportunity to express my ideas to my supervisor/chair in appropriate forums, 4.023.

Lowest: I am given the opportunity to be creative in my work, 4.017. There is a spirit of cooperation within my work team, 4.011. My supervisor/chair seriously considers my ideas, 3.955. My primary work team uses problem-solving techniques, 3.937. Staff (non-instructional, non-administrator) meet the needs of students, 3.922.

Lastly, Dr. Tweedy shared that there will be a record number of graduates (593) on June 14.

Board Chair Gary Chandler announced a 15-minute Executive Session at 2:30 p.m. to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The session was extended by 5 minutes and then extended for an additional 5 minutes. The meeting reconvened at 2:55 p.m. No actions were taken during the executive session.

9. 2024-25 Operating Budget

VP Linda Schoonmaker stated there is a large increase in budget provisos that mandate how the funding can be spent. Presidents are advocating to receive funding that is not a proviso and can be spent on the individual colleges' priorities. \$16 million is allocated in state funding with a few amounts in reserves that have not been distributed yet by the SBCTC. Reserve money was not spent in ~~2023-24~~ 2022-23 and as we wrap up 23-24 we also aren't expecting to use any. If all expenses noted are spent, we will need to pull out \$1.6 million from the reserves which total about \$8 million. There may be salary savings when people leave if positions are not filled immediately. Reserves are for rainy days and leadership is making investments in personnel to make a positive difference for employees and reduce turnover. Personnel costs are \$21 million including benefits. Trustee Chandler expressed concerns about spending reserve funding. Our enrollment may continue to grow which will help.

Motion 24-21 Trustee Anna Franz moved to approve the 2024-25 operating budget. Trustee Bethany Martinez seconded, and the motion passed.

10. 2023-24 Mission Fulfillment Report

The Mission Fulfillment Report is an evaluation of the previous year and how Big Bend Community College has met our priorities. The Vice Presidents Kim Garza, Bryce Humpherys, and Linda Schoonmaker each presented their portions of the Mission Fulfillment Report. Dr. Tweedy discussed the color-coded scorecard.

11. BP6101 Tuition & Fee Waivers

Motion 24-22 Trustee Anna Franz moved to approve revisions with corrections BP 6101 Tuition & Fee Waivers. Trustee Juanita Richards seconded, and the motion passed.

12. Employee Recognition

Ted Mata, Offset Printer Operator received the Presidential Award for Meritorious Service.

Motion 24-23 Trustee Anna Franz moved to award Emeritus status to retired Director of Student Program Kim Jackson. Trustee Bethany Martinez seconded, and the motion passed.

13. Board Chair Rotation

The board reviewed the board chair rotation schedule with Trustee Amy Parris moving to Board Chair in October.

14. 2023-24 Board Goals

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

The trustees discussed sub-committee membership. Chairs of committees will convene with their members and bring information to the board retreat in August.

Trustee Gary Chandler and Juanita Richards to discuss their goal. Trustee Anna Franz and Gary Chandler need to review the indicators and schedule a meeting with the president about indicators available.

Trustee Amy Parris will have more information about how to review policies for sharing at the retreat in August.

15. Board Retreat Planning

16. Assessment of Board Activity

Trustees submitted their activities in writing which included tenure review activities.

17. Big Bend in the Community

Board Chair Gary Chandler met with college leaders to discuss holding meetings in the service district communities. The meetings will provide opportunities to interact with legislators and community members together and continue to grow partnerships. This event planning is in process.

18. Next Meeting

The next meeting was confirmed for the board retreat on August 29.

Discussed possible special meeting dates of July 22-25 to take action on the revised Student Code of Conduct and the Negotiated Agreement.

19. Miscellaneous

Adjournment 3:30 p.m.

Gary Chandler, Board Chair

ATTEST:

Sara Thompson Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Regular Board meeting (Retreat) Thursday, August 29, 2024, at 9:00 a.m. in person at the Quincy Business & Event Center.

Present: Anna Franz
Gary Chandler
Bethany Martinez
Amy Parris
Juanita Richards

1. Negotiated Agreement

Vice President Kim Garza described the two-year negotiated agreement and highlighted significant revisions.

Changes to the Probationary Tenure Process to better align with RCW 28B.50.850 et seq.

Reached agreement on the responsibilities for serving as a College in the High School Liaison and payment for such work.

Reached agreement on steps to strengthen and support the advising model.

Reached agreement on a framework that will provide Associate Faculty with the necessary tools and support to ensure their effectiveness in instruction and student responsiveness.

The faculty association approved the negotiated agreement unanimously.

After previously balancing the budget with salary savings, Big Bend will grow enrollment and continue to budget conservatively to cover salary increases. The board will monitor regular budget updates. The past two fall quarters have shown increased enrollment numbers.

Motion 24-25 Trustee Anna Franz moved to approve the 2024-2026 Negotiated Agreement. Trustee Juanita Richards seconded, and the motion passed.

2. Probationary Tenure Update

VP Bryce Humpherys reported that a task force has developed a framework, developed a teaching statement, and changed an evaluation to a survey. These items were formally approved by campus stakeholders after being piloted by instructors who were not in the probationary process. The 2024-26 negotiated agreement includes changes

to the probationary process including a fourth year in the probationary tenure process if needed. There is also a professional development plan that supports faculty post-tenure. Formerly there were seven standards and currently there are four standards which identify the specific types of data that could be collected. Associate Faculty Tyler Wallace reported his agreement to the revisions. The board will see both processes for the probationary professors. Professors who are already in the process will continue with their original process and newly-hired professors will begin with the new process. Board members expressed their support of the new process.

3. Barbara and Ken Jacobs Building Naming

Motion 24-26 Trustee Anna Franz moved to approve the naming of the 1200 Building to the Barbara and Ken Jacobs Building. Trustee Bethany Martinez seconded, and the motion passed.

4. Trustee Sub-Committee Reports

Trustee Anna Franz reported the evaluation of ends were discussed with President Tweedy and Dean of Institutional Research Valerie Parton. They drafted initial data descriptions for the evaluation of ends for feedback. Planning to take action during the October 10 meeting. The group discussed the context of community climate such as a pandemic, natural disaster that will be considered with the data for the ends evaluation. Trustee Amy Parris suggested adding student or employee survey, and enrollment and success by demographics information in the E-4 data gathering.

Trustee Amy Parris led the conversation around the DEI goal. She shared information from the CEID webpage including terms, pronouns and inclusive language, which will be good tools for reviewing the board policies for revisions. She proposed to review and take action to include DEI wording on five board policies per board meeting. The subcommittee will continue to review the policies and draft changes.

Trustee Juanita Richards led the conversation around the annual board of trustees study session calendar. She listed the recurring items that will be new learning for new trustees and refreshers for others. Also, discussed board team building activities including campus and department tours, more time to prepare for the Mission Fulfillment report, separate zoom study sessions, and visits to campus facilities. Trustee Richards also discussed adding the calendar of Foundation meetings annually so all trustees can rotate attendance at the foundation board meetings as well as adding past trustees to the education rotation for the Zoom study sessions. A draft 2024 agenda calendar will be included in the October meeting. She also suggested board members could lead the study sessions modeled on the ACT Trustee Tuesday events. Team building ideas some activities. Merge JR's doc to recurring calendar and Fdtn board meetings.

Bio break 10 minute at 10:24 a.m. meeting reconvened at 10:34.

4. President's Evaluation

Add metrics in final form at the Oct meeting.

At 10:38 Board Chair Gary Chandler announced that the Board would adjourn to executive session for approximately 15 minutes to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session was extended by 15 minutes and then by 10 minutes three times and the session concluded at 11:38 a.m. No actions were taken during the Executive session. A lunch break was announced at 11:38. Meeting reconvened at 1:00 p.m.

5. Board Self Evaluation

Page 15 of BP1000 reference to focus group conference, (270 of the packet). Revise for the next meeting remove focus group conference. Remove Second paragraph of 4. On page 15 of the BP. first reading in October.

Eval 2023-24 board goals

Refer to 3 sub committees. Adoptin in Oct of dashboard monitoring statement met goal !. goals 2 retain, adopted scheduled. 3. Met and change to engage board study sessions, after JR's calendar. Retain 2 last board goals with modifications. Amy can do first draft of self evaluation. Amy will draft the 2024-25 goals for the Oct meeting.

Adjournment .

Gary Chandler, Chair

ATTEST:

Sara Thompson Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Wednesday, July 24, 2024, at 10:00 a.m. in the Hardin Rm in the ATEC Building on the Big Bend Community College campus

1. Call to Order

Present: Anna Franz
Bethany Martinez
Amy Parris
Juanita Richards

The Trustees discussed the proposed WAC revisions in response to the changes from the Department of Education regarding Title IX and the Student Code of Conduct.

Motion 24-24 Trustee Anna Franz moved to approve revisions to WAC 132R-04 as presented. Trustee Juanita Richards seconded and the motion passed.

The meeting adjourned at 10:05 a.m. .

Gary Chandler, Chair

ATTEST:

Sara Tweedy, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #4: CONSENT AGENDA (for information)

b. Accreditation

BBCC submitted its Northwest Commission on Colleges and Universities (NWCCU) Annual Report in August. NWCCU gathers information on key executives and the Board of Trustees Chair, enrollment trend data, National and Regional Peer Comparison Colleges, financial data, and BBCC's audited financial statement. This allows NWCCU to monitor the health of the college between accreditation reports and evaluations.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #4: CONSENT AGENDA (for information)

c. Assessment

Faculty are developing their assessment plans for the year and sharpening their focus on assessing student learning at the academic program level.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #4: CONSENT AGENDA (for information)

d. Student Services

*TRIO Student Support Services (SSS) and SSS – Science, Technology, Engineering, and Math (STEM) grant applications were submitted this summer. The purpose of the SSS programs is to increase the number of disadvantaged students, including low-income, first-generation college students, and students with disabilities who successfully complete a college degree and transfer to a baccalaureate program.

The BBCC SSS Project is committed to meeting the holistic needs of students by integrating social, emotional, and academic support into the programs. Through the First-Year Experience Course, work-based learning courses, service-learning opportunities, and civic activity engagement, the project provides a comprehensive framework for student success. The approach ensures that students are equipped with the knowledge, skills, and experiences necessary to thrive academically and professionally while fostering an inclusive and supportive community.

*Math and English faculty are reviewing placement methods to determine if alternative placement methods should be added and existing methods modified.

The math faculty are examining course success data in students' first math class to determine if math placement policies are positioning students for success in their first math class.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

- ITEM #4:** CONSENT AGENDA (for information)
- e. Finance & Administration Update

Ongoing Capital Projects: (updates in red)

1600 Classroom Remodel/Quad Xeriscaping: Remodel a few small classrooms and change landscaping: Plans submitted to county for review and permit. Work planned for **Fall 2024**.

1800 Storefronts (new exterior doors): **Punch list is satisfied. Project is completed.**

1000 Upgrade Panel Board: Replace breaker panels due to components exceeding their useful life. **Project is completed.**

1400 and 1700 HVAC: Replace HVAC systems in both buildings. **Project is completed.**

1400 Office #2 remodel: Room 1436 to be converted to 3 individual offices. 3 Offices complete. Remodel of testing area requested to add 2 additional offices and is expected to be complete by the end of **September**.

1500 Restroom and classrooms remodel: Awaiting permits, work most likely to begin after 1600 classroom remodel is complete.

Sewer and manhole infrastructure: Manholes to be relined and cleaned (currently), about 300' of sewer line to be replaced alongside gym to front of 1400. Timing to be determined.

Greenhouse @ 3700: Expected to be Fall project, dependent on approval of permits.

Prepared by VP Schoonmaker.

RECOMMENDATION: None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #4: CONSENT AGENDA (for information)

f. Human Resources & Labor Management

BACKGROUND:

Michelle Morley accepted the position of Dean of Workforce Education. This is a full-time, admin/exempt position replacing Daneen Berry-Guerin who returned to a faculty position. Michelle started her new position on July 1, 2-24.

Michelle Arceo accepted the Career Services & Workforce Development Coordinator position. This is a full-time, admin/exempt position replacing Tom Willingham who left BBCC in June. Michelle started her new position on June 16, 2024.

Miriam Garcia accepted the position of Program Assistant within the TRiO Upward Bound program. This is a part-time, classified staff position. Miriam started her new position on July 1, 2024.

Gillian Aguilar accepted the position of Program Assistant within Workforce Education Services (WES). This is a new non-permanent position. Gillian started her new position on July 16, 2024.

Michael Griswold accepted the position of Fiscal Analyst 2 in the Business Office effective July 16, 2024. Michael was promoted to the Assistant Director of Finance on September 16, 2024.

Christopher Glasgow accepted the position of Grounds and Nursery Services Specialist 2 within the Building & Grounds department. This is a full-time classified staff position replacing Roland Parsons who left BBCC in July. Christopher started his new position on July 16, 2024.

Jennifer Martinez accepted the position of Program Assistant within the Financial Aid department. This is a full-time, classified staff position replacing Arlene Vollema-Rich who left BBCC in April 2024. Jennifer started her new position on August 1, 2024.

Sidney Dickerson accepted the position of Director of Student Programs supporting the Associated Student Body effective August 1, 2024.

Erika Armengol was promoted to the position of Academic Coordinator in the TRiO Upward Bound Program. This is a full-time admin/exempt position replacing Sue Workman who retired in August. Erika moved to her new position on August 16, 2024.

Sarah Williams accepted the position of Student Retention Coordinator in the Advising and Retention department. This is a new admin/exempt position. Sarah started her new position on August 29, 2024.

Jason Hopkins accepted the position of Academic Advisor within the colleges Advising & Retention department. This is a new admin/exempt position. Jason started his new position on September 1, 2024.

Megan Thompson accepted the position of Academic Advisor within the colleges Advising & Retention department. This is a new admin/exempt position. Megan started her new position on September 1, 2024.

Kimberly Barreras accepted the position of Academic Advisor within the colleges Advising & Retention department. This is a new admin/exempt position. Kimberly started her new position on September 1, 2024.

Phillip Christian accepted the position of Academic Advisor within the TRiO SSS program. This is an 11-month, admin/exempt position replacing Liz Valle who left BBCC in May. Phillip started his new position on September 1, 2024.

Adam Wagner accepted the position of STEM Center Coordinator. This is a full-time, admin/exempt position replacing Dori Miller who left BBCC in July. Adam started his new position on September 1, 2024.

Mitch Herring was promoted to the position of Custodial Services Supervisor effective September 16, 2024. Mitch replaces Ron White who left BBCC in June.

Jasmine Galarza accepted the position of Academic Advisor within the TRiO Upward Bound program. This position replaces Erika Armengol who was promoted to Academic Coordinator. Jasmine started her new position on September 16, 2024.

Jada Addink accepted the position of Math Instructor. This is a full-time, tenure-track position replacing Erik Fleming. Jada started her new position on September 16, 2024.

Jonathan Bauer accepted the position of Math Instructor. This is a full-time, tenure-track position replacing Johanna Doty. Jonathan started his new position on September 16, 2024.

Daneen Berry-Guerin returned a tenured faculty position within Business & Accounting effective September 16, 2024.

Gina Cutts accepted the position of Manufacturing & Process Technology Instructor. This is a full-time, tenure-track position replacing Reza Sharifi. Gina started her new position on September 16, 2024.

Samuel Shuman accepted the position of Physics Instructor. This is a full-time, tenure-track position replacing Jim Lin. Samuel started his new position on September 16, 2024.

Mitch Poth accepted the position of Communications Instructor. This is a full-time, tenure-track position replacing Barbara Bush. Mitch started his new position on September 16, 2024.

Patricia Jones accepted the position of English Instructor. This is a one-year, non-tenured position replacing Allison Palumbo. Patti started her new position on September 16, 2024.

Jennifer Hanigan-Diebel accepted the position of Chemistry Instructor. This is a one-year, non-tenured position replacing Sarah Bauer. Jennifer started her new position on September 16, 2024.

Perla Garcia accepted the position of ECE Instructor. This is a one-year, non-tenured position. Perla started her new position on September 16, 2024.

Dru Ann Robertson accepted the position of Program Specialist 2 supporting Prior Education and Testing Services. This position replaces Kristin Young who left BBCC in May. Dru Ann starts her new position on October 1, 2024.

Abraham Guadarrama accepted the position of HEP Educational Planner supporting students in the HEP program. Abraham started his new position on October 1, 2024.

Recruitment & Selection:

The following searches are currently in process:

- Custodian 1
- Director of Flight Program Operations
- Director of Title V Project Heart Grant
- Director of Athletics
- Director of EOC & Outreach
- Fiscal Analyst 2
- Mail Processing Driver
- Program Coordinator – Course Materials
- Program Specialist 2 – Education/Early Childhood

Retention:

The Year-to-Date Turnover Rate through August 2024 is 12.698%. The breakdown of separation reasons includes 12-Other Job, 2-Relocation, 3-Retirement, 7-Resignation and 2-Involuntary. The goal for 2024 is to have a turnover rate less than 12%.

ITEM #4 CONSENT AGENDA (for information)

g. Foundation

BACKGROUND:

- The Foundation submitted a grant to the Lauzier Foundation on April 23, 2024, for the Greenhouse project. Aaron Mahoney did a fabulous job writing the proposal. On June 11 we received an announcement that we were awarded \$300,000.
- The Foundation helped secure an experimental airplane for the AMT program in June.
- Two new board members joined the Foundation board, Danielle Boss and Jennifer “Jen” Webb during the July 18th meeting.
- The BBCC Foundation hosted the Washington Association of Foundation Leaders bi-yearly meeting August 7-9, 2024. About 55 people attended.
- For the 2023-24 academic year the Foundation awarded **\$358,422** in scholarships, our projection is **\$480,000** for 2024-25.
- The Foundation budgeted \$10,000 for special requests. The email with the application went out on Monday, September 16, 2024, to BBCC faculty and staff. The deadline for the submission is October 18, 2024.
- The Barbara & Ken Jacobs building dedication, (Math/Science) is set for Friday, October 18, 2024, at 11:00 a.m. You all should have received an invitation.
- Met with another potential donor to sponsor a space in the WEC building.
- Cellarbration! for Education is scheduled for March 15, 2025. We sent out forty sponsorship letters. We have \$18,900 in commitments as of September 19, 2024

See all of our upcoming webinars and register cost-free at <https://alumlc.org/bbcc>. Be sure to explore past events for free on-demand viewing.

Upcoming Events



[How to Sell More Art \(Without Being Insta-Famous\)](#)

Miriam Schulman, Artist, Author and Business Coach

Wednesday, October 9th at 9:00 AM PDT



[Own Your Greatness: Overcome Impostor Syndrome, Beat Self-Doubt, and Succeed in Life](#)

Dr. Lisa Orbe-Austin, Author, Licensed Psychologist and Executive Coach

Thursday, October 24th at 9:00 AM PDT



The Art and Science of Connection: Why Social Health is the Missing Key to Living Longer, Healthier, and Happier

Kasley Killam, Bestselling Author and Leading Expert in Social Health
Thursday, October 31st at 9:00 AM PDT



How to Get People to Choose What You're Selling Using the Power of Instinct

Leslie Zane, Award-Winning Fortune 500 Brand Consultant and Behavioral Expert
Thursday, November 7th at 9:00 AM PST



How to Discover the Conscious Leader in You

Michelle Moore, Award-Winning Author and Global Speaker
Wednesday, November 20th at 9:00 AM PST

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #5: Faculty Updates (information)

BACKGROUND:

Faculty Association President Tyler Wallace may report faculty activities.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #6: ASB Updates (information)

BACKGROUND:

The 2024-25 ASB Officers are Angel Montalvo, Recreational Coordinator; Devry Lausch, President; Hannah Anderson, Club Liaison; Juan Herrera, Public Relations; Selyla Gonzalez-Hueso, Vice President and Judah Tadema, Secretary/Treasurer

Events that have occurred this quarter prior to the board meeting:

Alejandra Campoverdi Guest Speaker Event – partnered with M.E.Ch.A. and other departments on campus to bring her to campus. A great way to kick off the new academic year and celebrate Hispanic Heritage Month.

1st pancake breakfast of the academic year

Upcoming events to put on your calendar!

- Club showcase (Oct 15th) : All clubs will be present in the Viking Lounge and will be able to showcase their club and allow new students to see the offerings we have on campus!
- Trunk or Treat : Prior to the volleyball game on Oct 25th, ASB will be hosting Trunk or Treat in the DeVries Parking Lot beginning at 5pm. This event is open to the community!

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #7: President's Update (information)

BACKGROUND:

Dr. Thompson Tweedy will provide updates.

- a. Enrollment (E-3, Information)
- b. Tuition Collection Report (E-3, Information)
- c. OFM Budget Error

RECOMMENDATION:

None.

a. Enrollment (E-3, Information)

Overall, spring 2024 enrollments were higher than spring 2023 enrollments. Headcount (2,489) was nearly 17% higher than last spring, and total FTEs and state-funded FTEs were 5.4% and 7.1% (respectively) higher than last year. Basic Education for Adults saw the biggest increase. The spring 2024 final enrollment report is included for review. Summer 2024 enrollments were lower than summer 2023 enrollments, overall. Summer headcount (661) was approximately 14% lower than last summer (770). This can be attributed to limited offerings in the Basic Education for Adults program due to a statewide conversion to a new data reporting system over the summer. Total summer FTEs (298.3) were down approximately 10% and state-funded FTEs (253.2) were nearly 20% lower, as is reflected in a larger portion of part-time enrollments this summer than last. There was a noteworthy increase in the number of Running Start students who participated in the summer program in 2024; however, the majority of them were only allowed to enroll in a maximum of 10 credits, per the SBCTC and OSPI Summer Running Start Program rules. The summer 2024 final enrollment report is included for review.

The first day of fall classes was September 23, 2024. On that day, fall headcount was up 16% (342 students) from the first day of fall 2023. Additionally, total FTEs (1953.8) and state-funded FTEs (1394.7), were up approximately 11% and 8.7%, respectively, from this time last fall. Running Start headcount (565) was nearly 18% higher than last fall (480). Fall headcount and total FTE have surpassed pre-COVID numbers (from Fall 2019) and state-funded FTE are only 0.6% lower than pre-COVID numbers. Fall instruction ends on December 5, 2024.

The tuition amount budgeted for 2024-2025 is \$3,900,000. As of Sept 26, 2024, we have collected \$1,761,954 or 45.2% of the budgeted amount. As of Sept 30, 2023, we had collected \$1,452,671 or 41.5%.

b. Tuition Collection Report (E-3, Information)

TUITION COLLECTION REPORT As of Sept 26, 2024 and Sept 30, 2023

	<u>2024-2025</u>	<u>2023-2024</u>
Annual Budget	\$3,900,000	\$3,500,000
Total Collections as of Sept 30	\$1,761,954	\$1,452,671
As a % of Annual Budget	45.2%	41.5%
Left to Collect to Meet Budget Target	\$2,138,046	\$2,047,329

Prepared by Registrar Starr Bernhardt and Executive Director of Business Services Jackson Wilks.

c. OFM Budget Error (E-3, Information)

President Tweedy will share more information during the meeting.

