



March 24, 2021

Board of Trustees

Regular Meeting 1:30 p.m.

Register in advance for this Zoom webinar:
https://bigbend.zoom.us/webinar/register/WN_ahlrLxJcS2WRJvIVNtUs6A

After registering, you will receive a confirmation email containing information about joining the webinar.

Big Bend Community College District #18

Governing Board:

**Chair Anna Franz, Vice Chair Thomas Stredwick,
Jon Lane, Stephen McFadden, Juanita Richards**

President Sara Tweedy

2021 Meeting Schedule

January 7, 2021

February 10, 2021

March 24, 2021

May 6, 2021

June 10, 2021

August 26, 2021

September 9, 2021

October 28, 2021

December 9, 2021

Board Goals (adopted October 1, 2020)

1. Ensure effective onboarding and support of the new president in her first year at Big Bend including community introductions.
2. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.
3. Advance equity, diversity and, inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Wednesday, March 24, 1:30 p.m.

Zoom Webinar

1. Call to Order/Roll Call
2. Educational Presentation (E-1, Info):
 - a. Workplace Norms – Dean Valerie Parton
3. Consent Agenda **(E-1)**
 - a. Meeting Minutes February 10, March 8, March 11, March 15, and March 16, 2021 **(Action)**
 - b. Accreditation
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. ASB Report **(Information)**
 - h. Foundation Report **(Information)**
4. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1001.3.E)
5. Faculty Updates – Faculty Association President Zach Olson **(E-3, Information)**
6. President's Update
 - a. Budget/Enrollment Report **(E-2, Information)**
 - b. Strategic Planning Process **(E-6, Information)**
 - c. COVID-19 Impacts **(E-1, Information)**

Executive Session – President Tweedy/Trustees
7. Probationary Tenure Review – President Tweedy **(E-3, Action)**
8. Exceptional Faculty Awards – President Tweedy **(E-3, Action)**
9. Transforming Lives Events – President Tweedy **(E-3, Information/Action)**
10. WAC Revisions Student Code of Conduct, Title IX – President Tweedy **(E-1, Action)**
11. Board Policy 1000 – Trustees **(E-1, Action)**
12. Trustees' Foundation Account – Executive Director of the Foundation **(E-1, Information/Action)**
13. President's Onboarding – Trustees **(E-1, Information/Action)** *Executive Session*
14. Board Meeting Venue – Trustees **(E-1, Information/Action)**
15. ACT Award Nomination – Trustees **(E-1, Information/Action)**
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
17. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
18. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
19. 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: May 6, 2021

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: 3/24/21

ITEM #2: Educational Presentation (information)

BACKGROUND:

The board has requested educational presentations.

Dean Valerie Parton will report about Workplace Norms. The Workplace Norms Group was a voluntary group created as part of the Campus Climate Action Plan to create a set of norms for how employees interact and operate on campus.

The following poster shows BBCC Workplace Norms.

Prepared by the President's Office.

RECOMMENDATION:

None.



At BBCC we strive to serve ALL stakeholders with integrity by...



Communication

- Maintaining appropriate confidentiality
- Using direct communication and actively listening
- Receiving feedback nondefensively
- Being approachable, available, and responsive
- Apologizing readily and making amends

Community

- Assuming best intent
- Showing appreciation
- Celebrating successes
- Being fair and equitable
- Advocating for each other



Accountability

- Accepting responsibility for mistakes and striving to learn from them
- Anticipating problems and acting in advance
- Being good stewards of resources
- Prioritizing safety
- Following through and following up

At BBCC our stakeholders include: students, family members, employees, trustees, donors, business partners, and campus guests.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the board meeting held on February 10, and special board meetings held March 8, March 11, March 15, and March 16 are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:

President Tweedy recommends the Board of Trustees approve the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Monday, March 8, 2021, at 8:30 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane
Juanita Richards
Thomas Stredwick

Legislative Advocacy