SPRING FINAL ENROLLMENT REPORT

HEADCOUNTS

	SPRING 2024	% Change	SPRING 2023	SPRING 2022	SPRING 2021	SPRING 2020	SPRING 2019	SPRING 2018	SPRING 2017	SPRING 2016	SPRING 2015
ETHNIC ORIGIN (duplicated - as of spring 2022, students may indicate more than one ethnicity)											
Amer. Indian/Alaska Ntv	62	17.0%	53	54	25	34	31	17	26	33	24
Asian ^a	121	45.8%	83	64	66	55	64	66	55	49	37
Native Hawaiian/Pacific Islander ^a	17	-10.5%	19	21							
Black	78	41.8%	55	46	34	20	19	25	35	33	39
Hispanic	1,855	25.3%	1,480	1,167	883	910	1,054	811	914	923	861
White	1,590	12.6%	1,412	1,148	1,125	1,032	1,196	1,128	1,325	1,425	1,302
Not Specified ^b	47	-14.5%	55	45							
Not Reported ^b	232	-55.6%	522	101	192	174	365	443	487	432	321

^{a,b}Prior to spring 2022, these groups were combined

SEX

Female	1,382	17.0%	1,181	1,056	1,285	1,285	1,331	1,312	1,530	1,511	1,325
Male	961	9.5%	878	688	1,019	934	1,389	1,169	1,299	1,367	1,247
Not Exclusively Male or Female ^c	6	-14.3%	7								
Not Coded	140	>100%	64	18	21	6	9	9	13	17	12

^cNot reported prior to spring 2023

STUDENT STATUS

Full-time (12 or more crs)	1,168	2.7%	1,137	956	1,131	1,555	1,542	1,235	1,256	1,354	1,341
Part-time (less than 12 crs)	1,321	33.0%	993	806	1,194	670	1,187	1,255	1,586	1,541	1,243
Percent full-time	46.9		53.4	54.3	48.6	69.9	56.5	50	44.2	46.8	51.9

TOTAL HEADCOUNT	2,489	16.9%	2,130	1,762	2,325	2,225	2,729	2,490	2,842	2,895	2,584
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Running Start	449	15.4%	389	415	453	420	407	378	397	355	346
International*	11	>100%	5	1	**	**	3	6	9	12	8

**No enrollments due to COVID-19

SPRING FINAL ENROLLMENT REPORT

FTES

	SPRING <u>2024</u>	% <u>Change</u>	SPRING <u>2023</u>	SPRING <u>2022</u>	SPRING <u>2021</u>	SPRING <u>2020</u>	SPRING <u>2019</u>	SPRING <u>2018</u>	SPRING <u>2017</u>	SPRING <u>2016</u>	SPRING <u>2015</u>
<u>STATE FUNDED</u>											
ABE/ESL	336.7	30.8%	257.4	71.4	69.4	63.6	128.9	160.5	158.2	166.6	132.8
Academic	544.1	-0.3%	546.0	507.4	544.4	631.5	707.9	722.1	771.0	864.7	867.9
Developmental ^c	36.2	3.4%	35.0								
Occupational	356.4	1.7%	350.4	318.7	406.2	433.6	469.6	463.3	464.9	473.8	495.4
TOTAL STATE FTES	1,273.3	7.1%	1,188.8	897.5	1,020.0	1,128.7	1,306.4	1,345.9	1,394.1	1,505.1	1,496.1

^c2023 was the first year developmental FTES were reported as a separate category

OTHER FTES

Community Service	0.0	-100.0%	31.2	0.0	1.2	1.1	1.2	1.1	2.8	3.1	1.4
Contract Funded	37.2	-38.3%	60.3	67.7	138.1	208.7	113.4	66.7	143.3	65.2	55.4
Running Start	421.8	15.8%	364.3	384.7	435.7	403.3	380.3	357.0	374.7	341.0	280.5
Self-support (Employ., Sr. Cit.)	6.5	36.1%	4.8	12.0	7.5	6.7	6.3	8.7	10.6	14.0	17.7
GRAND TOTAL FTES	1,738.8	5.4%	1,649.4	1,361.9	1,602.6	1,748.6	1,807.6	1,779.4	1,925.5	1,928.4	1,851.1

SUMMER FINAL ENROLLMENT REPORT

HEADCOUNTS

	SUMMER 2024	% Change	SUMMER 2023	SUMMER 2022	SUMMER 2021	SUMMER 2020	SUMMER 2019	SUMMER 2018	SUMMER 2017	SUMMER 2016	SUMMER 2015
<u>ETHNIC ORIGIN</u> (duplicated - as of summer 2022, students may indicate more than one ethnicity)											
Amer. Indian/Alaska Native	15	15.4%	13	17	7	9	9	7	5	8	8
Asian ^a	65	8.3%	60	48							
Native Hawaiian/Pacific Islander ^a	11	>100%	5	5	16	28	22	17	12	20	15
Black	32	23.1%	26	17	11	12	7	11	10	10	9
Hispanic	462	-9.1%	508	447	213	300	253	221	241	260	221
White	480	25.3%	383	368	247	307	316	314	343	463	374
Not Specified ^b	16	45.5%	11	15	58	33	57	89	84	119	48
Not Reported ^b	49	32.4%	37	39							

^{a,b}Prior to summer 2022, these groups were combined

SEX

Female	371	-16.3%	443	402	288	416	333	353	401	522	374
Male	263	-15.7%	312	313	264	272	331	305	291	356	300
Not Exclusively Male or Female ^c	4	>100%	1								
Unknown	23	64.3%	14	6	0	1	0	1	3	2	1

^cNot reported prior to summer 2023

STUDENT STATUS

Full-time (12 or more crs)	61	-32.2%	90	96	160	81	82	83	85	135	147
Part-time (less than 12 crs)	600	-11.8%	680	625	392	608	582	576	610	745	528
Percent full-time	9.2		11.7	13.3	29.0	11.8	12.3	12.6	12.2	15.3	21.7

TOTAL HEADCOUNT	661	-14.2%	770	721	552	689	664	659	695	880	675
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Running Start*	93	n/a	36	76	n/a - no Running Start in summer						
International	1	n/a	1	1	**	**	2	2	4	8	5

*Washington SBCTC and OSPI implemented a Running Start credit-recovery program in summer 2022 that allowed students to enroll in certain classes; the program has changed every summer since 2022 so enrollments are not directly comparable

**No enrollments due to COVID-19

SUMMER FINAL ENROLLMENT REPORT

FTES

	SUMMER 2024	% Change	SUMMER 2023	SUMMER 2022	SUMMER 2021	SUMMER 2020	SUMMER 2019	SUMMER 2018	SUMMER 2017	SUMMER 2016	SUMMER 2015
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STATE FUNDED

ABE/ESL	52.8	-47.5%	100.6	83.5	31.6	12.7	17.9	22.6	53.7	31.5	20.7
Academic	136.3	-12.6%	155.9	149.4	138.9	177.2	167.0	191.2	166	215.3	232.3
Developmental ^d	8.3	-32.4%	12.3								
Occupational	55.8	-5.7%	59.2	70.7	84.9	89.3	109.1	84.5	98.8	121.6	107.8

TOTAL STATE FTES	253.2	-19.8%	315.7	303.6	255.4	279.2	294.0	298.2	318.5	368.4	360.8
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^d2023 was the first year developmental FTEs were reported as a separate category

OTHER FTES

Contract Funded	44.7	>100%	16.2	19.5	8.7	25.0	10.3	2	1.7	3.2	0
Self-support (Employ., Sr. Cit.)	0.3	-50.7%	0.7	0.0	0.5	2.1	2.1	2.2	2.7	2.9	4.5

GRAND TOTAL FTES	298.3	-10.3%	332.6	323.1	264.6	306.3	306.9	302.4	323.5	375.6	365.6
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BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #8: Proprietary Budgets (action)

BACKGROUND:

Executive Director of Business Services Jackson Wilks will present the draft 2024-25 proprietary budgets. (More details will be added to the packet closer to October 10.)

Prepared by VP Schoonmaker and Executive Director of the Business Office Jackson Wilks

RECOMMENDATION:

President Tweedy requests that the Board approve the budget.

"I move to approve the 2024-25 Proprietary Budgets as presented."

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #9: Exceptional Faculty Award (information)

BACKGROUND:

Senior Associate Professor Ryan Duvall was approved for a \$2,000 Exceptional Faculty Award during the May 9, 2024, board meeting to continue work toward his MBA. His summary is attached and he will give a report at the meeting.

Prepared by the President's Office and Senior Associate Professor Ryan Duvall.

RECOMMENDATION:

Exceptional Faculty Award Report

Ryan Duvall

September 24, 2024

Over the past year and into the coming year, I have been pursuing my MBA from Eastern Washington University, with a concentration in Organizational Leadership. The cost of the program is just over \$17,600 for a total of 11 classes. As part of my MBA, I am taking three additional classes that cost an extra \$4,800. These classes serve as a foundation to further my education and prepare me for the courses I am taking throughout my MBA. The \$2,000 I have requested will help cover the expenses of my MBA.

In my application, I discussed how pursuing an MBA will benefit me in two main areas. First, it will enhance my experience and knowledge, which I can share with my students. Second, I am approaching the courses from a teacher's perspective, learning new ways to engage students and help them connect with my material. As I have progressed, I have noticed a growth in my confidence and my willingness to take on additional leadership roles. The topics I have studied are highly applicable to my students' college and future careers in the workforce. In the remainder of this report, I will share some changes I am making to update my classes, and discuss future plans I hope to pursue over the coming year. Further I will highlight a class I took last summer that significantly impacted my MBA and overall education, along with the changes I am making as a result.

This fall, I transitioned my BIM lab classes from variable credit to non-variable credit. This change has provided more structure for my students, which I hope will lead to better class completion rates and improved success in their learning. Throughout my MBA program, I have observed the design and atmosphere of the classes I attend. While I incorporate many effective techniques I have encountered, I am also motivated to rebrand the overall feel of the program to elevate the level of professionalism in my BIM lab classes. One initiative I implemented this fall quarter is to improve communication within our program. Students often exhibit a casual communication style, akin to texting, which is less formal. I have taken the structure and expectations of communication from my MBA program and modeled that in our BIM lab classes. It has been encouraging to see that, after just a few days of the quarter, students are already communicating at a more professional level. I intend to continue this branding effort and develop a module for every BIM class that focuses on the brand, values, norms, characteristics, skills, and expectations to be modeled as part of our program. Possible topics for future quarters include emotional intelligence, professionalism, integrity, lifelong learning, attention to detail, organizational skills, and more.

From my MBA studies, I am considering rewriting my BUS 115 Workplace Skills and Behaviors course to include more on emotional intelligence, as many employers seek employees with strong emotional intelligence skills. Last summer, I took a course titled "Social and Emotional Dimensions of Leadership," which shifted my perspective on my classes and students. I see a significant need for students to understand the importance of emotional intelligence in the workplace. In that class, we read "Permission to Feel" by Marc Brackett and explored the concepts of an inward versus outward mindset, and how they relate to the social and emotional dimensions of leadership. As individuals learn to better regulate their own emotions and those of others, they become more equipped to lead. This emphasis on mindset also fosters an outward orientation, emphasizing care for others in the process.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #10: WAC Revisions (action)

BACKGROUND:

During the July 24 Special Meeting the board approved the emergency Student Code of Conduct revisions prescribed by the Department of Education and supported by the Assistant Attorney General.

The CR-103E was filed with the Code Revisor's office to ensure the emergency adoption of the new rules beginning August 1 and expiring December 2 (120 days). The permanent CR-101 was filed September 4 and there are multiple deadlines to meet ensuring the documents are available for the WA State Register in multiple steps, which ultimately result in the board's final approval being scheduled for the December 12 board meeting. This necessitates filing an additional CR-103E to ensure the emergency filing remains in place until the permanent filing is in place 31 days after the CR-103 is filed following the board's final approval on December 12. The WAC revisions following are identical to the version approved by the board on July 24, 2024.

Prepared by the President's Office.

RECOMMENDATION:

President Tweedy requests that the Board approve the WAC Revisions.

"I move to approve the WAC Revisions to the Student Code of Conduct WAC 132R-04 as presented."

WAC 132R-04-015 Definitions. For the purposes of this chapter, terms are defined as follows:

(1) "Student conduct officer" is a college administrator designated by the president to be responsible for implementing and enforcing the student conduct code. The vice president of learning and student success will serve as the student conduct officer or may appoint a designee.

(2) "Conduct review officer" is a college administrator designated by the president to be responsible for ~~((receiving and facilitating))~~ reviewing or referring appeals ~~((from))~~ of student disciplinary actions ~~((and for reviewing initial decisions issued in a brief adjudicative proceeding. The conduct review officer shall be designated by the president and shall be authorized to grant appropriate relief upon review))~~ as specified in this code. The director of student programs will serve as the conduct review officer, unless otherwise designated by the president.

(3) "The president" is the president of the college. The president is authorized to delegate any and all of his or her responsibilities as set forth in this chapter as may be reasonably necessary and to reassign any and all duties and responsibilities as set forth in this chapter as may be reasonably necessary.

(4) "Disciplinary action" is the process by which discipline is imposed by the student conduct officer against a student for a violation of the student conduct code. A written or verbal warning is not disciplinary action.

(5) "Disciplinary appeal" is the process by which an aggrieved student can appeal the discipline imposed or recommended by the student conduct officer. Disciplinary appeals from a suspension in excess of 10 instructional days or ~~((an expulsion))~~ dismissal from the college are heard by the ~~((disciplinary))~~ student conduct committee. Appeals of all other ~~((appealable))~~ disciplinary action may be reviewed through brief adjudicative proceedings.

(6) "Pregnancy or related conditions" means:

(a) Pregnancy, childbirth, termination of pregnancy, or lactation;

(b) Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or

(c) Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

(7) "Program" or "programs and activities" means all operations of the college.

(8) "Relevant" means related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision maker in determining whether the alleged sex discrimination occurred.

(9) "Remedies" means measures provided to a complainant or other person whose equal access to the college's educational programs and activities has been limited or denied by sex discrimination. These measures are intended to restore or preserve that person's access to educational programs and activities after a determination that sex discrimination has occurred.

(10) "Respondent" is the student ((against whom disciplinary action is being taken)) who is alleged to have violated the student conduct code.

((+7)) (11) "Service" is the process by which a document is officially delivered to a party. Unless expressly specified otherwise, service upon a party shall be accomplished by:

(a) Hand delivery of the document to the party; or

(b) By sending the document ((to the college assigned)) by email, once one has been generated, and by certified mail to the party's last known address.

Service is deemed complete upon hand delivery of the document or upon the date the document is emailed, if possible, and deposited into the mail.

((+8)) (12) "Filing" is the process by which a document is officially delivered to a school official responsible for facilitating a disciplinary review by a presiding officer. Unless expressly specified otherwise, filing shall be accomplished by:

(a) Hand delivery of the document to the school official or school official's assistant; or

(b) By sending the document by email and first class mail to the recipient's college-assigned email and office address.

Papers required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified official or presiding officer.

((+9)) (13) "College premises" shall include all campuses of the college, wherever located, and includes all land, buildings, facilities, vehicles, equipment, and other property owned, used, or controlled by the college.

((+10)) (14) "Student" is defined as all persons taking courses at or through the college, including those concurrently attending secondary or postsecondary institutions and college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses (excluding those trainings occurring through the Center for Business and Industry Service and the Japanese Agriculture Training Program), irrespective of modality. Persons who withdraw after allegedly violating the student code of conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered "students" for the purposes of this chapter. "Continuing relationship" is established when a student is registered for an upcoming term or has indicated an intent to do so via a transaction, such as submitting a financial aid application for an upcoming term.

((+11)) (15) "Student employee" means an individual who is both a student and an employee of the college. When a complainant or respondent is a student employee, the college must make a fact-specific inquiry to determine whether the individual's primary relationship with the college is to receive an education and whether any alleged student conduct code violation including, but not limited to, sex-based harassment, occurred while the individual was performing employment-related work.

(16) "Supportive measures" means reasonably available, individualized and appropriate, nonpunitive and nondisciplinary measures offered by the college to the complainant or respondent without unreasonably burdening either party, and without fee or charge for purposes of:

(a) Restoring or preserving a party's access to the college's educational program or activity, including measures that are designed to protect the safety of the parties or the college's educational environment; or providing support during the college's investigation and disciplinary procedures, or during any informal resolution process; or

(b) Supportive measures may include, but are not limited to: Counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of campus; restriction on contact applied to one or more parties; a leave of absence; change in class, work, housing, or extra-curricular or any other activity regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

(17) "Student group" for purposes of this code, is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

((+12+)) (18) "Title IX coordinator" is the administrator responsible for processing complaints of sex discrimination, including sex-based harassment, overseeing investigations, and informal resolution processes, and coordinating supportive measures, in accordance with college policy.

(19) "Business day" means a weekday, excluding weekends and college holidays. If a time period is not specifically stated in business days, then calendar days apply.

((+13+)) (20) "Complainant" means ((any person who files a complaint alleging that a student or student organization violated the standards of conduct for students. Complainant also refers to the college when the college files the complaint)) the following individuals who are alleged to have been subjected to conduct that would constitute sex discrimination:

(a) A student or employee; or

(b) A person other than a person or employee who was participating or attempting to participate in the college's education program or activity at the time of the alleged discrimination.

((+14+)) (21) "Sexual misconduct" has the meaning ascribed to this term in WAC 132R-04-057.

AMENDATORY SECTION (Amending WSR 23-11-048, filed 5/11/23, effective 6/11/23)

WAC 132R-04-017 Statement of jurisdiction. (1) The student conduct code shall apply to conduct by students and student groups that occurs:

(a) On college premises; or

(b) At or in connection with ((college-sponsored)) college programs or activities; or

(c) To off-campus conduct that in the judgment of the college adversely affects the college community or the pursuit of its objectives or the ability of a student or staff to participate in the college's programs and activities.

(2) Jurisdiction extends to, but is not limited to, locations in which students or student groups are engaged in official college pro-

grams or activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences or any other college-sanctioned social or club activities and college-sanctioned housing.

(3) Students are responsible for their conduct from notification of admission to the college through the actual receipt of a certificate or degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.

(4) These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending.

(5) The student conduct officer has sole discretion, on a case-by-case basis, to determine whether the student conduct code will be applied to conduct by students or student groups that occurs off campus.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-053 Authority. The Big Bend Community College (BBCC) board of trustees, acting according to RCW 28B.50.140(14), delegates to the president of the college the authority to administer student disciplinary action. Administration of the student disciplinary procedures is the responsibility of the vice president of learning and student success. The vice president of learning and student success will serve as the student conduct officer, or appoint a designee, except in the cases involving allegations of sex discrimination including sex-based harassment when the Title IX coordinator or designee will serve as the student conduct officer. Unless otherwise specified, the student conduct officer or designee shall serve as the principal investigator and administrator for alleged violations of this code.

AMENDATORY SECTION (Amending WSR 23-11-048, filed 5/11/23, effective 6/11/23)

WAC 132R-04-057 ((~~Student code of conduct violations.~~) Prohibited student conduct. The college may impose sanctions against a student or student group who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit an act(s) of misconduct, which includes, but is not limited to, any of the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, or fabrication.

(a) Cheating includes, but is not limited to, any attempt to give or obtain unauthorized assistance relating to the completion of an academic assignment.

(b) Plagiarism includes, but is not limited to, taking and using as one's own, without proper attribution, the ideas, writings, or work of another person, or artificial intelligence in completing an academ-

ic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.

(c) Fabrication includes falsifying data, information, or citations in completing an academic assignment, and also includes providing false or deceptive information in an instructional course concerning the completion of an assignment.

(d) This section shall not be construed as preventing an instructor from taking immediate disciplinary action as provided herein where the instructor is required to act upon such breach of academic dishonesty in order to preserve order and prevent disruptive conduct in the classroom.

(e) This section shall also not be construed as preventing an instructor from adjusting the student's grade on a particular project, paper, test, or class grade for academic dishonesty.

(2) **Other dishonesty.** Acts of dishonesty include, but are not limited to:

(a) Forgery, alteration, submission of falsified documents or misuse of any college document, record, or instrument of identification;

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

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

(d) Knowingly making a false statement or submitting false information in relation, or in response, to a college academic or disciplinary investigation or process.

(3) **Obstructive or disruptive conduct.** Conduct not otherwise protected by law that interferes with, impedes, or otherwise unreasonably hinders:

(a) Any instruction, research, administration, disciplinary proceeding, or other college activities, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity; or

(b) Any activity that is authorized to occur on college property, whether or not actually conducted or sponsored by the college.

(4) **Assault, intimidation, harassment.** Unwanted touching, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. For purposes of this code, bullying is repeated or aggressive unwanted behavior, not otherwise protected by law, that humiliates, harms, or intimidates the victim.

(5) **Cyber misconduct.** Cyber misconduct including, but not limited to: Cyberstalking, cyberbullying, or online harassment.

(a) Use of electronic communications including, but not limited to, electronic mail, instant messaging, electronic bulletin boards, applications (apps), 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.

(b) 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, nonconsensu-

al recording of sexual activity, and nonconsensual distribution of a recording of sexual activity.

(6) **Property violation.** Damage to, misappropriation of, unauthorized use or possession of, vandalism, or other nonaccidental damaging or destruction of college property or the property of another person.

Property for the purposes of this subsection includes computer passwords, access codes, identification cards, personal financial account numbers, other confidential personal information, intellectual property, and college trademarks.

(7) **Failure to comply with directive.** Failure to comply with the directive(s) of a college officer or employee who is acting in the legitimate performance of his or her duties, including failure to properly identify oneself to such a person when requested to do so.

(8) **Weapons.** Possession of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device or any other weapon apparently capable of producing bodily harm, unless previously authorized by the vice president of learning and student success. This policy does not apply to the possession of a personal protection spray device, as authorized by RCW 9.91.160. This policy is subject to the following exceptions:

(a) Commissioned law enforcement personnel in the state of Washington, legally authorized military personnel while in performance of their duties, and other persons or entities authorized by contract to carry firearms in the course of their employment;

(b) A student with a valid concealed weapons permit may store a pistol in his or her vehicle parked on campus in accordance with RCW 9.41.050 (2) or (3), provided the vehicle is locked and the weapon is concealed from view; or

(c) The president or designee may grant permission to bring a weapon on campus upon a determination that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

(9) **Hazing.**

~~((a) Hazing is any act committed as part of:~~

~~(i) A person's recruitment, initiation, pledging, admission into, or affiliation with a student group; or~~

~~(ii) Any pastime or amusement engaged in with respect to such a student group; or~~

~~(iii) That causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student.~~

~~(b) Examples of hazing include, but are not limited to:~~

~~(i) Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;~~

~~(ii) Humiliation by ritual act;~~

~~(iii) Striking another person with an object or body part;~~

~~(iv) Causing someone to experience excessive fatigue, or physical and/or psychological shock; or~~

~~(v) Causing someone to engage in degrading or humiliating games or activities that create a risk of serious psychological, emotional, and/or physical harm.~~

~~(c) "Hazing" does not include customary athletic events or other similar contests or competitions. See RCW 28B.10.900.~~

~~(d) Consent is not a valid defense against hazing)) Hazing is any act committed as part of a person's recruitment, initiation, pledging, admission into, or affiliation with a college sponsored student organ-~~

ization, athletic team, or living group, or any pastime or amusement engaged in with respect to such an organization, athletic team, or living group that causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student, including causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm, regardless of the person's willingness to participate. "Hazing" does not include customary athletic events or other similar contests or competitions. Consent is not a valid defense against hazing. Examples of hazing include, but are not limited to:

(a) Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;

(b) Humiliation by ritual act;

(c) Striking another person with an object or body part;

(d) Causing someone to experience excessive fatigue, or physical and/or psychological shock; or

(e) Causing someone to engage in degrading or humiliating games or activities that create a risk of serious psychological, emotional, and/or physical harm.

(10) Alcohol, cannabis, drug, and tobacco violations.

(a) Alcohol. The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

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

(c) Drugs. The use, possession, production, delivery, sale, or being observably under the influence of any legend drug (including anabolic steroids, androgens, or human grown hormones), narcotic drug or controlled substance as defined in chapters 69.41 and 69.50 RCW, except in accordance with a lawful prescription for that student by a licensed health care professional.

(d) Tobacco, electronic cigarettes, and related products. The use of tobacco, electronic cigarettes, and related products in any building owned, leased, or operated by the college, or in any location where such use is prohibited, or in any location other than the parking lots, including 25 feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. The use of tobacco, electronic cigarettes, and related products on the college campus is restricted to designated smoking areas.

"Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, vaporizers, and snuff.

(11) Disorderly conduct. Conduct which is disorderly, lewd, indecent, or obscene, that is not otherwise protected under the law.

(12) Discriminatory conduct. Conduct which harms or adversely affects any member of the college community because of race; color; national origin; sensory, mental or physical disability; use of a serv-

ice animal; gender, including pregnancy; marital status; age (40+); religion; creed; sexual orientation; gender identity; veteran's status; or any other legally protected classification.

(13) **Sexual misconduct.** The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence. Sexual harassment prohibited by Title IX is defined in the supplemental procedures to this code. See WAC 132R-04-103.

(a) **Sexual harassment.** The term "sexual harassment" means unwelcome sexual or gender-based conduct, including unwelcomed sexual advances, requests for sexual favors, quid pro quo harassment, and other verbal, nonverbal, or physical conduct of a sexual or a gendered nature that is sufficiently severe, persistent, or pervasive as to:

(i) Deny or limit the ability of a student to participate in or benefit from the college's educational programs or activities;

(ii) Alter the terms or conditions of employment for a college employee(s); and/or

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

(ii) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any object or body part, 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) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren, and adopted children under the age of 18.

(iv) Statutory rape. Consensual intercourse between a person who is 18 years of age or older, and a person who is under the age of 16.

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

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

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

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

(I) The length of the relationship;

(II) The type of relationship; and

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

(vii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(A) Fear for their safety or the safety of others; or

(B) Suffer substantial emotional distress.

(viii) Consent. Clear, knowing, and voluntary 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 actual words or conduct indicating freely given agreement to the act at the time of the act. Consent cannot be inferred from silence, passivity, or lack of active resistance. Consent can be withdrawn by either party at any point. Consent to engage in one activity, or past agreement to engage in a particular activity, cannot be presumed to constitute consent to engage in a different activity or to engage in the same activity again. There is no consent where there is a threat of force or violence or any other form of coercion or intimidation, physical or psychological. A person cannot consent if they are unable to understand what is happening or are disoriented, or if they are 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 incapable of consent has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

(14) **Discriminatory harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, not otherwise protected by law, that is directed at a person because of such person's protected status and that is sufficiently ~~((serious))~~ severe, persistent, or pervasive, so 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 and/or social programs and/or student housing; alter the terms of an employee's employment; or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; presence of any sensory, mental or physical disability; use of a trained service animal; ~~((gender))~~ sex, including pregnancy; marital status; age (40+); religion; creed; sexual orientation; gender identity or expression; veteran's or military status; HIV/AIDS and hepatitis C status; or membership in any other ~~((legally))~~ group protected ~~((classification))~~ by federal, state, or local law. See supplemental definitions: "Sexual misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic communications not otherwise protected by law.

(15) **Retaliation.** Harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such

person reported an alleged violation of this code or college policy, provided information about an alleged violation of federal, state, or local law, or participated as a witness or in any other capacity in a college investigation or disciplinary proceeding.

(16) **Misuse of electronic resources.** Theft or other misuse of computer time or other electronic information resources of the college. 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 college'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 college's electronic information resources without authorization; or

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

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

(18) **Safety violations.** Safety violation includes any nonaccidental, reckless, or unsafe 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.

(19) **Abuse of process.** 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 or order to appear at a hearing;

(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 disciplinary committee member; or

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

(20) **Unsafe vehicle operation.** Operation of any motor vehicle on college property in an unsafe manner or in a manner which is reasonably perceived as threatening the health or safety of another person.

(21) **Violation of other laws or policies.** Violation of any federal, state, or local law, rule, or regulation or other college rules or policies, including college housing, traffic and parking rules.

(22) **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.

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

In addition to initiating discipline proceedings 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.

(24) **Sex discrimination.** The term "sex discrimination" includes sex-based harassment, and may occur when a respondent causes more than de minimis harm to an individual by treating them different from a similarly situated individual on the basis of: Sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Conduct that prevents an individual from participating in an education program or activity consistent with the person's gender identity subjects a person to more than de minimis (insignificant) harm on the basis of sex.

(a) **Sex-based harassment.** "Sex-based harassment" is a form of sex discrimination and means sexual harassment or other harassment on the basis of sex, including the following conduct:

(i) **Quid pro quo harassment.** A student, employee, agent, or other person authorized by the college to provide an aid, benefit, or service under the college's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

(ii) **Hostile environment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

(A) The degree to which the conduct affected the complainant's ability to access the college's education program or activity;

(B) The type, frequency, and duration of the conduct;

(C) The parties' ages, roles within the college's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

(D) The location of the conduct and the context in which the conduct occurred; and

(E) Other sex-based harassment in the college's education program or activity.

(iii) **Sexual violence.** "Sexual violence" includes nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, incest, statutory rape, domestic violence, dating violence, and stalking.

(A) **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.

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

(C) **Incest** is sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.

(D) **Statutory rape (rape of a child)** is nonforcible sexual intercourse with a person who is under the statutory age of consent.

(E) **Domestic violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, coercive control, damage or destruction of personal property, stalking or any other conduct prohibited under RCW 10.99.020, committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington.

(F) **Dating violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:

(I) The length of the relationship;

(II) The type of relationship; and

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

(G) **Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or to suffer substantial emotional distress.

(b) **Consent.** For purposes of this code "consent" means knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity.

(i) Each party has the responsibility to make certain that the other has consented before engaging in the activity.

(ii) 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.

(iii) A person cannot consent if they are unable to understand what is happening or are 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.

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

(c) **Title IX retaliation** means intimidation, threats, coercion, or discrimination against any person by a student, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in a sex discrimination investigation, proceeding, or hearing, including during an informal resolution process, during a Title IX investigation, or during any disciplinary proceeding involving allegations of sex discrimination.

AMENDATORY SECTION (Amending WSR 23-11-048, filed 5/11/23, effective 6/11/23)

WAC 132R-04-061 Hazing (~~(prohibited)~~) sanctions. (1) Hazing by a student or a student group is prohibited pursuant to WAC 132R-04-057.

(2) No student may conspire to engage in hazing or participate in hazing of another. State law provides that hazing is a criminal offense, punishable as a misdemeanor. See RCW 28B.10.901 (2) and (3).

(3) Washington state law provides that:

(a) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages. RCW 28B.10.901(3).

(b) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college. RCW 28B.10.902(1).

(c) Student groups that knowingly permit hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college. RCW 28B.10.902(2).

(d) Student groups found responsible for violating the code of student conduct, college antihazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

AMENDATORY SECTION (Amending WSR 19-21-080, filed 10/14/19, effective 11/14/19)

WAC 132R-04-063 Corrective action, disciplinary ((actions)) sanctions terms and conditions. One or more corrective actions or disciplinary ((actions)) sanctions include, but are not limited to, the following sanctions that may be imposed alone or in conjunction

upon students found to have committed the violations in WAC 132R-04-057. The college may impose additional sanctions on a student who fails to comply with any imposed sanctions including, but not limited to, preventing that student from registering for classes.

(1) **Warning:** A verbal or written statement to a student that there is a violation and that continued violation may be cause for further disciplinary action. Warnings are corrective actions, not disciplinary, and may not be appealed.

(2) **Reprimand:** Notice in writing that the student has violated one or more terms of this code of conduct and that continuation of the same or similar behavior may result in more severe disciplinary action.

(3) **Disciplinary probation:** 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 take effect immediately without further review. Any such sanction 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. Other conditions and restrictions may include, but not be limited to, restrictions from being present on certain parts of the campus or in certain college buildings; restriction from attending certain college activities or participation in extra-curricular activities; orders of no contact between the student under probation and other students, college employees, or other persons.

(4) **Not in good standing.** A student may be deemed "not in good standing" with the college. If so the student shall be subject to the following restrictions:

(a) Ineligible to hold an office in any student organization recognized by the college or to hold any elected or appointed office of the college.

(b) Ineligible to represent the college to anyone outside the college community in any way, including representing the college at any official function, or any forms of intercollegiate competition or representation.

(5) **Education.** The college may require the student to complete an educational project or attend sessions, at the student's expense, which address the student's behavior such as anger management or counseling.

(6) **Loss of privileges.** Denial of specified privileges for a designated period of time.

(7) **No contact ((order)) directive.** An order directing a student to have no contact with a specified student, college employee, a member of the college community, or a particular college facility.

(8) **Restitution:** Reimbursement for damage to or misappropriation of property, or for injury to persons, or for reasonable costs incurred by the college in pursuing an investigation or disciplinary proceeding. This may take the form of monetary reimbursement, appropriate service, or other compensation.

(9) Disciplinary suspension: Dismissal from the college and from the student status for a stated period of time. There will be no refund of tuition or fees for the quarter in which the action is taken.

(10) Professional evaluation: Referral for drug, alcohol, psychological or medical evaluation by an appropriately certified or licensed professional may be required. The student may choose the professional within the scope of practice and with the professional credentials as defined by the college. The student will sign all necessary releases to allow the college access to any such evaluation. The student's return to college may be conditioned upon compliance with recommendations set forth in such a professional evaluation. If the evaluation indicates that the student is not capable of functioning within the college community, the student will remain suspended until future evaluation recommends that the student is capable of reentering the college and complying with the rules of conduct.

(11) Expulsion: Permanent separation of the student from the college with no promise (implied or otherwise) that the student may return at any future time. There will be no refund of tuition or fees for the quarter in which the action is taken. The student will also be barred from college premises. Expulsion actions will be accomplished by issuing both an order of expulsion and a notice of trespass pursuant to WAC 132R-117-020(2). The notice of trespass may be given by any manner specified in chapter 9A.52 RCW.

(12) **Trespass or restriction.** A student may be restricted from any or all college premises and/or college-sponsored activities based on the violation.

(13) **Residence hall suspension or termination.** Removal from a residence hall for a specified period or permanently. Conditions may be imposed before a student is permitted to return to a residence hall.

More than one of the disciplinary terms and conditions listed above may be imposed for any single violation.

If a student withdraws from the college or fails to reenroll before completing a disciplinary sanction or condition, the disciplinary sanction or condition must be completed either prior to or upon the student's reenrollment, depending on the nature of the sanction, condition, and/or the underlying violation. Completion of disciplinary sanctions and conditions may be considered in petitions for readmission to the college.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-064 Summary suspension. (1) Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible, while an investigation and/or formal disciplinary procedures are pending.

(2) The student conduct officer (or designee) may impose a summary suspension if there is probable cause to believe that the respondent:

- (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) Poses an ongoing threat of disruption of, or interference with, the operations of the college.

(3) Notice. Any respondent who has been summarily suspended shall be served with written notice or oral notice of the summary suspension at the time of the summary suspension. If oral notice is given, a written notification shall be served on the respondent within two ((business)) calendar days of the oral notice.

(4) The written notification shall be entitled "Notice of Summary Suspension Proceedings" and shall include:

(a) The reasons for imposing the summary suspension, including reference to the provisions of the student conduct code or the law allegedly violated;

(b) The date, time, and location when the respondent must appear before the chair of the student disciplinary committee for a hearing on the summary suspension; and

(c) The conditions, if any, under which the respondent may physically access the campus or communicate with members of the campus community. If the respondent has been trespassed from the campus, a notice against trespass shall be included that warns the student that his or her privilege to enter into or remain on college premises has been withdrawn, that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters the college campus other than to meet with the student conduct officer or designee, or to attend a disciplinary hearing.

(5)(a) The conduct review officer or designee shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension. The hearing will be conducted as a brief adjudicative proceeding.

(b) During the summary suspension hearing, the issue before the conduct review officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.

(c) The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.

(d) If the notice of summary suspension proceedings has been served upon the respondent in accordance with these rules and the student fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.

(e) As soon as practicable following the hearing, the conduct review officer shall issue a written decision, which shall include a brief statement of findings of fact and conclusions of law, the policy reasons justifying imposition of the summary suspension. If summary suspension is upheld and/or other discipline imposed, the order shall inform the respondent of the duration of the summary suspension or the nature of the disciplinary action(s), conditions under which the summary suspension may be terminated or modified, and procedures by which the order may be appealed.

(f) The interim suspension shall not replace the regular discipline process, which shall proceed as quickly as feasible in light of the interim suspension.

(g) To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices whom may be bound or protected by it.

(6) In cases involving allegations of sexual ((misconduct)) discrimination, the complainant will be notified that a summary suspen-

sion has been imposed on the same day that the summary suspension notice is served on the respondent. The college will also provide the complainant with timely notice of any subsequent changes to the summary suspension order.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-112 Initiation of disciplinary action. ~~((1) All disciplinary proceedings will be initiated by the student conduct officer or a designee. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complainant.~~

~~(2) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing the respondent to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the conduct code the respondent is charged with violating, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to appear after proper notification, the student conduct officer may take disciplinary action based upon the available information.~~

~~(3) The student conduct officer, prior to initiating taking disciplinary action in a case involving allegations of sexual misconduct, will make a reasonable effort to contact the complainant to discuss the results of the investigation and possible disciplinary sanctions and/or conditions (if any) that may be imposed upon the respondent if the allegations of sexual misconduct are found to have merit.~~

~~(4) Within ten business days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the specific student conduct code provisions alleged to have been violated, the action taken, and a notice of appeal rights (if any).~~

~~(5) The student conduct officer may take any of the following actions:~~

~~(a) Exonerate the respondent and terminate the proceeding;~~

~~(b) Dismiss the case after providing appropriate counseling and advice to the respondent. Such action is final and is not subject to review on appeal;~~

~~(c) Issue a verbal warning to the respondent directly. Such action is final and is not subject to review on appeal;~~

~~(d) Impose a disciplinary action(s), as described in WAC 132R-04-063. Such actions are subject to review on appeal as provided in this chapter. Any decision imposing a disciplinary action(s) must state the facts and conclusions supporting the student conduct officer's decision, the specific student conduct code provision(s) found to have been violated, the details of the discipline imposed, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal;~~

~~(e) Refer the matter directly to the student disciplinary committee for such action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the disciplinary committee, with a copy served on the respondent.~~

~~(6) In cases involving allegations of sexual misconduct, the student conduct officer, on the same date that a disciplinary decision is served on the respondent, will serve a written notice informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including disciplinary suspension or dismissal of the respondent. The notice will also inform the complainant of his or her appeal rights. If protective sanctions and/or conditions are imposed, the student conduct officer shall make a reasonable effort to contact the complainant to ensure prompt notice of the protective disciplinary sanctions and/or conditions.))~~ (1) Any member of the college community may file a complaint against a student or student group for possible violations of the student conduct code.

(2) The student conduct officer, or designee, may review and investigate any complaint to determine whether it appears to state a violation of the student conduct code.

(a) **Sex discrimination, including sex-based harassment.** The college's Title IX coordinator or designee shall review, process, and, if applicable, investigate complaints or other reports of sex discrimination, including sex-based harassment. Allegations of sex discrimination, including sex-based harassment, by a student shall be addressed through the student conduct code. Allegations involving employees or third parties associated with the college will be handled in accordance with college policies.

(b) **Hazing by student groups.** A student conduct officer, or designee, may review and investigate any complaint or allegation of hazing by a student group. A student group will be notified through its named officer(s) and address on file with the college. A student group may designate one representative who may speak on behalf of a student group during any investigation and/or disciplinary proceeding. A student group will have the rights of a respondent as set forth below.

(3) Investigations will be completed in a timely manner and the results of the investigation shall be referred to the student conduct officer for disciplinary action.

(4) If a student conduct officer determines that a complaint appears to state a violation of the student conduct code, the student conduct officer will consider whether the matter might be resolved through agreement with the respondent or through alternative dispute resolution proceedings involving the complainant and the reporting party.

(a) Informal dispute resolution shall not be used to resolve sex-based harassment complaints without written permission from both the complainant and the respondent.

(b) If the parties elect to mediate a dispute through informal dispute resolution, either party shall be free to discontinue mediation at any time.

(5) If the student conduct officer has determined that a complaint has merit and if the matter is not resolved through agreement or informal dispute resolution, the student conduct officer may initiate disciplinary action against the respondent.

(6) Both the respondent and the complainant in cases involving allegations of sex discrimination shall be provided the same procedur-

al rights to participate in student discipline matters, including the right to participate in the disciplinary process and to appeal any disciplinary decision.

(7) All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complaint.

(8) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing them to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the conduct code the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting.

(9) At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting after proper service of notice, the student conduct officer may take disciplinary action based upon the available information.

(10) Within 10 calendar days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting their decision, the specific student conduct code provisions found to have been violated, the discipline imposed (if any), and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal. This period may be extended at the sole discretion of the student conduct officer, if additional information is necessary to reach a determination. The student conduct officer will notify the parties of any extension period and the reason therefore.

(11) The student conduct officer may take any of the following disciplinary actions:

(a) Exonerate the respondent and terminate the proceedings;

(b) Impose a disciplinary sanction(s), with or without conditions, as described in WAC 132R-04-063; or

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

(12) In cases involving allegations of sex discrimination, the student conduct officer shall review the investigation report provided by the Title IX coordinator, and determine whether, by a preponderance of the evidence, there was a violation of the student conduct code; and if so, what disciplinary sanction(s) and/or remedies will be recommended. The student conduct officer shall, within five business days of receiving the investigation report, serve respondent, complainant, and the Title IX coordinator with a written recommendation, setting forth the facts and conclusions supporting their recommendation. The time for serving a written recommendation may be extended by the student conduct officer for good cause.

(a) The complainant and respondent may either accept the student conduct officer's recommended disciplinary sanction(s) or request a hearing before a student conduct committee.

(b) The complainant and respondent shall have 21 calendar days from the date of the written recommendation to request a hearing before a student conduct committee.

(c) The request for a hearing may be verbal or written, but must be clearly communicated to the student conduct officer.

(d) The student conduct officer shall promptly notify the other party of the request.

(e) In cases involving sex discrimination, the student conduct officer may recommend dismissal of the complaint if:

(i) The college is unable to identify respondent after taking reasonable steps to do so;

(ii) Respondent is not participating in the college's educational programs or activities;

(iii) The complainant has voluntarily withdrawn any or all of the allegations in the complaint, and the Title IX coordinator has declined to initiate their own complaint;

(iv) The college determines that, even if proven, the conduct alleged by the complainant would not constitute sex discrimination; or

(v) The conduct alleged by the complainant falls outside the college's disciplinary jurisdiction.

(f) In cases involving allegations of sex-based harassment, the college must obtain the complainant's voluntary withdrawal in writing before the matter can be dismissed.

(g) If no request for a full hearing is provided to the student conduct officer, the student conduct officer's written recommendation shall be final and implemented immediately following the expiration of 21 calendar days from the date of the written recommendation.

(h) Upon receipt of the student conduct officer's written recommendation, the Title IX coordinator or their designee shall review all supportive measures and, within five business days, provide written direction to the complainant and respondent as to any supportive measures that will be implemented, continued, modified, or terminated. If either party is dissatisfied with the supportive measures, the party may seek review in accordance with the college's Title IX investigation procedure.

(i) If the respondent is found responsible for engaging in sex discrimination, the Title IX coordinator shall also take prompt steps to coordinate and implement any necessary remedies to ensure that sex discrimination does not recur and that complainant has equal access to the college's programs and activities.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-113 Appeal from disciplinary action. (1) Except as specified for cases involving allegations of sex discrimination, as set forth in WAC 132R-04-057, the respondent may appeal ((the results of)) a disciplinary action by filing a written notice of appeal with the conduct review officer within ((twenty)) 21 calendar days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's order shall be deemed final.

(2) The notice of appeal must include a brief statement explaining why the respondent is seeking review.

(3) The parties to an appeal shall be the respondent, complainant if any, and the conduct review officer.

(4) A respondent, who timely appeals a disciplinary action or whose case is referred to the student disciplinary committee, has a right to a prompt, fair, and impartial hearing as provided for in these procedures.

(5) On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.

(6) In the event of a conflict between this student conduct code and the Administrative Procedure Act, chapter 34.05 RCW, this student conduct code will govern.

((+6)) (7) The college hereby adopts the Model rules of procedure, chapter 10-08 WAC, by reference. To the extent there is a conflict between these rules and chapter 10-08 WAC, these rules shall control.

((+7)) (8) Imposition of discipline for violation of the student conduct code shall be stayed pending appeal, unless respondent has been summarily suspended.

((+8)) (9) The student disciplinary committee shall hear the following cases as fully adjudicated proceedings:

- (a) Appeals from suspensions in excess of ten instructional days;
- (b) Appeals from dismissals;

(c) Discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president; and

(d) Cases in which students request to have their discipline case heard by the committee.

((+9)) (10) Student conduct appeals involving the following disciplinary actions shall be reviewed as brief adjudicative proceedings:

- (a) Suspensions of ten instructional days or less;
- (b) Disciplinary probation;
- (c) Reprimands; and

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-116 Brief adjudicative proceedings—Initial hearing.

(1) Brief adjudicative proceedings shall be conducted by the student conduct officer. The presiding officer shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(2) The parties to a brief adjudicative proceeding are the respondent and the student conduct officer. Before taking action, the conduct review officer shall conduct an informal hearing and provide each party (a) an opportunity to be informed of the college's view of the matter and (b) an opportunity to explain the party's view of the matter.

(3) The conduct review officer shall serve an initial decision upon all the parties within ~~((ten-business))~~ 10 calendar days of consideration of the initial hearing. The initial decision shall contain

a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within (~~(twenty-one)~~) 21 calendar days of service of the initial decision, the initial decision shall be deemed the final order.

(4) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension (~~(of more than ten)~~) in excess of 10 instructional days or expulsion, the matter shall be referred to the student disciplinary committee for a disciplinary hearing. The conduct review officer may enter an interim order suspending the student until a hearing can be held by the student disciplinary committee. The interim order shall provide a brief explanation as to facts supporting the interim order of suspension and give the necessary notices that the case has been referred to the student disciplinary committee.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-1170 Brief adjudicative proceedings—Review of an initial decision. (1) An initial decision is subject to review by the president or his or her designee, provided the respondent files a written request for review with the conduct review officer within (~~(twenty-one)~~) 21 calendar days of service of the initial decision.

(2) The president or designee shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(3) During the review, the president or designee shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the proceedings must be referred to the student disciplinary committee for a formal adjudicative hearing.

(4) The decision on review must be in writing and must include a brief statement of the reasons for the decision and must be served on the parties within (~~(twenty)~~) 20 calendar days of the initial decision or of the request for review, whichever is later. The order on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the reviewing officer does not make a disposition of the matter within (~~(twenty)~~) 20 calendar days after the request is submitted.

(5) If the president or designee upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than (~~(ten)~~) 10 instructional days or expulsion, the matter shall be referred to the student disciplinary committee for a disciplinary hearing. The president or designee may enter an interim order suspending the student until a hearing can be held by the student disciplinary committee. The interim order shall provide a brief explanation as to facts supporting the interim order of suspension and give the necessary notices that the case has been referred to the student disciplinary committee.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-125 Student ((disciplinary)) conduct committee—General. (1) The student ((disciplinary)) conduct committee shall consist of five members:

(a) Two full-time students appointed by the student government;
(b) Two faculty members recommended by the faculty association and appointed by the president;

(c) The conduct review officer or other member of the administration appointed by the president at the beginning of the academic year.

(2) The conduct review officer shall serve as the committee chair and may take action on preliminary hearing matters prior to the appointment of the committee. The committee chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.

(3) Hearings may be heard by a quorum of three members of the committee so long as the chair, one faculty member, and one student are included on the hearing panel. Committee action may be taken upon a majority vote of all committee members attending the hearing.

(4) Members of the student disciplinary committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition the committee for disqualification of a committee member.

(5) For cases involving allegations of sex discrimination, including sex-based harassment, members of the student conduct committee must receive training on serving impartially, avoiding prejudgment of facts at issue, conflicts of interest, and bias. The chair must also receive training on the student conduct process for sex discrimination cases, as well as the meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible, regardless of relevance in accordance with 34 C.F.R. §§ 106.45 and 106.46.

(6) The college may, in its sole discretion, contract with an administrative law judge or other qualified person to act as the presiding officer, authorized to exercise any or all duties of the student conduct committee and/or committee chair.

In sex discrimination cases, the college may, in its sole and exclusive discretion, contract with an administrative law judge or other qualified person to act as the presiding officer, authorized to exercise any or all duties of the student conduct committee and/or committee chair.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-130 Student disciplinary committee—((Hearing)) Pre-hearing. (1) The student conduct administrative panel will conduct full adjudicative proceedings in accordance with the provisions of this standards of conduct for students code, the Administrative Proce-

dure Act (chapter 34.05 RCW), and the model rules of procedure (chapter 10-08 WAC) including a hearing, determination of findings, conclusions, and sanctions. To the extent there is a conflict between the conduct code and the model rules, this student conduct code shall control.

(2) The committee chair shall serve all parties with written notice of the hearing not less than seven business days in advance of the hearing date. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause.

(3) The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and forms of any discovery, issuance of protective orders, and similar procedural matters.

(4) Upon request filed at least five business days before the hearing by either party or at the direction of the committee chair, the parties shall exchange, no later than the third business day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present in their respective cases. 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, unless the party can show good cause for such failure.

(5) The committee chair may provide to the committee members in advance of the hearing copies of (i) the student conduct officer's notification of imposition of discipline (or referral to the committee) and (ii) 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.

(6) The parties 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.

(7) The student conduct officer shall provide reasonable assistance to the respondent, upon request, in obtaining relevant and admissible evidence that is within the college's control.

(8) Communications between committee members and other hearing participants 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; any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

(9) Each party may be accompanied at the hearing by a nonattorney assistant of their choice. A respondent or complainant in a case involving allegations of sexual misconduct may elect to be represented by an attorney at their own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent or complainant is represented by an attorney, the student conduct officer may also be represented by a second, appropriately screened assistant attorney general.

(10) In circumstances involving more than one accused student, the student conduct officer may permit joint or separate hearings upon request by a party.

WAC 132R-04-131 Student disciplinary committee hearing—Presentation 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. If an accused student, with notice, does not appear before a student conduct administrative panel hearing, the information in support of the complaint is presented and considered in the absence of the accused student.~~

~~(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record or in writing that some or all of the proceedings should be open, the committee chair shall determine any extent to which the hearing will be open. For hearings involving sexual misconduct allegations, complainant, accused student, and their respective attorney representatives may attend portions of the hearing where argument, testimony, and/or evidence are presented to the student disciplinary committee. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.~~

~~(3) The committee chair shall cause the hearing to be recorded by a method that the committee chair selects, in accordance with RCW 34.05.449. Panel deliberations are not recorded. The recording, or a copy, is property of the college, but will be made available to the respondent upon request. The chair shall assure maintenance of the record of the proceeding 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 committee chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee, and make rulings on the admissibility of evidence, motions, objections, and on challenges to the impartiality of board members, unless a hearing examiner is appointed as provided below. These rulings shall be made on the record. The Washington rules of evidence shall serve as guidelines for those rulings on the admissibility of evidence, in conjunction with the Administrative Procedure Act, chapter 34.05 RCW. Questions related to the order of the proceedings are also determined by the committee chair.~~

~~(5) The student conduct officer (unless represented by an assistant attorney general) 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. The panel chair determines which records, exhibits, and written statements may be accepted as information for consideration by the panel. These rulings shall be made on the record. Evidence shall be admitted or excluded in accordance with RCW 34.05.452.~~

~~(7) The president of the college or designee, the chair of the student disciplinary committee, the administrators assigned to the student disciplinary committee, deans, and/or the student conduct officer have the authority to issue subpoenas.~~

~~(8) The accused student and the student conduct officer may arrange for witnesses to present pertinent information to the student~~

disciplinary committee. Each party is responsible for informing their witnesses of the time and place of the hearing.

(9) The committee chair may accommodate concerns for the personal safety, well-being or fears of confrontation during the hearing by providing separate facilities, or by permitting participation by telephone, audio tape, written statement, or other means. In making such accommodations, the rights of the other parties must not be prejudiced and must have the opportunity to participate effectively in, to hear, and, if technically economically feasible, to see the entire proceeding while it is taking place.

(10) In cases involving allegations of sexual misconduct, neither party shall directly question or cross examine one another. Attorneys for the parties are also prohibited from questioning the opposing party absent express permission from the committee chair. Subject to this exception, all cross-examination questions shall be submitted in writing to the committee chair, who in his or her discretion shall pose the questions on the party's behalf.

(11) At the conclusion of the hearing, the committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee may also permit each party to propose findings, conclusions, and/or an order for its consideration.)) (1) Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either:

(a) Proceed with the hearing and issuance of its decision; or

(b) Serve a decision of default in accordance with RCW 34.05.440.

(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. 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 they select, in accordance with RCW 34.05.449. That recording, or a copy, shall be made available to any party upon request. The chair shall ensure maintenance of the record of the proceeding that is required by RCW 34.05.476, which shall also be available upon request for inspection and copying by any party. 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 student conduct officer (unless represented by an assistant attorney general) shall present the college's case.

(6) All testimony shall be given under oath or affirmation. Except as otherwise provided in this section, evidence shall be admitted or excluded in accordance with RCW 34.05.452.

(7) In cases involving allegations of sex-based harassment, the complainant and respondent may not directly question one another or other witnesses. In such circumstances, the chair will determine whether questions will be submitted to the chair, who will then ask questions of the parties and witnesses, or allow questions to be asked directly of any party or witnesses by a party's attorney or advisor. The committee chair may revise this process if, in the chair's determination, the questioning by any party, attorney, or advisor, becomes contentious or harassing.

(a) Prior to any question being posed to a party or witness, the chair must determine whether the question is relevant and not otherwise impermissible; and must explain any decision to exclude a ques-

tion that is deemed not relevant, or is otherwise impermissible. The chair will retain for the record copies of any written questions provided by any party.

(b) The chair must not permit questions that are unclear or harassing; but shall give the party an opportunity to clarify or revise such a question.

(c) The chair shall exclude and the committee shall not consider legally privileged information unless the individual holding the privilege has waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(i) Spousal/domestic partner privilege;

(ii) Attorney-client communications and attorney work product privilege;

(iii) Clergy privileges;

(iv) Medical or mental health providers and counselor privileges;

(v) Sexual assault and domestic violence advocate privileges; and

(vi) Other legal privileges set forth in RCW 5.60.060 or federal law.

(d) The chair shall exclude and the committee shall not consider questions or evidence that relate to the complainant's sexual interests or prior sexual conduct, unless such question or evidence is offered to prove someone other than the respondent committed the alleged conduct, or is evidence of specific instances of prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

(e) The committee may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The committee must not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

(8) Except in cases involving allegations of sex-based harassment, the chair has the discretion to determine whether a respondent may directly question any witnesses; and if not, to determine whether questions must be submitted to the chair to be asked of witnesses, or to allow questions to be asked by an attorney or advisor for the respondent.

AMENDATORY SECTION (Amending WSR 17-22-054, filed 10/25/17, effective 11/25/17)

WAC 132R-04-150 Appeal from student ((disciplinary)) conduct committee initial decision. ~~((1) A respondent who is aggrieved by the findings or conclusions issued by the student disciplinary committee may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within twenty calendar days of service of the committee's initial decision.~~

~~(2) The notice of appeal must assign error to specific findings of fact and/or conclusions of law in the initial decision and must contain argument regarding why the appeal should be granted. The president's review on appeal shall be limited to a review of those issues~~

and arguments raised in the notice of appeal. Review shall be restricted to the record created below.

~~(3) The president shall provide a written order to all parties within forty-five calendar days after receipt of the notice of appeal. The president's decision shall be final.~~

~~(4) The president may exercise discretion to suspend any disciplinary action pending review of the merits of the findings, conclusions, and disciplinary actions imposed.~~

~~(5) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.~~

~~(6) Respondents and complainants in a case involving allegations of sexual misconduct shall have the right to be accompanied by an attorney or nonattorney assistant of their choosing during the appeal process, but will be deemed to have waived that right unless they file with the president a written notice of the attorney's identity and participation within twenty calendar days of service of the committee's initial decision.~~

~~(7) Complainant may appeal the student conduct committee's initial decision to the president subject to the same procedures and deadlines applicable to other parties.~~

~~(a) In addition to the appeal rights provided to the respondent above, a complainant may also appeal the following actions by the student conduct officer:~~

~~(i) The dismissal of a sexual misconduct complaint; or~~

~~(ii) Any disciplinary sanction(s) and conditions imposed against a respondent for a sexual misconduct violation, including a disciplinary warning.~~

~~(b) If the respondent timely appeals a decision imposing discipline for a sexual misconduct violation, the college shall notify the complainant of the appeal, and provide the complainant an opportunity to intervene as a party to the appeal.~~

~~(c) The president will serve complainant a written notice indicating that the appeal has been resolved on the same date that the final order is served upon the respondent. This notice shall inform the complainant whether the sexual misconduct allegation was found to have merit and describe any sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent.)~~ (1) Any party, including a complainant in sex-based harassment cases, may appeal the committee's decision to the president by filing a written appeal with the president's office within 21 calendar days of service of the committee's decision. Failure to file a timely appeal constitutes a waiver of the right and the decision shall be deemed final.

(2) The written appeal must identify the specific findings of fact and/or conclusions of law in the decision that are challenged and must contain argument why the appeal should be granted. Appeals may be based upon, but are not limited to:

(a) Procedural irregularity that would change the outcome;

(b) New evidence that would change the outcome and that was not reasonably available when the initial decision was made; and

(c) The investigator, decision maker, or Title IX coordinator had a conflict of interest or bias for or against a respondent or complainant individually or respondents or complainants generally.

(3) Upon receiving a timely appeal, the president or a designee will promptly serve a copy of the appeal on all nonappealing parties, who will have 10 business days from the date of service to submit a written response addressing the issues raised in the appeal to the

president or a designee, and serve it on all parties. Failure to file a timely response constitutes a waiver of the right to participate in the appeal.

(4) If necessary to aid review, the president may ask for additional briefing from the parties on issues raised on appeal. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the appeal.

(5) The president shall serve a written decision on all parties and their attorneys, if any, within 20 calendar days after receipt of the appeal. The president's decision shall be final and subject to judicial review pursuant to chapter 34.05 RCW, Part V.

(6) In cases involving allegations of sex-based harassment, the president's decision must be served simultaneously on the complainant, respondent, and Title IX coordinator.

(7) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.

AMENDATORY SECTION (Amending WSR 21-08-012, filed 3/26/21, effective 4/26/21)

WAC 132R-04-320 Prehearing procedure. ~~((1) Upon receiving the disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132R-04-130. In no event will the hearing date be set less than ten days after the Title IX coordinator provided the final investigation report to the parties.~~

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

~~(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.))~~ (1) Proceedings of the student conduct committee shall be governed by the Administrative Procedure Act, chapter 34.05 RCW.

(2) The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven calendar days in advance of the hearing date. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown. The notice must include:

- (a) A copy of the student conduct code;
- (b) The basis for jurisdiction;
- (c) The alleged violation(s);
- (d) A summary of facts underlying the allegations;
- (e) The range of possible sanctions that may be imposed; and
- (f) A statement that retaliation is prohibited.

(3) The chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.

(4) Upon request filed at least five calendar days before the hearing by any party or at the direction of the chair, the parties 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 to the committee. 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.

(5) The chair may provide to the committee members in advance of the hearing copies of:

(a) The student conduct officer'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.

(6) The parties 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.

(7) (Optional: The student conduct officer shall provide reasonable assistance to the respondent and complainant in procuring the presence of college students, employees, staff, and volunteers to appear at a hearing, provided the respondent and complainant provide a witness list to the student conduct officer no less than three business days in advance of the hearing. The student conduct officer shall notify the respondent and complainant no later than 24 hours in advance of the hearing if they have been unable to contact any prospective witnesses to procure their appearance at the hearing. The committee chair will determine how to handle the absence of a witness and shall describe on the record their rationale for any decision.)

(8) Communications between committee members and other hearing participants 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.

(9) (Optional: In cases heard by the committee, each party may be accompanied at the hearing by an advisor of their choice, which may be an attorney retained at the party's expense.)

(10) (Optional: For any matters involving a disciplinary sanction of suspension of more than one quarter, dismissal, or sex-based harassment, the college shall provide an advisor to the respondent and any complainant, if they have not otherwise identified an advisor to assist them during the hearing.) The committee will ordinarily be advised by an assistant attorney general or their designee. If the respondent and/or the complainant is represented by an attorney, the student conduct officer may be represented by an assistant attorney general.

(11) Attorneys for students must file a notice of appearance with the committee chair at least four business days before the hearing. Failure to do so may, at the discretion of the committee chair, result in a waiver of the attorney's ability to represent the student at the hearing, although an attorney may still serve as an advisor to the student.

(12) In cases involving allegations of sex discrimination, the complainant has a right to participate equally in any part of the dis-

ciplinary process, including appeals. Respondent and complainant both have the following rights:

(a) **Notice.** The college must provide a notice that includes all information required in subsection (2) of this section, and a statement that the parties are entitled to an equal opportunity to access relevant and permissible evidence, or a description of the evidence upon request.

(b) **Advisors.** The complainant and respondent are both entitled to have an advisor present, who may be an attorney retained at the party's expense.

(c) **Extensions of time.** The chair may, upon written request of any party and a showing of good cause, extend the time for disclosure of witness and exhibit lists, accessing and reviewing evidence, or the hearing date, in accordance with the procedures set forth in subsection (13)(b) of this section.

(d) **Evidence.** In advance of the hearing, the student conduct officer shall provide reasonable assistance to the respondent and complainant in accessing and reviewing the investigative report and relevant and not otherwise impermissible evidence that is within the college's control.

(e) **Confidentiality.** The college shall take reasonable steps to prevent the unauthorized disclosure of information obtained by a party solely through the disciplinary process which may include, but are not limited to, directives by the student conduct officer or chair pertaining to the dissemination, disclosure, or access to evidence outside the context of the disciplinary hearing.

(13) In cases involving allegations of sex-based harassment, the following additional procedures apply:

(a) **Notice.** In addition to all information required in subsection (2) of this section, the notice must also inform the parties that:

(i) The respondent is presumed not responsible for the alleged sex-based harassment;

(ii) The parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial decision maker;

(iii) They may have an advisor of their choice, who may be an attorney, to assist them during the hearing;

(iv) They are entitled to an equal opportunity to access relevant and not otherwise impermissible evidence in advance of the hearing; and

(v) The student conduct code prohibits knowingly making false statements or knowingly submitting false information during a student conduct proceeding.

(b) **Extensions of time.** The chair may, upon written request of any party and a showing of good cause, extend the time for disclosure of witness and exhibit lists, accessing and reviewing evidence, or the hearing date. The party requesting an extension must do so no later than 48 hours before any date specified in the notice of hearing or by the chair in any prehearing conference. The written request must be served simultaneously by email to all parties and the chair. Any party may respond and object to the request for an extension of time no later than 24 hours after service of the request for an extension. The chair will serve a written decision upon all parties, to include the reasons for granting or denying any request. The chair's decision shall be final. In exceptional circumstances, for good cause shown, the chair may, in their sole discretion, grant extensions of time that are made less than 48 hours before any deadline.

(c) **Advisors.** The college shall provide an advisor to the respondent and any complainant, if the respondent or complainant have not otherwise identified an advisor to assist during the hearing.

(d) **Evidence.** In advance of the hearing, the student conduct officer shall provide reasonable assistance to the respondent and complainant in accessing and reviewing the investigative report and relevant and not otherwise impermissible evidence that is within the college's control.

(e) **Confidentiality.** The college shall take reasonable steps to prevent the unauthorized disclosure of information obtained by a party solely through the disciplinary process which may include, but are not limited to, directives by the student conduct officer or chair issuing directives pertaining to the dissemination, disclosure, or access to evidence outside the context of the disciplinary hearing.

(f) **Separate locations.** The chair may, or upon the request of any party, must conduct the hearing with the parties physically present in separate locations, with technology enabling the committee and parties to simultaneously see and hear the party or the witness while that person is speaking.

(g) **Withdrawal of complaint.** If a complainant wants to voluntarily withdraw a complaint, they must provide notice to the college in writing before a case can be dismissed.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #11: BP1000 (information/action)

BACKGROUND:

BP1000 will be reviewed for revisions discussed during the board retreat, August 29, 2024.

Remove paragraph two on page 15 *“The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.”*

RECOMMENDATION:

None.,

1000.1 ENDS

Big Bend Community College Ends		
E-1: Student Success		
Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.		
E-2: Community Engagement	E-3: Stewardship	E-4: Diversity, Equity, Inclusion
Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.	Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.	Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

(Annual reports on these Ends Statements will be presented to the board according to the schedule outlined in the current Academic Master Plan.)

1000.2 EXECUTIVE LIMITATIONS**EL – 1 General Executive Constraint**

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies. The duties and responsibilities of the President are outlined in the President's Job Description in the Human Resource Office.

EL – 2 Respect For Students

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process; to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

EL – 4 Respect For Employees

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.
3. Restrict the exercise of academic freedom.
4. Prevent non-represented classified and admin/exempt employees from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

5. Hinder employees from becoming acquainted with their rights under this policy.

EL – 5 Ethical Conduct

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

EL – 8 Financial Condition And Activity

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.
4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

GP – 2 Governing Style

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.

7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
 - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.
 - D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
3. The assurance of the President's performance (against policies in 2A and 2B).
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chair's Role

The Chair assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties. The Chair is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chair is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.

- B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
- 2. The authority of the Chair consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
 - A. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
 - B. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
 - C. The Chair may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
 - D. The Chair may delegate this authority, but remains accountable for its use.
- 3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair. In the absence of the Chair and Vice Chair, the members of the Board shall select a member to assume the responsibilities of the Chair during the continuance of the absences.

GP – 5 Board Members Code Of Ethics

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

- 1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.
- 2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.

- B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
 - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
- A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
 - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.
 - C. Members will give no consequence or voice to individual judgments of President or staff performance.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

- 1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.

2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020.
2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

OFFICES OF THE BOARD OF TRUSTEES

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chair of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chair or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.
- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting for the purposes set forth in RCW 42.30.110, as amended. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

In questions of parliamentary procedure, the actions of the board shall be conducted according to the rules contained in the current edition of Robert's Rules of Order Newly Revised, unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

- E. The chair shall announce at the beginning of each meeting that interested citizens or groups may make five-minute oral or written presentations to the board regarding any item on or off the agenda. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting.

If oral comment from other members of the public is accepted at a regular meeting, and upon the request of any individual who will have difficulty attending a meeting by reason of disability, limited mobility, or for any other reason that makes physical attendance at the meeting difficult, the Board of Trustees, when feasible, shall provide an opportunity for that individual to provide oral comment at the meeting remotely.

Nothing in this section of the policy requires the Board of Trustees to accept comment which renders the orderly conduct of the meeting unfeasible. In such a scenario, the Board of Trustees may take steps to return the meeting to orderly conduct in accordance with state law.

OFFICERS OF THE BOARD

At a regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months commencing on October 1st. In addition, the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chair of the board in the absence of the chair.

The secretary of the board shall be the President of Big Bend Community College and in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official

seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

BSL - 2 Delegation To The President

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.
4. Only decisions of the board acting as a body are binding upon the President.
 - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
 - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President’s Job Description

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
 - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
 - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party’s opinion to be the standard.
 - C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a “prudent person” test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. *Ends* and *Executive Limitations* shall be monitored annually in the Mission Fulfillment Report and Budget Presentations.
4. The board will conduct a formal evaluation of the President annually. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the

board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

~~The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.~~

The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #12: Board Policies (for information)

BACKGROUND:

During the August 29, 2024, board retreat the trustees discussed reviewing board policies regularly for diversity, equity, and inclusion wording. The board will review the policies at one meeting and then take action on the policies at the following meeting. The review schedule, helpful DEI resources, and the first five BPs follow.

Prepared by the President's Office.

RECOMMENDATION:

None.

EDI: Glossary of Related Terms

Term	Definition	Source
+	Not just a mathematical symbol, but a denotation of everything on the gender and sexuality spectrum that letters and words cannot yet describe.	Wright, J. (2019). The Language of Inclusion.
Ableism / ablism	Prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional ability; usually that of able-bodied / minded persons against people with illness, disabilities, or less developed skills / talents.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Advocate	Someone who speaks up for her/himself and members of his/her identity group; e.g., a woman who lobbies for equal pay for women.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Affinity groups (or caucus)	<p>A body of people who are members of a particular social group or share a certain social identity. This can be a group formed around a shared identity, trait, ideology, interest or common goal, to which individuals formally or informally belong.</p> <p>Caucus builds on the above by being a group that comes together around a shared purpose. For example, white staff might convene a white affinity group to explore what they have in common (e.g., white identity, white privilege, etc.), how they might experience these similarly or different from each other based on their identities, and how these commonalities impact their work; or they might convene a white caucus for anti racist action to organize and practice ways of interrupting systemic racism inside the organization.</p>	Working definitions for use in diversity, equity, and inclusiveness in staff learning and development. <i>Teach for America.</i>
Affirmative action	Any action taken by an employer, in compliance with federal law, to promote the employment and advancement of people who have been the traditional targets of discrimination.	Wright, J. (2019). The Language of Inclusion.
Ageism	Prejudiced thoughts and discriminatory actions based on differences in age.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Alaska Native or Native American Indian or Native Indian American	<p>A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment. It includes people who classify themselves as described below:</p> <p>A. Native American / Native Indian American: Includes people who indicate their race as “Native American,” entered the name of an Indian tribe, or report such entries as Canadian Indian, French-American Indian, or Spanish-American Indian.</p> <p>B. Alaska Native: Includes written responses of Eskimos, Aleuts, and Alaska Indians as well as entries</p>	Wright, J. (2019). The Language of Inclusion.

EDI: Glossary of Related Terms

	such as Arctic Slope, Inupiat, Yupik, Alutiiq, Egegik, and Pribilovian. The Alaska tribes are the Alaskan Athabaskan, Tlingit, and Haida.	
Ally	A person who supports marginalized, silenced or less privileged groups without actually being a member of those groups. This person will often directly confront and challenge systems of oppression; e.g., a man who lobbies for equal pay for women. An ally can be a member of the advantaged group who works to dismantle oppression from which s/he benefits. Allies recognize the relative and unearned privilege or power they receive from society's patterns of injustice and take responsibility for changing these patterns. Allies include men who work to end sexism, white people who work to end racism, heterosexual people who work to end heterosexism, and so on	The Global Expression Oppression Reader; Working definitions for use in diversity, equity, and inclusiveness in staff learning and development. <i>Teach for America</i> .
Androgynous	A person whose biological sex is not readily apparent, whether intentionally or unintentionally. The individual may reflect an appearance that is both masculine and feminine, or who appears to be neither or both; also can be a person who rejects gender roles entirely.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Anti-racism	Anti-racism includes beliefs, actions, movements and policies adopted or developed to oppose racism. In general, anti-racism is intended to promote an egalitarian society in which people do not face discrimination on the basis of their race, however defined.	Glossary of commonly used words and ideas. <i>Fellowship for Race and Equity in Education</i> .
Anti-Semitism	The fear or hatred of Jews, Judaism, and related symbols.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Aromantic	Experiencing a lack of romantic attraction towards other people. Aromantic people have varying preferences on relationships. Some enjoy participating in romantic relationships, some prefer queer-platonic partnerships, and some prefer not to be in a relationship. Can be combined with other terms (bisexual aromantic, etc.). This term should not be confused with "asexual" – aromantic people do not always identify as asexual, and vice versa.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Asexual / Ace	Experiencing a lack of sexual attraction towards other people. Asexuality encompasses a wide range of experiences; asexual people can be sex repulsed, sex neutral, or sex positive, and can have varying sex drives. Commonly abbreviated to "ace." Can be combined with other terms (asexual panromantic, etc.). This is not to be confused with "aromantic" – asexual people do not always identify as aromantic, and vice versa.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes "Asian Indian", "Chinese", "Filipino", "Korean", "Japanese", "Vietnamese", and "Other Asian".	Wright, J. (2019). The Language of Inclusion.
Assimilation	The process whereby a group gradually adopts the characteristics, customs and attitudes of the prevailing culture.	Wright, J. (2019). The Language of Inclusion.

EDI: Glossary of Related Terms

Benevolent sexism	Sexism that is less obvious. It involves overall positive views of women, so long as they occupy traditionally feminine roles, and characterizes women as weak and needing protection, support and adoration. Organizational decision makers with more benevolently sexist attitudes are more likely to automatically associate men with high authority and women with low authority roles, and implicitly stereotype men as agentic and women as communal. Benevolent sexism – leading to discrimination from a desire to protect women – can take the form of overly protective attitudes towards women, shielding them from challenges at work that would serve as growth opportunities and/or not providing honest feedback. For example, managers who have benevolently sexist attitudes are more likely to give more positive verbal feedback to women than other managers give, but then give lower numerical evaluations to female employees.	Smith, G., Rizzo, T., Glinski, A. (2018). Men and masculinities: A brief review of the literature. <i>ICRW & EGAL</i> .
Biracial	A person who identifies as being of two races, or whose biological parents are of two different racial groups.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Bias	Unconscious or conscious thoughts and feelings that influence seemingly objective actions or decisions. Biases can be contradictory to our explicit, consciously held beliefs.	Greenwald, Brian Nosek, and Mahzarin Banaji, creators of the Implicit Association Test
Bigotry	Prejudice carried to the extreme of overt hatred, often carried to the point of violence.	Wright, J. (2019). The Language of Inclusion.
Bisexual	A person who is attracted to members of both the male and female sex.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Black or African American	A person having origins in any of the black racial groups of Africa. It may include people who indicate their race as “Black” or “African American”, or as “Afro American”, “Kenyan”, “Nigerian”, or “Haitian”. The term “African American” is considered to be the more professional and accepted usage.	Wright, J. (2019). The Language of Inclusion.
Bropropriating	Stealing an idea from a woman and putting it into the world as your own.	Wright, J. (2019). The Language of Inclusion.
Change Agents	Change agents are individuals within an organization, at any level. They are educated about managing diversity, inclusion, and belonging, and committed to facilitating change by modeling appropriate behaviors. They also take every opportunity to ensure that systems, policies and practices are flexible enough to work for everyone, modifying them as appropriate. Change agents include top leadership, management and employees at every level. Because managing diversity represents a major change in the management of human resources, without multi-level change agents implementation will stall. It requires support from leaders with vision, credibility and authority — champions. A managing diversity champion actively supports the organization’s commitment to managing diversity and is seen by others	Wright, J. (2019). The Language of Inclusion.

EDI: Glossary of Related Terms

	as a valued member of the current culture and thus has credibility as the organization moves to the new vision.	
Cisgender	A term used to describe people who, for the most part, identify as the gender they were assigned at birth. (Cis is Latin for “on the near side of”, same side of)	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Cisnormativity	The assumption, in individuals and in institutions, that everyone is cisgender, and that cisgender identities are superior to trans identities and people. Leads to invisibility of non-cisgender identities.	Comprehensive* List of LGBTQ+ Vocabulary Definitions. Killermann.
Classism	Prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Colourblind	A term used to describe a disregard of racial characteristics or lack of influence by racial prejudice. The concept of colorblindness is often promoted by those who dismiss the importance of race in order to proclaim the end of racism. It presents challenges when discussing diversity, which requires being racially aware, and equity that is focused on fairness for people of all races.	2015 Race Reporting Guide. Race Forward, The Center for Racial Justice Innovation.
Collusion	When people act to perpetuate oppression or prevent others from working to eliminate oppression. Example: Able-bodied people who object to strategies for making buildings accessible because of the expense.	Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.
Communities of color	A term used primarily in the United States to describe communities of people who are not identified as White, emphasizing common experiences of racism	Appendix of Portland, Oregon’s Racial and Equity Plan. Definitions created by the Office of Equity and Human Rights.
Community organizations	Community-based organizations are public or private not-for profit resource hubs that provide specific services to the community or targeted population within the community.	Rebecca Fielding-Miller, Sarah Kim, Jeanette Bowles, Samantha Streuli & Peter Davidson, “ We’re already doing this work’: ethical research with community-based organizations ,” BMC Medical Research Methodology

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Corporate social responsibility	A self-regulating business model that helps a company be socially accountable — to itself, its stakeholders, and the public. By practicing corporate social responsibility, also called corporate citizenship, companies can be conscious of the kind of impact they are having on all aspects of society including economic, social, and environmental. To engage in CSR means that, in the normal course of business, a company is operating in ways that enhance society and the environment, instead of contributing negatively to them. Through CSR programs, philanthropy, and volunteer efforts, businesses can benefit society while boosting their own brands.	Corporate Social Responsibility. Investopedia.
Cross dressing	When someone wears clothing traditionally worn by the other gender. People who identify as CrossDressers typically do not want to transition their bodies or live full-time as the other gender.	Wright, J. (2019). The Language of Inclusion.
Cross-cultural	The interaction, communication, or other processes between people or entities from two or more different cultures.	Wright, J. (2019). The Language of Inclusion.
Culture	The 'culture' of a group (...) is the peculiar and distinctive 'way of life' of the group (...), the meanings, values and ideas embodied in institutions, in social relations, in systems of beliefs, in mores and customs, in the uses of objects and material life.	John Clarke, Stuart Hall, Tony Jefferson & Brian Roberts, "Subcultures, Cultures, and Class: A Theoretical Overview", in: Resistance through Rituals: Youth Subcultures in Post-War Britain, ed. Stuart Hall & Tony Jefferson, London: 1976, 9-74, here p. 10
Culturally appropriate	The understanding of what is suitable given a particular context. Including awareness of norms, symbols, values, etc.	EDIC Definitions from Seattle Colleges
Cultural appropriation	Adoption of elements of a culture that has been subordinated in social, political, economic, status by a different cultural group. It may rely on offensive stereotypes, and is insensitive to how the culture of a group has been exploited by the culture in power, often for profit.	2015 Race Reporting Guide. Race Forward. The Center for Racial Justice Innovation.
Cultural conditioning	The shared patterns of behavior and interactions, cognitive constructs and affective understanding that are learned through socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or similar ways.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.

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Culturally competent	The starting point is to understand your own cultural values and world view. Cultural competence is the ability to participate ethically and effectively in personal and professional intercultural settings. It requires knowing and reflecting on one's own cultural values and world view and their implications for making respectful, reflective, and reasoned choices, including the capacity to imagine and collaborate in cross cultural contexts. Cultural competence is ultimately about valuing diversity for the richness and creativity it brings to society.	“What is cultural competence?”, National Center for Cultural Competence at the University of Sydney.
Demisexual	Someone who generally does not experience sexual attraction unless they have formed a strong emotional, but not necessarily romantic, connection with someone	Wright, J. (2019). The Language of Inclusion.
Disability	Disability results from the interaction between individuals with a health condition, such as cerebral palsy, Down syndrome and depression, with personal and environmental factors including negative attitudes, inaccessible transportation and public buildings, and limited social support.	Disability, World Health Organization
Disability Owned Business Enterprise (DOBE)	A disability-owned business enterprise (DOBE) is a for-profit business that is at least 51% owned, managed and controlled by a person with a disability regardless of whether or not that business owner employs person(s) with a disability.	Disability:IN
Discrimination	Different treatment for similarly situated parties, especially when no legitimate reason appears to exist. An employer who rejects all male applicants and hires the first female applicant with the same qualifications might be discriminating on the basis of gender. The more repugnant the discrimination, the more likely it is to be found unlawful under the U.S. Constitution or some other law.	Cornell Law School, Legal Information Institute definitions.
Diverse supplier	A minority-owned business that is at least 51 percent owned managed and controlled by one or more African Americans, Hispanic Americans, Native Indian Americans/Native Americans, Asian Indian Americans, or Asian Pacific Americans. Acceptable certifications are provided by the National Minority Supplier Development Council and by Federal, State, and Local Governments.	Wright, J. (2019). The Language of Inclusion.
Diversity	Diversity is the similarities and differences of people found in our workforce, our customers, and in the community in which we serve. Diversity includes many characteristics that may be visible such as race, gender, and age, and it also includes less obvious characteristics like personality, style, ethnicity, ability, education, religion, job function, life experience, life style, sexual orientation, gender identity, geography, regional differences, work experience, and family situation that make us similar to and different from one another.	Wright, J. (2019). The Language of Inclusion.
Diversity Debt	Diversity debt is an initially skewed gender composition that persists throughout the growth states of a startup. The more this diversity debt rises, the more costly the measures that are needed to deal with it. From an employer perspective, diversity debt can represent the future obligations and costs associated with growing a gender homogenous workforce (e.g., developing a toxic company culture, missing out on relevant talent, having more difficulties hiring, etc.). From the perspective of job seekers, diversity debt is also a signal that provides information about past hiring practices. It is an indicator of whether a potential hire might expect to encounter bias or discrimination once they join the organization.	“Growing startups should worry about rising ‘diversity debt’, say researchers” from Phys.org

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Domestic partner	Unmarried partners who share living quarters	Wright, J. (2019). The Language of Inclusion.
Dominant culture (hegemony)	The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society. Dominant cultural practices are thought of as “normal” and therefore, can be perceived as preferred and right. These can be along lines of language, religion, behavior, values, rituals, and social customs.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Dominant social group	A social group that controls the value system and rewards people in a particular society.	Free dictionary by Farlex
EEO (Equal Employment Opportunity)	Basing terms and conditions of employment, as well as management decisions, on job-related factors without regard to age, color, disability, national origin, race, religion or sex.	Wright, J. (2019). The Language of Inclusion.
Employee Resource Group (ERG)	Employee Resource Groups (ERGs) are voluntary, employee-led groups that foster a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices, and objectives. Other benefits include the development of future leaders, increased employee engagement, and expanded marketplace reach.	Catalyst.org
Equality	The state of being equal, especially in status, rights, or opportunities (see also gender equality)	Adapted from Lexico (Dictionary.com and Oxford University Press).
Equity	The process of being treated fairly and impartially (see also gender equity). For an example of equity see affirmative action.	Adapted from Lexico (Dictionary.com and Oxford University Press).
Equity fluent leader	An Equity Fluent Leader intentionally uses their power to drive positive change and build an inclusive and equitable world. Equity Fluent Leadership is an ongoing journey that begins with understanding your own and others’ lived experiences.	Center for Equity, Gender & Leadership (EGAL). Haas School of Business, UC Berkeley.
Ethnicity	The cultural characteristics that connect a particular group or groups of people to each other. “Ethnicity” is sometimes used as a euphemism for “race”, or as a synonym for minority group. While ethnicity and race are related concepts, the concept of ethnicity is rooted in the idea of societal groups, particularly marked by shared nationality, tribal affiliation, religious faith, shared language, or cultural and traditional origins and backgrounds. Race is rooted in the idea of biological classification of homo sapiens to subspecies according to feature such as skin color or facial characteristics.	Glossary of commonly used words and ideas. <i>Fellowship for Race and Equity in Education.</i>
F to M/FTM/F2M	Female to male. Abbreviation used to specify the direction of sex or gender role change, usually used by those who identify as transsexual.	Diversity and social justice: A glossary or working definitions. Office of Multicultural Affairs

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Feminazi	A derogatory term for a radical feminist. Origination of this term traces to radio “shock jock” Rush Limbaugh.	Wright, J. (2019). The Language of Inclusion.
First Generation Immigrant	A person who is a first-generation immigrant is defined as somebody born outside of the United States	Immigration Initiative, Harvard.edu
First Generation Student	Students who are the first in their family to attend college and for whom neither parent has completed a college degree.	Defining First-Generation, Center for First-Generation Student Success
First Nations People	Individuals who identify as those who were the first people to live on the Western Hemisphere continent. People also identified as Native Americans.	Diversity and social justice: A glossary or working definitions. Office of Multicultural Affairs
Folx	A variation on the word “folks”, this term is used as a gender-neutral way of referring to members of / signaling identity in the LGBTQ community	Levin, G. (2019). What Does folx Mean?
Gaslighting	A phrase used to describe manipulative and psychologically abusive behaviour through which a person or a group undermines a targeted individual or group, making them question their own memory, perception, or judgment, often evoking cognitive dissonance and other changes including low self-esteem. Racial gaslighting is a tactic used to derail accusations of racism and shift the scrutiny onto the accuser – forcing them to question and re-assess their own response to the racism, rather than the racism itself.	Morris, N. (2020, June 18). What is ‘racial gaslighting’ – and why is it so damaging for people of colour?
Gay	A common and acceptable word for male homosexuals, but sometimes used for both genders.	Wright, J. (2019). The Language of Inclusion.
Gender	A socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can and do change over time. They are also different between cultures.	Common Terms from Emory University
Gender-based violence (GBV)	Violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity.	Council of Europe, 2012
Gender equality	Requires equal enjoyment of socially-valued goods, opportunities, resources and rewards regardless of gender. Generally, where inequality exists, women are the one's generally excluded or disadvantaged in relation to decision-making and access to economic and social resources.	UNFPA, Kabeer, ICRW

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Gender equity	The process of being treated fairly regardless of one's gender. To ensure fairness, strategies and fairness must often be able to compensate for women's historical and social disadvantages that prevent women from being on a level playing field. Equity leads to equality.	UNFPA, Kabeer, ICRW
Gender expression	Refers to all of the external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions, often along the lines of race and class. Social or cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine or neutral in one culture may not be assessed similarly in another.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Gender fluid	A term used by people whose identity shifts or fluctuates. Sometimes these individuals may identify or express themselves as more masculine on some days, and more feminine on others.	Wright, J. (2019). The Language of Inclusion.
Gender hierarchy	The combination of formal and informal systems and attitudes that (a) reward men more than women, and (b) punish men and women who do not conform to the social and cultural expectations of their biological sex at birth, as well as all people who do not identify with one of two genders.	Smith, G., Rizzo, T., Glinski, A. (2018). Men and masculinities: A brief review of the literature. ICRW & EGAL.
Gender identity	An individual's internal sense of their own gender, whether they identify with the gender they were assigned at birth, another gender or no gender.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Gender non-conforming	A term for individuals whose gender expression is different from societal expectations related to gender.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Gender-neutral	Someone who prefers not to be described by a specific gender, but prefers "they" as a singular pronoun (the American Dialect Society's 2015 Word of the Year) or "Mx.", a substitute for "Mr." or "Ms." that entered the Oxford English Dictionary in 2015.	Wright, J. (2019). The Language of Inclusion.
Genderqueer	A term for gender identities that do not exclusively align with a gender category-identities which are thus outside of the gender binary and cisnormativity.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Gender role	Rules assigned by society that define what clothing, behaviors, thoughts, feelings, relationships, etc., are considered appropriate and inappropriate for members of a given sex.	Wright, J. (2019). The Language of Inclusion.
Groupthink	The practice of thinking or making decisions as a group, resulting typically in unchallenged, poor-quality decision-making.	Lexico (Dictionary.com and Oxford University Press).
Harassment	Words or conduct communicated with malice and with the intent to intimidate or harass another person in a way that is associated with that person's race, ethnicity, color, religion, ancestry, national origin, gender, sex, or disability (mental/physical/sensory).	Adapted from Wright, J. (2019). The Language of Inclusion.

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Heteronormative	Cultural rules (including social, family, and legal) that pressure everyone to conform to a heterosexual standard of identity.	Wright, J. (2019). The Language of Inclusion.
Heterosexual	A person who is primarily attracted to members of other or the opposite sex ("straight")	Equity Fluent Leader Glossary
Hispanic or Latino	People who identify with the terms "Hispanic" or "Latino" are those who classify themselves in one of the specific Hispanic or Latino categories – "Mexican", "Puerto Rican", or "Cuban" – as well as those who indicate that they are "other Spanish, Hispanic, or Latino". Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Spanish, Hispanic, or Latino may be of any race.	Wright, J. (2019). The Language of Inclusion.
Hispanic-Serving Institution	Hispanic Serving Institutions (HSIs) are federally defined as accredited two- or four-year, not-for-profit postsecondary education institutions that enroll at least 25% full time Hispanic students. Institutions that meet this definition are eligible for Title III and Title V funding through the Higher Education Act. Title III funding is focused on increasing the number of Hispanic students attaining degrees in STEM fields and/or improving transfer rates or articulation agreements between two-year and four-year institutions for STEM. Title V funding helps support HSIs to advance or expand educational opportunities to improve the degree attainment rates of their Latinx students. These funds can be used in a variety of ways to help support an institution's intent on improving Latinx students' success. According to the Department of Education, this grant can fund new equipment for teaching, facilities, faculty development, tutoring and other academic support programs, teacher education, student support services, and more.	Garcia, N. & Martinez A. (2020). An overview of R1 Hispanic Serving Institutions: potential for growth and opportunity. Rutgers University Graduate School of Education.
Historically Marginalized Communities (see underserved communities)	Historically marginalized communities are groups who have been relegated to the lower or peripheral edge of society. Many groups were (and some continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities can include people of color, women, LGBTQ+, low-income individuals, prisoners, the disabled, senior citizens, and many more. Many of these communities were ignored or misrepresented in traditional historical sources.	Researching Historically Marginalized Communities, Heritage Bulletin
Homophobia	Discrimination against people who are either lesbian or gay. Bisexual and pansexual people may also face homophobia in particular contexts.	Wright, J. (2019). The Language of Inclusion.
Homosexual	A person who is emotionally, physically, and/or sexually attracted or committed to members of the same sex. Gay is another common and more acceptable word for male homosexuals, but sometimes used for both genders.	Smith, G., Rizzo, T., Glinski, A. (2018). Men and masculinities: A brief review of the literature. ICRW & EGAL.
Hostile sexism	Involves antipathy and negative stereotypes about women (e.g., beliefs that women are incompetent, overly emotional, sexually manipulative), particularly when women do not conform to gender stereotypes. It also involves the belief that men should be more powerful than women and fears women will try to take power from men. Hostile sexism – leading to discrimination against women from a desire to keep them from positions of power – involves behaviors that demean or degrade women/femininity, such as sex-based harassment and explicit forms of discrimination in hiring, evaluation and promotion processes. Hostile sexism can have dramatic effects, even for behaviors that seem less overtly hostile.	Wright, J. (2019). The Language of Inclusion.

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	For example, some researchers propose that crude joking and making derogatory comments towards women and femininity may cause more distress over the long term than more extreme forms of sex-based harassment such as sexual coercion because people think these less extreme forms of harassment are normal, or not really a problem. Therefore, they do not make efforts to stop, change, or challenge them. This makes harassment a normal part of an organization's culture, affecting all individuals to some degree.	
Immigrant	Anyone who has moved internationally into a destination country of which they are not natives. In the U.S., with the exception of Native Americans, everyone is immigrants.	Wright, J. (2019). The Language of Inclusion.
Implicit bias (or unconscious bias)	Prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. Many researchers suggest that unconscious bias occurs automatically as the brain makes quick judgments based on past experiences and background. As a result of unconscious biases, certain people benefit and other people are penalized. In contrast, deliberate prejudices are defined as conscious bias (or explicit bias). Although we all have biases, many unconscious biases tend to be exhibited toward minority groups based on factors such as class, gender, race, ethnicity, religious beliefs, age, able-bodiedness, and other such traits.	Unconscious bias. Office of Equity, Diversity and Inclusion at Vanderbilt University.
In-group bias (favoritism)	The tendency for groups to "favor" themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Inclusion	Providing equal opportunity to all people to fully engage themselves in creating an environment and a cultural attitude whereby everyone and every group fits, feels accepted, has value, and is supported by a foundation built on trust and mutual respect.	Wright, J. (2019). The Language of Inclusion.
Institutional racism	A variety of systems operating within an organization that have attitudes, behaviors, and practices that subordinate persons or groups because of race or ethnic background.	Wright, J. (2019). The Language of Inclusion.
Internalized oppression	The process by which a member of an oppressed group comes to oppression: accept and live out the inaccurate myths and stereotypes applied to the oppressed group.	Wright, J. (2019). The Language of Inclusion.
Internalized sexism	When the belief in women's inferiority becomes part of one's own worldview and self-concept.	Wright, J. (2019). The Language of Inclusion.
Intersectionality	The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.	Wright, J. (2019). The Language of Inclusion.
Intersex	A term for someone born with biological sex characteristics that aren't traditionally associated with male or female bodies. Intersexuality does not refer to sexual orientation or gender identity.	Wright, J. (2019). The Language of Inclusion.

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Latinx	<p>The gender-neutral alternative to Latino, Latina and even Latin@. Used by scholars, activists and an increasing number of journalists, Latinx is quickly gaining popularity among the general public. It's part of a "linguistic revolution" that aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are transgender, queer, agender, non-binary, gender non-conforming or gender fluid. Despite the growing popularity of the term, Latinx has been faced with criticism. Many opponents of the term have suggested that using an un-gendered noun like Latinx is disrespectful to the Spanish language and some have even called the term "a blatant form of linguistic imperialism".</p> <p>While Latinx can still be considered an imperfect general term for people of Latin heritage in countries like the U.S., it doesn't work well in primarily Spanish-speaking countries. This is because the "x" can be hard to pronounce and makes gendered words (e.g., that use 'os', 'as') unconjugatable. To tackle this, some Spanish speakers are substituting "e" instead. For example, "amigos" becomes "amigues", and "Latino" becomes "Latines".</p>	Wright, J. (2019). The Language of Inclusion.
LBTQIA+	<p>This is the acronym most commonly used in the United States to address the lesbian, gay, bisexual, and transgender community. The acronym can vary in a number of ways, including LGBT, GLBT and GLB, and now includes additional letters, such as Q (queer; also questioning); A (asexual; or straight ally); and I (intersex) along with the + symbol to denote everything on the gender and sexuality spectrum that letters and words cannot yet describe.</p>	Wright, J. (2019). The Language of Inclusion.
Low-Income Communities	<p>"Low-income" is defined as 80 percent of the median family income for the area, subject to adjustments for areas with unusually high or low incomes or housing costs;</p>	Office of Policy Development & Research, U.S. Department of Housing and Urban Development
Lesbian	<p>A woman whose emotional, sexual, or romantic attractions are primarily to other women.</p>	Wright, J. (2019). The Language of Inclusion.
M to F/MTF/M2F	<p>Male to Female. Abbreviation used to specify the direction of sex or gender role change, usually used by those who identify as transsexual.</p>	Wright, J. (2019). The Language of Inclusion.
M.A.A.B./F.A.A.B./U.A.A.B.	<p>Male-assigned at birth/female-assigned at birth/unassigned at birth.</p>	Wright, J. (2019). The Language of Inclusion.
Mansplain	<p>When a man explains something to a woman in a condescending way when he either 1) doesn't know anything about it or 2) knows far less than the woman he is talking to.</p>	Diversity and social justice: A glossary or working definitions. Office of Multicultural Affairs
Maninterrupting	<p>When a man interrupts a woman, especially excessively.</p>	Wright, J. (2019). The Language of Inclusion.

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Marginalized	Excluded, ignored, or relegated to the outer edge of a group/society/community.	Adapted from Lexico (Dictionary.com and Oxford University Press).
Micro-inequities	Small, sometimes unspoken, often unconscious messages we constantly send and receive that have a powerful impact on our interactions with others. They can be either positive or negative. Some common examples include a wink of understanding from across the table; a distracted glance at the ceiling or watch while someone is speaking.	Wright, J. (2019). The Language of Inclusion.
Microaggression	A statement, action, or incident regarded as an instance of indirect, subtle, and/or unintentional discrimination against members of a marginalized group.	Lexico (Dictionary.com and Oxford University Press).
Minority Business Enterprise (MBE)	"MBE is a company level ownership/diversity certification. MBE certifications are usually issued by the federal, state or local government. Eligibility for certification as a Minority Business Enterprise varies depending on the issuer but generally requires that a company be owned and operated by a member of a minority group such as African American, Native American, Asian or Hispanic American."	Minority Business Enterprise (MBE) Owned Business Definition, Thomas.
Misandry	Dislike of, contempt for or ingrained prejudice against men.	Adapted from Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Misogyny	Dislike of, contempt for or ingrained prejudice against women.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Multicultural	The co-existence of many distinct cultures within a given context, such as community or nation.	Diversity and Social Justice Glossary: Multicultural Affairs: Student Affairs & University Events.
Multiethnic	An individual that comes from more than one ethnicity. An individual whose parents are born from more than one ethnicity.	Cambridge Academic Content Dictionary, Cambridge University Press
Multiracial	An individual that comes from more than one race. An individual whose parents are born from more than one race.	Wright, J. (2019). The Language of Inclusion.
Nationality	The state of belonging to a particular country or being a citizen of a particular nation.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.

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Native Hawaiian and Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicate their race as “Native Hawaiian”, “Guamanian or Chamorro”, “Samoan”, and “Other Pacific Islander.”	Adapted from Cambridge Academic Content Dictionary, Cambridge University Press
Non-binary	A term for gender identities or expressions that fall outside the gender binary.	Wright, J. (2019). The Language of Inclusion.
Oppression	A situation in which people are governed or treated in an unfair and cruel way and/or prevented from having opportunities and freedom.	Cox, Taylor Jr., Cultural Diversity in Organizations: Theory, Research & Practice, Berrett-Koehler: San Francisco, 1993, p. 161
Organizational assessment	Organizational assessment involves discovering where the organization is today. This process examines systems, policies and practices to ensure they are flexible enough to support the future state environment. This phase is at the heart of “managing diversity”. It involves data collection to assess the organizational climate. It consists of surveys (Employee Opinion Surveys) which are attitudinal in nature to get a sense of what the work environment is like, cultural audits (which look at the organization’s roots that drive its systems), assessments of written and unwritten organization policies and procedures, and reviews of complaint and grievance data. Change to support the effective management of diversity must take place at a root level to be lasting.	Wright, J. (2019). The Language of Inclusion.
Organizational culture	Underlying values, beliefs and principles that serve as a foundation for the organization’s management system, as well as the set of management practices and behaviors that both exemplify and reinforce those principles.	Wright, J. (2019). The Language of Inclusion.
Othering	A set of processes, structures, and dynamics that denies full humanity and belonging across any of the full range of human differences. Othering and marginality can occur on a group basis or at the individual level.	powell, john a. (2018, August 29). The Problem of Othering: Towards Inclusiveness and Belonging.
Outgroup homogeneity	Outgroup is a group to which the person does not belong. People tend to see outgroup members as more alike than ingroup members. As a result, outgroup members are at risk of being seen as interchangeable or expendable, and are more likely to be stereotyped.	Outgroup homogeneity. Understanding prejudice.
Pansexual	A term referring to the potential for sexual attractions or romantic love toward people of all gender identities and biological sexes. The concept of pansexuality deliberately rejects the gender binary, and derives its origin from the transgender movement. (also referred to as omnisexuality or polisexuality)	Wright, J. (2019). The Language of Inclusion.
Patriarchy	The control by men, rather than woman or both men and women, of most of the power and authority in a society. Patriarchy can also be defined as a form of social organization in which fathers or males control the family, clan, tribe, or larger social unit (or a society is organized in this way).	Wright, J. (2019). The Language of Inclusion.

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Persons of color	People of non-European ancestry. All persons self-identifying by the general categories of African American or Black; Hispanic, Latino or Chicano; Asian or Pacific Islander; American Indian or Native American or Alaskan Native.	Wright, J. (2019). The Language of Inclusion.
Physical abilities	Personal characteristics such as strength, speed, and agility that are associated with one's physique or bodily attributes.	Dictionary of the American Psychological Association
Pluralism	A system that holds within it individuals or groups differing in a basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage.	Wright, J. (2019). The Language of Inclusion.
Polyamory	The practice of having multiple open, honest love relationships.	Adapted from Kabeer
Post-racial	A term used to describe a time in which racial prejudice and discrimination no longer exist. There are deep racial disparities and divisions across our society, and some are even widening. Much like the notion of "colorblindness", the idea of a "post-racial" society does not acknowledge that racism and inequity sit at the core of many of our nation's deepest challenges.	2015 Race Reporting Guide, Race Forward, The Center for Racial Justice Innovation.
Power	<p>Power dynamics are socially constructed and implicit in all social, economic, cultural and political relations and structures. Power relations/structures often inhibit people of marginalized identities from being able to increase their own power. There are four categories of power:</p> <ul style="list-style-type: none"> • Power over: ability to resist manipulation or control power over another person (interpersonal) • Power to: about creating new possibilities and being able to generate or produce power • Power with: collective power in a group • Power within: strength based on self respect and self acceptance (interpersonal) 	Adapted from Kabeer
Prejudice	<p>Implies a preconceived idea, judgment, or opinion, usually an unfavorable one marked by hatred, and is directed toward a racial religious, cultural, or ethnic group. This can include:</p> <ul style="list-style-type: none"> • Judgments about others that reinforce superiority/inferiority belief systems. • Exaggerate value/worth of a particular group while diminishing worth for other group(s). • Reinforced supported by stereotypes. 	Wright, J. (2019). The Language of Inclusion.
Privilege	Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.	Power & Privilege Definitions, Vanderbilt University.
Queer	Originally harmful in its intent, the term is now used by some LGBTQ+ individuals to refer to lesbian, gay, bisexual and, often also transgender, people. However, many LGBTQ+ people still live in contexts in which this term is violently weaponized against them. Some use queer as an alternative to "gay" in an	Resources for classrooms and groups, UC Berkeley Division of Equity & Inclusion.

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	effort to be more inclusive. The term has either a derogatory, when used by someone not part of the LGBTQ+ community, or an affirming connotation, as many have sought to reclaim the term that was once widely used against them in a negative way.	
Questioning	An individual who is unsure of and/or exploring their gender identity and/or sexual orientation.	Definitions, Vanderbilt University.
Race	As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics, i.e., physical characteristics, including color. The concept of race as a socio-cultural concept is being replaced by the more appropriate concept of ethnicity. The concept of race as used socio-politically by the U.S. Census Bureau reflects self-identification by people according to the race or races with which they most closely identify. The latter socio-cultural and socio-political categories include both racial and national-origin groups.	Wright, J. (2019). The Language of Inclusion.
Racism	Historically rooted system of power hierarchies based on race – infused in our institutions, policies and culture – that benefits white people and hurts people of color. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Most coverage of race and racism is not “systemically aware”, meaning that it either focuses on racism at the level of an individuals’ speech or actions, individual-level racism, dismisses systemic racism, or refers to racism in the past tense.	Racial Justice in Education: Key Terms and Definitions, NEA
Sex	Sex refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs. Gender and sex are related to but different from gender identity.	Sexual Health, World Health Organization
Sex-based harassment	Sex-based harassment refers to behaviors that demean or degrade someone on the basis of their sex or gender. Sex-based harassment can take three forms: (1) Sexual coercion (i.e. pressure from a superior or manager that promises rewards for sexual compliance or punishment for non-compliance); (2) Unwanted sexual attention and (3) Gender harassment, including demeaning comments about women and or femininity.	Smith, G., Rizzo, T., Glinski, A. (2018). Men and masculinities: A brief review of the literature. ICRW & EGAL.
Sexism	Any act, gesture, visual representation, spoken or written words, practice, or behavior based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline.	Council of Europe, 2020, (Sexism: See It, Name It, Stop It), p.20
Sexual abuse	Sexual abuse is any sexual activity that occurs without consent. Also referred to as sexual assault or sexual violence, it includes unwanted sexual touching, forced oral sex, and rape, among other sexual acts. No matter which act occurs, it's not the survivor's fault that they were assaulted – and help is available to begin healing from such abuse.	Psychology Today
Sexual exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.	Sexual Abuse and Exploitation Pamphlet from the World Health Organization

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Sexual harassment	<p>Unwelcome sexual advances, request for sexual favors (quid pro quo) and other verbal or physical conducts of a sexual nature when:</p> <ul style="list-style-type: none"> • submission to such conduct is made either implicitly a condition of employment; • submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or • such conduct has the purpose or effect of unreasonably interfacing with an individual's work performance or creating an intimidating, hostile working environment. 	Wright, J. (2019). The Language of Inclusion.
Sexual orientation	The direction of one's sexual (erotic) and/or romantic attraction towards the same gender, opposite gender, or multiple genders. (Some sexual Orientation terms are gay, straight, lesbian, bisexual, etc.). It is separate from gender identity and thus transgender persons also have a sexual orientation. Like gender, sexuality is on a spectrum, meaning some people may experience fluidity in their sexuality.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Shared value	A particular kind of business strategy – one that that delivers competitive advantage by addressing societal challenges. It works explicitly within the business framework, seeking to engage business in addressing societal challenges. Shared value frames the response to societal challenges through the 'win-win' lens of business.	Equity Fluent Leader Glossary
Solidarity	Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.	Lexico (Dictionary.com and Oxford University Press).
Stereotype	Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.	CalArts Equity and Diversity Terminology
Sustainability (sustainable development)	Sustainability is a complex concept. The most often quoted definition comes from the UN World Commission on Environment and Development: "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable practices support ecological, human, and economic health and vitality.	Brundtland Report, Science Direct
Systems thinking	A set of synergistic analytic skills used to improve the capability of identifying and understanding systems, predicting their behaviors and devising modifications to them in order to produce desired effects. (A system is defined as a regularly interacting or interdependent group of items forming a unified whole – Merriam Webster)	Arnold, R., Wade, J. (2015). A definition of systems thinking: A systems approach. Procedia Computer Science, 44, 2015, 669-678.
Tokenism	The practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce. Essentially, it gives the appearance of equality without achieving it, and can give a false sense of achievement. For example, many corporate boards may have	Wright, J. (2019). The Language of Inclusion.

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	only one woman director, which may be considered tokenism if there is not an inclusive environment on the board.	
Tone policing	A diversionary tactic used when a person purposely turns away from the message behind their interlocutor's argument in order to focus solely on the way it is delivered. This is often deployed when a person feels like they are 'under attack' in a discussion — particularly on topics related to race or gender — especially if people of colour involved are passionate about the subject. This not only reiterates the damaging notion of 'non-threatening' versus 'threatening' people of colour, but it also serves to dismiss or undermine the individual experiences of the people telling their stories.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Trans or trans+	Used as shorthand for transgender, and on second reference after first using the word transgender. If you use trans without defining it, or without the first reference of transgender, mainstream audiences may not understand its meaning or what you are referencing.	Glossary of terms – Transgender. GLAAD Media Reference Guide.
Transgender	A term for people whose gender identity is different from their assigned sex at birth. Transgender can be used as a broad term to encompass various transgender and non-binary gender identities. "Trans" is shorthand for "transgender".	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Transition	Altering one's birth sex is not a one-step procedure; it is a complex process that occurs over a long period of time. Transition can include some or all of the following personal, medical, and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person. Avoid the phrase "sex change".	Transgender Terminology from The International Center for Transgender Care
Transphobia	Prejudice arising from negative valuing and stereotyping resulting in discriminatory behavior defined by fear, hatred, disgust of transgender, transsexual and other people because of their (supposed) non-conforming gender presentation and/or status.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Transsexual	An older term for people whose gender identity is different from their assigned sex at birth who seeks to transition from male to female or female to male. Many do not prefer this term because it is thought to sound overly clinical.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Two-Spirit	A contemporary term that refers to the historical and current First Nations people whose gender identities fall outside of colonial notions of gender and the gender binary. This term has been reclaimed by some in Native American LGBT communities in order to honor their heritage and provide an alternative to the Western labels of gay, lesbian, bisexual, or transgender.	Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.
Understanding differences	Understanding differences is the awareness and acceptance of differences among and between people both on an interpersonal and personal level. It encompasses myriad dimensions such as race, sex, age, thinking style, religion, sexual orientation, professional degrees, and functionality. This can also refer to organizations and systems (for example, field offices versus headquarters). The objective is to enhance interpersonal or inter-functional relationships.	Wright, J. (2019). The Language of Inclusion.

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Undocumented immigrant	Anyone residing in any given country without legal documentation. It includes people who entered the U.S. without inspection and proper permission from the government, and those who entered with a legal visa that is no longer valid.	Defining undocumented, Immigrants Rising.
Values	Acceptance and Commitment Therapy states that values are: “freely chosen, verbally constructed consequences of ongoing, dynamic, evolving patterns of activity, which establish predominant reinforcers for that activity that are intrinsic in engagement in the valued behavioral pattern itself”. In psychology the pursuit of values is the pursuit of self-actualization and increases overall well-being.	Anal, Plumb, Stewart, Dahl, and Lundgren (2009) In “Search of Meaning: values in modern clinical behavior analysis”, in Behavioral Analysis
Valuing differences	Refers to systemic, organizational and personal development work (not a program) that focuses on all employees, clients, customers, and investors feeling valued (not just tolerated).	Wright, J. (2019). The Language of Inclusion.
Veteran	A person who served in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable.	US Department of Veteran Affairs definition
Veteran owned business	A business that is at least 51 percent owned/operated/ controlled by a veteran. VOSB (Veteran Owned Small Business) is a company level ownership / diversity certification used in the USA.	Adapted from Minority Ownership definition, Thomas.
Victim blaming	When the victim of a crime or harmful act is held fully or partially responsible for it. If you hear someone questioning what a victim could have done to prevent a crime, that’s victim-blaming, and it makes it harder for people to come forward and report abuse.	Wright, J. (2019). The Language of Inclusion.
Violence against women (VAW)	Any act of GBV that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life	United Nations Entity for Gender Equality and the Empowerment of Women
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as “White” or as Irish, German, Italian, Lebanese, Near Easterner, Arab, or Polish.	US Census Bureau
Woke	Rooted in Black activist culture, it means you’re educated and aware, especially about injustice	Glossaria.net
Woman business enterprise (WBE)	A business that is at least 51 percent owned/operated/ controlled by a woman. WBE is a company level ownership / diversity certification used in the USA whereby the woman must be a female US citizen.	Adapted from Minority Business Enterprise (MBE) Owned business definition, Thomas.
Women’s economic empowerment	Requires a woman to have the ability to succeed economically and the power to act on economic decisions.	Equity Fluent Leader Glossary
Women’s empowerment	The expansion in one’s ability to make strategic life choices in a context where this ability was previously denied to her (or him). It is about identifying and redressing power imbalances and giving women more autonomy to manage their own lives.	Adapted from Kabeer, Resources, Agency, Achievements: Reflections on

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		the Measurement of Women's Empowerment (Kabeer alt link)
Workplace harassment	Under federal law and Department of Labor (DOL) policy, harassment based on race (including dress and grooming), color, ancestry, national origin (including ethnicity, accent, and use of a language other than English), religion or religious creed (including reasonable accommodation of religious beliefs or practices), physical or mental disability (including reasonable accommodation of physical or mental disability), genetic information, sex (including pregnancy, childbirth, lactation, abortion, and related medical conditions and procedures), sexual orientation, gender identity, gender expression, intersex conditions, age, parental status, marital status, political affiliation or any other prohibited factor, and/or retaliation for engaging in protected Equal Employment Opportunity (EEO) activity (e.g., filing or participating in a complaint or otherwise opposing discrimination, including harassment; requesting a reasonable accommodation) is prohibited. The Department of Labor does not permit harassing conduct by anyone in the workplace, including co-workers, contractors and customers.	Department of Labor
Xenophobia	A global phenomenon. But there are also distinct national, and even regional and local, differences. This essay examines American xenophobia in order to identify some of its defining features. First, xenophobia in the United States has been built upon the nation's history of White settler colonialism and slavery. It has become part of the systemic racism and other forms of bigotry and discrimination that have defined American society. Second, it has adapted to and shaped successive migrations and settlement of peoples from around the world. Lastly, it has defined American nationalism and nativism, and it has endured because it has helped some of the country's most important institutions to function and thrive: American capitalism, American democracy, and American global leadership.	Lee, E. (2021). Americans Must Rule America: Xenophobia in the United States. Social Research, 88(4), 795–825.

PRONOUNS

Rules of Thumb

1. Asking and correctly using someone's pronoun/s is one of the most basic ways to show your respect for their gender identity. When someone is referred to with the wrong pronoun it can leave them feeling invisible, disrespected and dismissed.
2. Some pronouns might sound strange or grammatically incorrect, e.g. ze, zim, zers, they, theirs. Using the pronouns is a show of respect for how individuals see and refer to themselves.
3. When you do not know the pronoun, ask. Try "What are your pronouns?", "Which pronouns do you use?", "Can you remind me which pronouns you like for yourself?" "My pronouns are they/them, may I ask what pronouns you use?" It can feel awkward at first, but it is not half as awkward as getting it wrong or making hurtful assumptions.
4. If you make a mistake about someone's pronoun, correct yourself. Going on as if it did not happen is actually less respectful than making the correction. This also saves the person who was misgendered from having to correct an incorrect pronoun assumption that has now been planted in the minds of classmates or anyone else who heard the mistake.
5. Avoid gendered directions, e.g. "All the men in one group and all the women in another".
6. Do not disclose the gender identity or sexual orientation of another without the express permission of that person.
7. Do not engage in speculative conversations about someone's gender identity or sexual orientation.
8. Never ask personal questions of trans people that you would not ask of others. Never ask about body functions, anatomy or medical care.
9. Never ask a transgender student their former name, why or how they know they are trans, their sexual orientation or practices, their family's reaction to their gender identity or any other questions that are irrelevant to your relationship with them unless they invite you to do so or voluntarily share the information.

About Pronouns

- A pronoun is a word that refers to either the people talking, or the people who are being talked about. Gender pronouns specifically refer to the people that you are talking about.

Preferred Gender Pronouns

- A preferred gender pronoun (PGP) is the pronoun that a person chooses to use for themselves. For example: If J's preferred pronouns are she, her, and hers, you could say "J ate her food because she was hungry."

Commonly Used Pronouns & Use

- She, her, hers and he, him, his are the most commonly used pronouns. Some people call these “female/feminine” and “male/masculine” pronouns, but many avoid these labels because, for example, not everyone who uses he feels like a “male” or “masculine.”
- “There are lots of gender-neutral pronouns. Here are a few:
 - They, them, theirs (J ate their food, because they were hungry.)
 - Ze, hir (J at hir food, because ze was hungry). “
- Some people prefer not to use pronouns at all, just use their name as a pronoun instead.
- Never refer to a person as “it” or “he-she” (unless they specifically ask you to do so). These are offensive slurs used against trans and gender non-conforming individuals.

Terms to Be Aware Of

Don't Use	Do Use	Source
<p>“Transgenders”, “a transgender” (noun) Transgender should be used as an adjective, not as a noun. Do not say, “Tony is a transgender,” or “the parade included many transgenders.”</p>	<p>“Transgender people”, “a transgender person” For example, “Tony is a transgender man”, or “the parade included many transgender people”.</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>
<p>“Transgendered” The adjective transgender should never have an extraneous “-ed” tacked onto the end. An “-ed” suffix implies that being transgender is something that happens to a person, rather than being used as an adjective. You would not say that someone is “gayed” or “lesbianed”.</p>	<p>“transgender”</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion. Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>
<p>“Transgenderism” This is not a term commonly used by transgender people. This is a term used by anti-transgender activists to dehumanize transgender people and reduce who they are to “a condition.”</p>	<p>“being transgender” Refer to being transgender instead, or refer to the transgender community. You can also refer to the movement for transgender equality and acceptance.</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>
<p>“sex change”, “pre-operative”, “post-operative” Referring to a “sex-change operation,” or using terms such as “pre-operative” or “post-operative,” inaccurately suggests that a person must have surgery in order to transition. Avoid overemphasizing surgery when discussing transgender people or the process of transition.</p>	<p>“transition” Transition can have many different connotations for different individuals and is by no means a linear process. Transitioning is ongoing for many and there is no end goal or ideal way for an individual to transition.</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>
<p>“biologically male”, “biologically female”, “genetically male”, “genetically female”, “born a man”, “born a woman”, “born a boy”, “born a girl” Problematic phrases like those above are reductive and overly-simplify a very complex subject. As mentioned above, a person’s sex is determined by a number of factors – not simply genetics – and a person’s biology does not “trump” a person’s identity. Finally, people are born babies: they are not “born a man” or “born a woman.”</p>	<p>“assigned male at birth”, “assigned female at birth” or “designated male at birth”, “designated female at birth” This language captures the ways in which the medical-industrial complex coercively assigns gender categories to babies before they are able to have a conception of how gender is socially constructed. False assumptions made by medical professionals at one’s time of birth, which are then reaffirmed by behaviors and actions of those surrounding the child, by no means determine the gender identity of said individual.</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>

Terms to Be Aware Of

<p>“passing” and “stealth”</p> <p>While some transgender people may use these terms among themselves, it is not appropriate to repeat them in mainstream media unless it’s in a direct quote. The terms refer to a transgender person’s ability to go through daily life without others making an assumption that they are transgender. However, the terms themselves are problematic because “passing” implies “passing as something you’re not,” while “stealth” connotes deceit. When transgender people are living as their authentic selves, and are not perceived as transgender by others, that does not make them deceptive or misleading.</p>	<p>“visibly transgender”, “not visibly transgender”</p> <p>Keep in mind that it is inappropriate, especially for cisgendered individuals, to comment on whether or not they perceive someone to be visibly transgender. Making assumptions about someone’s gender identity based on their presentation serves to reinforce the cissexist notions that transgender people must aspire to present as cisgender women/men.</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>
<p>“special rights”</p> <p>Anti-LGBTQ extremists frequently characterize equal protection of the law for LGBTQ people as “special rights” to incite opposition to such things as relationship recognition and inclusive nondiscrimination laws.</p>	<p>“equal rights” or “equal protection”</p>	<p>GLAAD Glossary of Terms: Transgender</p>
<p>“sexual preference”</p> <p>The term “sexual preference” is typically used in an anti-LGBTQ context, to suggest that being lesbian, gay or bisexual is a choice and therefore can and should be “cured.”</p>	<p>“sexual orientation” or “orientation”</p> <p>Sexual orientation is the accurate description of an individual’s enduring physical, romantic and/or emotional attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals, as well as straight men and women</p>	<p>GLAAD Glossary of Terms: LGBTQ</p>
<p>“lifestyle”</p> <p>The phrase “gay lifestyle” is used to denigrate the LGBTQ community, suggesting that their orientations are choices and therefore can and should be avoided</p>	<p>“lives”</p> <p>There is no single lesbian, gay or bisexual lifestyle. People within the LGBTQ community are diverse in the ways they lead their lives.</p>	<p>GLAAD Glossary of Terms: LGBTQ</p>
<p>“homosexual” (n. or adj.)</p> <p>Because of the clinical history of the word “homosexual,” it is used by anti-LGBTQ extremists to suggest that people attracted to the same gender are somehow diseased or psychologically/emotionally disordered – notions discredited by the American Psychological Association and the American Psychiatric Association in the 1970s. We suggest avoiding using “homosexual” except in direct quotes. We suggest avoiding using “homosexual” as a style variation simply to avoid repeated use of the word “gay”. The Associated Press, The</p>	<p>“gay” (adj.); “gay man” or “lesbian woman” (n.); “gay person/people”</p>	<p>Resources for classrooms and groups. UC Berkeley Division of Equity & Inclusion.</p>

Terms to Be Aware Of

<p>New York Times and The Washington Post restrict use of the term “homosexual” (see AP, Reuters, & New York Times Style).</p>		
<p>“Black”, “African American”</p> <p>These terms are not necessarily interchangeable. “Black” is a more general term, seeing as many Black people from immigrant communities do not identify as “African American”. At the same time, immigrants who may have grown up in a society that was predominantly ‘black’ often don’t identify as such either, since they don’t believe that their race has defined the majority of their experiences. As a result, there is no absolute set of rules that dictates which term should be used in which context.</p>	<p>Use a few rules of thumb when trying to determine which of these two terms to use.</p> <ol style="list-style-type: none"> 1. Where possible, honor the subject’s preference, and be as specific as possible. For instance: “Caribbean American”. 2. If completely unsure about preference, use “Black” since it is the more generic term 	<p>Style Guide A. National Association of Black Journalists</p>
<p>“minority”, “non-white”</p> <p>These terms have historically been used to refer to people who are not White, and while they may be the statistically accurate ways to refer to people of certain races in census reports or surveys, they center all of us around whiteness as if it were a default against which people are determined. The words serve as a reinforcement of institutions that were built to exclude people of various racial identities, rendering them peripheral at best. By denoting a ‘smaller’ or ‘lesser’ status, they also fail to capture the need to shift educational experiences for children in an increasingly diverse community.</p>	<p>“people of color”</p> <p>Defining people as “minorities” is not recommended because of changing demographics and the ways in which it reinforces ideas of inferiority and marginalization of a group of people. Defining people by how they self-identify is often preferable and more respectful. While “people of color” can be a politically useful term, and describes people with their own attributes (as opposed to what they are not), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.</p>	<p>2015 Race Reporting Guide. Race Forward, The Center for Racial Justice Innovation</p>
<p>“ethnic”</p> <p>By definition, an ethnic group is a category of people who identify with each other on the basis of a common language, religion, ancestral location, and history—which implies that all people are ethnic. However, the word tends to be used to refer to non-white groups. The political coinage (white ethnics) suggests a normalization of whiteness that excludes/marginalizes other identities.</p>	<p>Use the word freely as an adjective (“ethnic group”), but not as a noun except in direct quotations. “people of color” could also be a substitute. It is considered a ‘lazy’ term that upholds the idea that white people don’t have an ethnicity, avoids specifics, and invokes a very homogenous, exotified sense of otherness.</p>	<p>What Racial Terms Make You Cringe?</p>
<p>“illegal”</p> <p>The term implies the very existence of an unauthorized migrant in America is criminal, dehumanizing them and generating</p>	<p>“unauthorized immigrant,” “undocumented immigrant”</p> <p>According to the Justice Department, the term</p>	<p>2015 Race Reporting Guide. Race Forward, The Center for Racial Justice Innovation</p>

Terms to Be Aware Of

animosity towards them. Use illegal only to refer to an action, not a person: illegal immigration, but not illegal immigrant. Do not use the terms an illegal, or illegals.	illegal immigrant is still considered legally correct, but it is important to note that it can offend or cause distress to people. As a result, “undocumented immigrant” is preferable in regular discourse.	
<p>“disabled”</p> <p>Using “disabled” as a noun is a reductive approach that focuses on a method of categorization rather than on the people themselves. Adopting an adjective form (and preferably a more specific term) is an example of people-first language which ensures that people are not defined by their disabilities. However, some people consider their disability to be an inseparable part of who they are (in the autism and Deaf communities, for instance) and do endorse identity-first terms such as “disabled people” although less broad forms are preferred.</p>	<p>“people with disabilities” or “disabled people”</p> <p>Person-first example: “graduate student who has epilepsy”, instead of “graduate student who is an epileptic”</p> <p>Identity-first example: “autistic” or “deaf” or “blind”</p> <p>rule of thumb: use people-first language if unclear about preference”</p>	2018 NCDJ Disability Language Style Guide
<p>“able-bodied”/“normal”</p> <p>When used in reference to people without a disability, this incorrectly implies that all people with disabilities lack ‘able bodies’ or the ability to use their bodies well, or are in some way ‘abnormal’, deviant/strange.</p>	<p>“they do not have a disability”, or if necessary, “non-disabled”; “neurotypical individuals” if referring to mental state</p>	The California State University Diversity Style Guide
<p>“confined to a wheelchair”, “suffers from”, “victim of”</p> <p>Terms such as “wheelchair-bound” only describe a person in terms of their relationship to a piece of equipment and are often misleading—wheelchairs can liberate rather than restrict people, allowing them to have greater mobility. Instead of characterizing their conditions as afflictions, use more neutral terms that simply state facts about a person’s disability.</p>	<p>“uses a wheelchair”, “diagnosed with”</p> <p>The AP style guide recommends avoiding descriptions that connote pity.</p>	2018 NCDJ Disability Language Style Guide

IDEAS FOR DEI IMPLEMENTATION:

Community colleges can implement DEI (diversity, equity, and inclusion) policies and practices to ensure that all members of the institution have equal opportunities for success and inclusion. Some ways community colleges can do this include:

- Developing a plan: Involving all stakeholders in a plan can help establish a clear vision and actionable steps.
- Diversifying faculty and leadership: This can help reflect the student body and improve decision-making.
- Creating support systems: Marginalized students need comprehensive support to thrive academically and socially.
- Enhancing accessibility: This includes disability support.
- Supporting communities: This can include supporting LGBTQIA+ communities.
- Implementing DEI into curriculum: This can include making diversity a priority in the curriculum.

[FORBES ARTICLE](#)

How Community Colleges Leaders Can Succeed With DEI Initiatives



Lester Sandres Rapalo Forbes Councils Member

Forbes Business Council **COUNCIL POST** | Membership (Fee-Based)



May 22, 2024, 09:45am EDT

Dr. Lester Rápalo, President of Rockland Community College.



GETTY

Diversity, equity and inclusion (DEI) are not just ideals—they are essential for creating educational environments where every student can thrive. Leaders in

higher education must prioritize DEI principles, integrating them into every aspect of campus life.

Community colleges play an important role in leading the charge. Over the last few years, Rockland Community College (RCC), where I serve as president, has implemented several DEI initiatives. In this article, I will look at some of the crucial steps community college leaders can take to achieve their DEI aspirations.

Developing A Comprehensive DEI Plan

Developing a plan with all stakeholders can help establish a clear vision along with actionable steps. However, it can be challenging to bring together diverse voices and align them with the institution's goals.

In response to growing calls for equity and inclusion, RCC crafted the "Inclusive Excellence Plan," a comprehensive framework with goals ranging from diversifying faculty to creating robust support groups and creating a curriculum that celebrates diversity. For this type of plan, remember: It has to be more than aspirational—it needs to be actionable.

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College leaders should start by evaluating existing DEI practices to identify areas for improvement. Once everyone has a clear understanding of the current landscape, set specific, measurable goals that align with the institution's vision. These goals might include diversifying faculty or enhancing support systems for marginalized students.

Collaboration is crucial. Any planning should involve faculty, staff, students and community partners in the process to foster a sense of ownership and inclusivity.

Collective input ensures that the plan reflects diverse perspectives and meets the needs of the entire campus community.

Finally, implement a framework for regular evaluation. Assess progress periodically and adjust strategies based on data. This continuous evaluation allows for refining the approach, ensuring that DEI efforts remain effective and aligned with the institution's goals.

Diversifying Faculty And Leadership

Diversifying faculty and leadership is crucial for reflecting the student body and enhancing decision-making. However, overcoming biases in hiring practices can be challenging.

Leaders should start by evaluating their institution's recruitment and hiring processes for potential biases. This evaluation may include organizing diverse hiring committees and adopting blind review methods to ensure a fair assessment of all candidates.

In addition to reviewing current practices, building diverse talent pipelines is critical. Colleges should consider partnering with minority-focused organizations and other academic institutions to expand their candidate pool. These partnerships can provide access to a more diverse range of qualified applicants who might otherwise be overlooked.

Another key strategy involves the development of mentorship programs for underrepresented faculty and staff. By providing career growth opportunities through structured mentoring, institutions can foster a supportive environment that nurtures professional development and encourages retention.

Lastly, incentivizing inclusion is essential for sustained progress. Leaders should recognize and reward departments that make significant strides in diversifying their teams.

Creating Robust Support Systems For Marginalized Groups

Marginalized students need comprehensive support to thrive academically and socially. Colleges should strive to offer counseling services that accommodate various student schedules and preferences, ensuring that all students have access to mental health resources.

In addition to expanding counseling options, establishing peer mentorship programs can significantly impact student success. By connecting underrepresented students with supportive mentors, institutions create a network of encouragement and guidance that helps students navigate their academic and personal journeys.

Leaders should encourage the growth of student organizations focused on diversity by providing funding, space and collaboration opportunities. This support enables student organizations to thrive and create inclusive environments where diverse voices are heard and respected.

Enhancing Accessibility And Disability Support

Accessibility services play a crucial role in providing tailored accommodations and proactive support, ensuring equal opportunities for students and staff with disabilities. This involves ensuring that students and staff have access to assistive technology and flexible learning options that cater to their specific needs.

Disability awareness training is also essential. Institutions can conduct regular training sessions to increase understanding and improve support for individuals with disabilities.

In addition, leaders should create channels that enable students and staff with disabilities to provide input on existing services. This feedback ensures that accommodations remain relevant and responsive, continuously improving the institution's approach to accessibility.

Local agencies that provide services to those with disabilities can, likewise, be a valuable resource. Inviting them to the campus to do an evaluation and provide a report can foster inclusivity and lead to valuable, but often simple, accommodations that may have been overlooked.

Supporting LGBTQIA+ Communities

Supporting the LGBTQIA+ community necessitates creating safe spaces and resource centers, inclusive policies and educational resources. Visible symbols of support also play an important role in signaling inclusivity. Displaying flags, posters and other symbols that represent the LGBTQIA+ community sends a clear message that the institution values and supports diversity.

Moreover, reviewing and revising institutional policies to include non-binary and gender-neutral language is essential. By implementing inclusive policies, institutions ensure that all members of the LGBTQIA+ community are recognized and respected.

Implementing DEI Into Curriculum And Policies

Implementing DEI principles into the curriculum prepares students for a world that is increasingly interconnected and complex.

To achieve this, leaders should start by auditing their existing curriculum to identify gaps in representation and introduce or expand courses that explore race, class, gender and power structures to help fill these gaps. This approach ensures that students gain a comprehensive understanding of diversity and its implications in various fields.

Forming a curriculum committee composed of diverse members is essential for reviewing and implementing DEI policies effectively. This committee can provide varied perspectives and ensure that the institution's DEI efforts in the curriculum are comprehensive and inclusive.

Leaders of community colleges and higher education institutions have a unique opportunity to make tangible progress toward overarching DEI goals. From developing comprehensive plans to supporting marginalized communities to expanding course offerings, there are countless ways to create a more inclusive, empowering environment that benefits the institution in the long run and builds a future where every student is respected, valued and ultimately equipped to succeed after graduation.

BP	Previous Revision Date	Title	Updated Revision Date	1st Read Meeting	Action Meeting
1000	12/7/2023	Policy Governance By Laws	OK for DEI language		
1003	1/1/2018	CC Act of 1967	October, 2024	10/10/2024	
1004	3/8/2018	Delegation of Appointing Authority	October, 2024	10/10/2024	
1005	4/7/2016	Employee Recognition	October, 2024	10/10/2024	
1010	4/12/2018	BOT Goals & Outcomes	October, 2024	10/10/2024	
1015	9/20/2012	EE Political Activities	October, 2024	10/10/2024	
1025	5/7/2020	Statement on Equity, Inclusion & Diversity (EID)	OK for DEI language		
1030	3/6/2014	EE Compensation Plan	December, 2024		
1040	12/9/2014	Personnel Administration	December, 2024		
1050	2/14/2020	Collective Bargaining	OK for DEI language		
2050	6/6/2016	EE Misconduct (Whistleblower)	December, 2024		
2070	3/14/2019	EE Reasonable Accommodations	December, 2024		
2080	3/23/1992	EE Return to Work	December, 2024		
2320	6/7/2018	Voc Tech Advisory Committees	January, 2025		
2400	9/20/2012	EE Mandatory Reporters	January, 2025		
3000	11/1/2012	Authorized Leave	January, 2025		
3001	3/5/2015	Shared Leave	January, 2025		
3011	11/14/2019	Admin/Exempt Employment & Ben	January, 2025		
3015	12/1/2001	Admin/Exempt Evaluations	March, 2025		
3019	11/25/2013	Drug/Alcohol Free Work Place	March, 2025		
3020	10/28/2021	Admin/Exempt Contract	OK for DEI language		
3025	7/22/1997	VEBA	March, 2025		
4001	6/15/2016	Classified Layoff	March, 2025		
4130	2/1/2012	Suspended Operations	March, 2025		
4200	4/24/1989	Comm/Grievance Class & Ex	May, 2025		
4500	11/22/2005	Salary Non-Rep Classified	May, 2025		
4602	4/9/2015	Unused Sick Leave Compensation	May, 2025		
5400	12/23/1991	Voc Instructor Employ & Certification	May, 2025		
5500	12/28/2001	Faculty Professional Leave	May, 2025		
6000	10/15/2018	Balances/Reserves/Contingencies	October, 2025		
6100	10/15/2018	Tuition & Fees	October, 2025		
6101	6/1/2024	Tuition & Fee Waivers	OK for DEI language		
6106	8/7/2014	Admission	October, 2025		
6107	12/28/2001	FERPA	October, 2025		
6110	10/15/2018	Tuition & Fees Refund	October, 2025		
6111	1/31/2019	Electronic & Info Tech Access	December, 2025		
6112	3/1/2019	Disabled Student Non-discrimination	December, 2025		
6114	12/12/2013	Credit Hour	December, 2025		
6115	3/1/2019	Discrimination/Harassment	December, 2025		
6116	6/7/2016	Credit Prior Learning Military	December, 2025		
6120	1/12/2023	Hazing	OK for DEI language		

6130	3/5/2015	Student Faith/Conscience Holiday	January, 2026		
6200	5/20/2016	S & A Fees Budget	January, 2026		
6300	5/20/2016	Athletics	January, 2026		
6400	11/1/2012	Honorary Degrees	January, 2026		
7100	10/27/1998	Children on Campus	January, 2026		
7700	10/28/2021	Safety, Security, Emergency Mgmt	OK for DEI language		
7800	10/29/2015	Firearms & Dangerous Weapons	March, 2026		
8001	12/14/2017	Smoking/Tobacco Policy	March, 2026		
8020	11/15/2018	Solicitation of Funds	March, 2026		
8021	11/15/2018	Gifts, Grants, Donations	March, 2026		
8030	6/7/2018	Surplus Property	March, 2026		
8040	4/9/2015	Check Cashing	May, 2026		
8045	4/9/2015	Credit Card Security	May, 2026		
8050	12/28/2001	Equipment Use	May, 2026		
8051	2/1/2012	Facility Use	May, 2026		
8053	1/6/2014	IT Security	May, 2026		
8054	9/20/2012	Ethical Conduct/Conflicts of Interest	October, 2026		
8055	12/12/2013	Non-Fraternization	October, 2026		
8056	4/12/2018	Business Competition	October, 2026		
8057	8/9/2018	Minority & Women Business	October, 2026		
8058	9/24/2002	Travel	October, 2026		
8059	3/9/2004	Cellular Telephone	December, 2026		
8060	12/12/2013	Records Management	December, 2026		
8070	10/1/2014	Presentation of Diplomas	December, 2026		
8100	6/7/2018	Grants & Contracts	December, 2026		
8200	11/15/2018	Investment	December, 2026		
8300	7/7/2009	Identity Theft Prevention	December, 2026		

The Community College Act of 1967 (revised in 1991 and re-designated by the Washington State Legislature as part of the Work Force Training and Education Act – RCW 28B.50.020) provides the legal authority for the establishment of Community College District #18 – Big Bend Community College.

- 1004.1** The Board of Trustees of Big Bend Community College has elected to define the role of the Board and its Chief Executive, the President of the college, through the use of Policy Governance. As part of Policy Governance, Policy BSL-1, the Board of Trustees has determined that the President will be accountable to the Board acting as a body and that the Board will instruct the President through written policies, delegating to the President the interpretation and implementation of those policies. As part of the Policy Governance, the Board of Trustees has provided policies which detail the Executive Limitations of the President.

Consistent with the Board's Policy Governance provisions, the Board of Trustees recognizes the need for enhanced flexibility in the administration of District 18 related to issues involving: resolution of personnel issues, faculty negotiations, promulgation of rules and regulations, and emergency response. The Board of Trustees further recognizes that RCW 28B.10.528 provides the Board with the authority to delegate any powers vested in or imposed on the governing Board by RCW 28B.50.140 to the President or his/her designee through the adoption of a resolution. As a result the Board hereby delegates the following authority to the President or Senior Administrator of District 18 as hereinafter defined. This delegation of authority is authorized by Board Resolution 2016-1 dated October 27, 2016, and effective October 27, 2016.

- 1004.2** The Board of Trustees hereby delegates to the President executive responsibility of administering the policies adopted by the Board of Trustees and executing all decisions of the Board of Trustees requiring administrative action.
- 1004.3** The Board expressly delegates the appointing authority in matters concerning all Big Bend Community College District 18 personnel to the President. This delegation does not include a delegation of powers related to the position of President and also excludes a delegation of powers related to decisions regarding approval or denial of faculty tenure. This delegation includes a delegation of authority to hire, terminate, suspend, reassign, discipline, or demote personnel without prior approval of the Board of Trustees.
- 1004.4** The Board delegates the appointing authority of the college to the persons occupying the following positions in the President's absence: Vice President for Finance and Administration Services, Vice President for Learning and Student Success, and Vice President of Human Resources & Labor (hereinafter collectively referred to as "Senior Administrators"). The appointing authority delegated to the Senior Administrators shall only be exercised if the following criterion are met:

First, the President must be absent. Absent means that the individual: 1) has taken formal medical, vacation, or personal leave; 2) is not available in person, by telephone, by pager or other reasonable means; and/or 3) has left prior written notice indicating an "absent" status.

Second, no one shall exercise any authority unless all Administrators preceding them on the Senior Administrators' Order of Positions List are also absent as previously defined.

- 1004.5** Senior Administrators' Order of Positions List:

- a) Vice President for Learning & Student Success
- b) Vice President of Finance & Administration
- c) Vice President of Human Resources & Labor

The Senior Administrators who are able to establish that the President and other Administrators who precede them on the Order of Positions List are absent shall have the authority to hire, terminate, suspend, reassign, discipline, or demote any Big Bend Community College District 18 personnel (with the exception of the President or other Senior Administrators as defined herein) without prior approval of the Board of Trustees. This delegation of power does not include the ability to render decisions related to the granting or denial of tenure.

- 1004.6** The Board delegates the authority to negotiate with the faculty organization/union and any other employee union on its behalf to the President or his/her designee.
- 1004.7** The Board expressly delegates to the President its authority to promulgate rules and regulations related to the following matters: rules related to the government, management, and operation of housing facilities; rules related to pedestrian and vehicular traffic on property owned, operated, or maintained by the District; rules and regulations for issues related to housing, scholarships, conduct at college facilities, and discipline; and rules and regulations not inconsistent with law or the rules and regulations of the State Board for Community and Technical Colleges.
- 1004.8** The Board delegates to the President the authority to act as the sole authority to close the college or any part of the college in emergency situations and to take any action necessary to continue the program of the college in a manner which protects the health and safety of students and staff.
- 1004.9** All delegation of authority shall be exercised in full accord with all applicable state and federal laws and regulations, all applicable Collective Bargaining Agreement Provisions, all applicable College Policies and Procedures, and the Board's Policy Governance provisions.

(NOTE: This policy merges references to the board's delegation of authority in BP1001, BP3014, and AP3500 into one policy.)

Big Bend Community College seeks to honor distinguished faculty, administrators, employees, and trustees who gave highly meritorious service, in recognition of their scholarly and professional contributions before retirement from the college.

The Board of Trustees may confirm this honor according to the process outlined in AP 1005 Emeritus Status and AP 1006 Presidential Award for Meritorious Service.

1010.1 Board of Trustees Goals and Outcomes

The Board sets annual goals and outcomes consistent with the college mission. Some goals will be ongoing. The Board also establishes processes to monitor their efforts and assess the outcomes of each goal as affected by the Board.

The Board respects and encourages the right of its employees, as citizens, to engage in political activities including, but not limited to: voting, expressing their opinion on all political subjects and candidates, soliciting support (financial or otherwise) for or against any candidate or issue, running for and holding any political office or political party office, or participating in the management of a partisan political campaign. It is the intent of the Board of Trustees with this policy to establish guidelines restricting the use of District property and employment time for these endeavors and to avoid conflicts of interests in compliance with applicable laws. Refer to Administrative Process Manual - AP1015.1; RCW 41.06.250; RCW 42.52.180.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #13: Board Chair Matrix (for information)

BACKGROUND:

Per Policy Governance 1000.3 Governance Process 8 By Laws

At a regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months commencing on October 1st. In addition, the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chair of the board in the absence of the chair.

Trustee (term)	23/24	24/25	25/26	26/27	27/28
Chandler (9/2026)	C				
Franz (9/2025)					
Martinez (9/2027)		VC			
Parris (9/2028)	VC	C			
Richards (9/2024)					

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #14: President's Evaluation (for information/action)

BACKGROUND:

The trustees will discuss President Sara Thompson Tweedy's annual evaluation.

Prepared by the President's Office.

RECOMMENDATIONS:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #15: Board Self-Evaluation & Board Goals (information/action)

BACKGROUND:

Annually, the BBCC Board of Trustees conducts a self-evaluation during its retreat. The effort was completed on Thursday, August 29, 2024. The process includes determining whether or not the Board has met its goals, maintained trustee activity aligned with the Ends, and followed and fulfilled board policies.

For the 2023-2024 academic year, the BBCC Board of Trustees adopted three goals.

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
 - During the August 29 retreat, the Board agreed that progress has been made on this goal and will be completed with the adoption of the proposed indicators on October 10th. (indicators are following)
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
 - During the August 29 retreat, the Board agreed that progress has been made on this goal and will continue to be retained for 2024-2025. A two-year calendar was proposed and adopted which will review all policies for any new DEI language. (calendar is following)
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.
 - During the August 29 retreat, the Board agreed that progress has been made on this goal and will continue to be retained for 2024-2025. A calendar of timely and appropriate topics was proposed and adopted that will keep the board on track for professional learning opportunities for the year. (calendar is following)

RECOMMENDATION:

None.

BOT Evaluation of Ends - Insert Year here

The Board of Trustees of Big Bend Community College have identified the following metrics for consideration during the annual evaluation of the President. The Board recognizes that these metrics are not a complete evaluation tool by themselves and must be considered in context with local, state, and nation-wide trends and events. The review of the following metrics shall be considered as part of the overall annual evaluation of the President, End Statements, and Executive Limitations in accordance with BP 1000.

BOT Evaluation of Ends - Insert Year here

E-1 Student Success

Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

Promotes student learning and student-centered operations as fundamental to the college mission.

Provides leadership in formally and informally assessing the community to determine educational needs.

Mission Fulfillment Scorecard (Most Current)

STUDENT SUCCESS	BBCC Baseline						Trend	BBCC Indicator Score	Target
Completion		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
3 year completion rate	45%								46%
Persistence		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Course Success Rate	80%								80%
15 college credits 1st year	76%								78%
45 college credit 1st year	25%								26%
Retention		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Fall to Winter Retention	84%								86%
Fall to Fall Retention	62%								64%
Post-Graduate Success		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Transfer rate in 4th year - Transfer Students only	42%								43%
Employment rate in 4th year - WF Students only	79%								81%
Meets or Exceeds Goal - Achieving desired improvements									
Meets historical performance - less than 2.5% below baseline									
Needs significant improvements below baseline									

Baseline is the 3-year average prior to the last full-scale accreditation evaluation and report in 2020.

Mission Fulfillment Report 2024

E-2 Community Engagement

Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.

Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9].

Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.

Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.

Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.

Maintains an active advocacy role in promoting the needs of the college and its mission.

Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.

BBCC Off Campus Classes and Enrollments

Basic Education for Adults	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Quincy				
Royal City				
Warden				
Total				

College Classes in the Community*	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Total				

*may be hybrid

College in the High School	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Ephrata				
Moses Lake				
Mattawa				
Warden				
Total				

CBIS Enrollment	Prior Year		Current Year	
	Classes	Duplicated Enrollment	Classes	Duplicated Enrollment
Total				

E-3 Stewardship

Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.

Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5].

Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6].

Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8].

Provides leadership for and support appropriate strategies for attracting funds to the college.

Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.

FORWARD LOOKING INFRASTRUCTURE									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Financial Status-Unqualified opinion - 0 Findings	100%								100%
Budget Status-Year End Remaining Budget	7.42%								3%-10%
Facilities-Capital Projects Completed on Time	100%								100%

ENROLLMENT GROWTH & DIVERSIFICATION									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Total FTE	1995								2045
State Funded FTE	1511								1549
Running Start Headcount	446								457

Meets or Exceeds Goal - Achieving desired improvements
Meets historical performance - less than 2.5% below baseline
Needs significant improvements below baseline
Mission Fulfillment Report 2024

E-4 Diversity, Equity, Inclusion

Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4].

Provides leadership for developing and executing sound personnel procedures and practices [EL-4].

Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.

DEI Events on Campus - to be collected in 2024-25

Calendar Year							
Job Category	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Executive/Admin/Managerial							
Percent of Grand Total							
Faculty							
Percent of Grand Total							
All other categories							
Percent of Grand Total							
Totals							
Percent of Grand Total							
*From Affirmative Action Report							
BBCC New Employees**							
Faculty							
All other employees							
Totals							
Percent of Total							
**IPEDS Spring HR Report "Year"							

E-4 Diversity, Equity, Inclusion

Students by Race/Ethnicity							
Students in Academic/Transfer, BEEdA, or Workforce	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Totals							
Percent of Total							

BP	Previous Revision Date	Title	Updated Revision Date	1st Read Meeting	Action Meeting
1000	12/7/2023	Policy Governance By Laws	OK for DEI language		
1003	1/1/2018	CC Act of 1967	October, 2024	10/10/2024	
1004	3/8/2018	Delegation of Appointing Authority	October, 2024	10/10/2024	
1005	4/7/2016	Employee Recognition	October, 2024	10/10/2024	
1010	4/12/2018	BOT Goals & Outcomes	October, 2024	10/10/2024	
1015	9/20/2012	EE Political Activities	October, 2024	10/10/2024	
1025	5/7/2020	Statement on Equity, Inclusion & Diversity (EID)	OK for DEI language		
1030	3/6/2014	EE Compensation Plan	December, 2024		
1040	12/9/2014	Personnel Administration	December, 2024		
1050	2/14/2020	Collective Bargaining	OK for DEI language		
2050	6/6/2016	EE Misconduct (Whistleblower)	December, 2024		
2070	3/14/2019	EE Reasonable Accommodations	December, 2024		
2080	3/23/1992	EE Return to Work	December, 2024		
2320	6/7/2018	Voc Tech Advisory Committees	January, 2025		
2400	9/20/2012	EE Mandatory Reporters	January, 2025		
3000	11/1/2012	Authorized Leave	January, 2025		
3001	3/5/2015	Shared Leave	January, 2025		
3011	11/14/2019	Admin/Exempt Employment & Ben	January, 2025		
3015	12/1/2001	Admin/Exempt Evaluations	March, 2025		
3019	11/25/2013	Drug/Alcohol Free Work Place	March, 2025		
3020	10/28/2021	Admin/Exempt Contract	OK for DEI language		
3025	7/22/1997	VEBA	March, 2025		
4001	6/15/2016	Classified Layoff	March, 2025		
4130	2/1/2012	Suspended Operations	March, 2025		
4200	4/24/1989	Comm/Grievance Class & Ex	May, 2025		
4500	11/22/2005	Salary Non-Rep Classified	May, 2025		
4602	4/9/2015	Unused Sick Leave Compensation	May, 2025		
5400	12/23/1991	Voc Instructor Employ & Certification	May, 2025		
5500	12/28/2001	Faculty Professional Leave	May, 2025		
6000	10/15/2018	Balances/Reserves/Contingencies	October, 2025		
6100	10/15/2018	Tuition & Fees	October, 2025		
6101	6/1/2024	Tuition & Fee Waivers	OK for DEI language		
6106	8/7/2014	Admission	October, 2025		
6107	12/28/2001	FERPA	October, 2025		
6110	10/15/2018	Tuition & Fees Refund	October, 2025		
6111	1/31/2019	Electronic & Info Tech Access	December, 2025		
6112	3/1/2019	Disabled Student Non-discrimination	December, 2025		
6114	12/12/2013	Credit Hour	December, 2025		
6115	3/1/2019	Discrimination/Harassment	December, 2025		
6116	6/7/2016	Credit Prior Learning Military	December, 2025		
6120	1/12/2023	Hazing	OK for DEI language		

6130	3/5/2015	Student Faith/Conscience Holiday	January, 2026		
6200	5/20/2016	S & A Fees Budget	January, 2026		
6300	5/20/2016	Athletics	January, 2026		
6400	11/1/2012	Honorary Degrees	January, 2026		
7100	10/27/1998	Children on Campus	January, 2026		
7700	10/28/2021	Safety, Security, Emergency Mgmt	OK for DEI language		
7800	10/29/2015	Firearms & Dangerous Weapons	March, 2026		
8001	12/14/2017	Smoking/Tobacco Policy	March, 2026		
8020	11/15/2018	Solicitation of Funds	March, 2026		
8021	11/15/2018	Gifts, Grants, Donations	March, 2026		
8030	6/7/2018	Surplus Property	March, 2026		
8040	4/9/2015	Check Cashing	May, 2026		
8045	4/9/2015	Credit Card Security	May, 2026		
8050	12/28/2001	Equipment Use	May, 2026		
8051	2/1/2012	Facility Use	May, 2026		
8053	1/6/2014	IT Security	May, 2026		
8054	9/20/2012	Ethical Conduct/Conflicts of Interest	October, 2026		
8055	12/12/2013	Non-Fraternization	October, 2026		
8056	4/12/2018	Business Competition	October, 2026		
8057	8/9/2018	Minority & Women Business	October, 2026		
8058	9/24/2002	Travel	October, 2026		
8059	3/9/2004	Cellular Telephone	December, 2026		
8060	12/12/2013	Records Management	December, 2026		
8070	10/1/2014	Presentation of Diplomas	December, 2026		
8100	6/7/2018	Grants & Contracts	December, 2026		
8200	11/15/2018	Investment	December, 2026		
8300	7/7/2009	Identity Theft Prevention	December, 2026		

2024-2025 Board Meeting Planning

Estimated Meeting Dates	Ideas/Suggestions	Agenda Items	Club Invites	Other
Feb 1		Consent Agenda, Probationary Tenure Prep (I)		
March 21		Consent Agenda, Probationary Tenure, ACT Nominations		
May 9		Consent Agenda, EFA Recommendations		
June 6		Consent Agenda, Operating Budget, Emeritus Nominations		
August 29 (Retreat)		Negotiated Agreement, Naming Barbara & Ken Jacobs Math & Science Building, Pres Eval, Board Eval		
October 10 (Community Meeting?)	Tell us more about trustee team building, college success indicator, access focused enrollment,	<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), Board Chair Schedule, Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy, Transforming Lives</i>		
November Study Session	Strategic Plan: Access focused enrollment OPMA. Invitation to attend next Foundation Meeting			
December 12	Campus/Dept Tours Tenure Preparation Strategic Projects Update	<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), EFA Recommendations</i>		

2024-2025 Board Meeting Planning

Estimated Meeting Dates	Ideas/Suggestions	Agenda Items	Club Invites	Other
Jan 23		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), Sabbatical Requests, Probationary Tenure Prep, Legislative Advocacy</i>		
February Study Session	OPMA, Review WACTC Operating/Capital Requests and tailor to Big Bend, Quarterly Trustee Team Building			
March 20		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), Probationary Tenure, ACT Nominations</i>		
April Study Session	Quarterly Trustee Team Building			
May 1		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), EFA Recommendations, Mission Fulfillment Prep</i>		
June 5		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), Operating Budget, Emeritus Nominations, Mission Fulfillment Graduation Overview,</i>		

2024-2025 Board Meeting Planning

Estimated Meeting Dates	Ideas/Suggestions	Agenda Items	Club Invites	Other
July Study Session	Fundamentals of Effective Board Governance, College Success Indicator			
August 28 (Retreat)	Auxiliary Services and purpose, OPMA	Pres Eval, Board Eval, Board Goals		
September Study Session	Quarterly Trustee Team Building, Strategic Plan segment increase student retention, closing equity gaps			
October 9		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events), Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy</i>		New Chair
November Study Session	Quarterly Trustee Team Building			
December 11		<i>Recurring Items (Mission Moments, Consent Agenda (accreditation, assessment & student services, HR, Foundation), Student/Clubs/Athletics Intros, College Success Indicator, Roberts Rules, Board Policy Updates, President Updates (enrollment), Fac Association Update, Calendar of Events),, EFA Recommendations</i>		

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #16: Assessment of Board Activity (for information)

BACKGROUND:

This agenda item provides an opportunity for the individual trustees to report on community contacts they have made and/or meetings they have attended since the previous board meeting. This reporting process has been implemented as an assessment tool to give the board a way to measure definitively what is accomplished throughout the year for its next self-evaluation review.

It is requested that the trustees submit their self-evaluation trustee activity report via email to the president's executive assistant.

RECOMMENDATION:

None.

Trustee Activity Report

Activity	E-1 Student Success	E-2 Community Engagement	E-3 Stewardship	E-4 Diversity, Equity, & Inclusion		
(Briefly describe and check which End(s) your activity supported)						
1.						
2.						
3.						
4.						
5.						

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #17: Big Bend in the Community/Board Meeting (information/action)

BACKGROUND:

Trustees may discuss holding a community open house or board meeting in communities in the service district. President Tweedy met with Board Chair Gary Chandler and college staff to discuss planning. The following information was discussed as a draft template for moving forward with specific event planning.

	Mattawa (Prioritized)	Othello	Quincy	Concerns
Showcase	CDL, ECE, HEP, BEdA, Dual Enrollment	Dual Enroll, CiHS, CTE Dual Credit	Dual Enrollment (CTE) BEdA	Timing- Road Show Fall Strategize invitations to Foundation board members
Partners	K-12 SD, Port, City, ECE provider Inspire, (Want PUD/Wanapum tribe)	Skillsource, CBHA, ACDC, Mayor, K-12 SD	SD	
Vision	Facility for CTE	Satellite Campus, College classes/programs		
Leg Priorities	Capital Dollars/Dual Enrollment	Dual Enrollment		
Legislators	Sen Torres Rep Chandler Rep Sandlin	Sen Torres Rep Chandler Rep Sandlin	Sen Warnick Rep Dent Rep Ibarra	
Trustee support	Bethany	Amy		
Foundation members				

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #18: 2025 Board Meeting Schedule (information/action)

BACKGROUND:

The following suggested 2025 Board meeting dates are provided for the trustees' consideration and action.

Thursday, January 23, 2025 at 1:30 p.m.

Thursday, March 20, 2025, at 1:30 p.m.

Thursday, May 1, 2025, at 1:30 p.m.

Thursday, June 5, 2025, at 1:30 p.m.

Thursday, August 28, 2025, (Retreat)

Thursday, October 9, 2025, at 1:30 p.m.

Thursday, December 11, 2025, at 1:30 p.m.

RECOMMENDATION:

President Tweedy recommends the trustees adopt the schedule as presented.

"I move to adopt the 2025 regular board meeting schedule as presented."

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #19: Next Regular Meeting (information/action)

BACKGROUND:

The regularly scheduled board meeting schedule:

Thursday, December 12, 2024, at 1:30 p.m.

Prepared by the President's Office.

RECOMMENDATION:

President Tweedy requests that the Board confirm the next board meeting date.

BIG BEND COMMUNITY COLLEGE

Date: 10.10.24

ITEM #20: Miscellaneous (information/action)

BACKGROUND:

President Tweedy and the trustees may discuss other miscellaneous topics.

This is also an opportunity for trustees to discuss agenda items for future meetings.

**** Fall ACT Legislative Conference:****

On November 14th, join the ACT Fall Legislative Conference. This event will be crucial as we navigate a year of significant change with elections for a new Governor, President, and various federal and state offices. Together, trustees will strategize to advocate effectively for our Community and Technical Colleges (CTC) system.

Lt. Governor Denny Heck has tentatively accepted our invitation as our keynote speaker. His unique perspective as a former state Legislator, Congressman, and current Lt. Governor will offer invaluable insights into both federal and state politics.

This conference is open to all trustees, state board members, chancellors/presidents, executive assistants, and SBCTC and college staff. Watch for more information coming soon. Registration materials and hotel information will be sent to the colleges' executive assistants in mid-September. Please let the President's EA know if you plan to attend.

****2025 ACT Spring Conference:** Save the Date**

Community Colleges of Spokane will host the ACT Spring Conference on May 22 & 23, 2025. This will be a wonderful opportunity to come together in the vibrant city of Spokane, celebrate our successes, and look forward to new achievements.

The Big Bend Foundation Schedule is following this page.

Prepared by the President's Office.

RECOMMENDATION:

None.

Big Bend Community College Foundation

Board of Directors - Regular Meeting Schedule

2024	<u>Date</u>	<u>Time</u>	<u>Location</u>
	January 18, 2024	4:00 p.m.	Hardin Room
	April 18, 2024	4:00 p.m.	Hardin Room
	July 18, 2024	4:00 p.m.	Hardin Room
	October 17, 2024	4:00 p.m.	Hardin Room
2025	<u>Date</u>	<u>Time</u>	<u>Location</u>
	January 16, 2025	4:00 p.m.	Hardin Room
	April 17, 2025	4:00 p.m.	Hardin Room
	July 17, 2025	4:00 p.m.	Hardin Room
	October 16, 2025	4:00 p.m.	Hardin Room
2026	<u>Date</u>	<u>Time</u>	<u>Location</u>
	January 15, 2026	4:00 p.m.	Hardin Room
	April 16, 2026	4:00 p.m.	Hardin Room
	July 16, 2026	4:00 p.m.	Hardin Room
	October 15, 2026	4:00 p.m.	Hardin Room
2027	<u>Date</u>	<u>Time</u>	<u>Location</u>
	January 21, 2027	4:00 p.m.	Hardin Room
	April 15, 2027	4:00 p.m.	Hardin Room
	July 15, 2027	4:00 p.m.	Hardin Room
	October 21, 2027	4:00 p.m.	Hardin Room
2028	<u>Date</u>	<u>Time</u>	<u>Location</u>
	January 20, 2028	4:00 p.m.	Hardin Room
	April 20, 2028	4:00 p.m.	Hardin Room
	July 20, 2028	4:00 p.m.	Hardin Room
	October 19, 2028	4:00 p.m.	Hardin Room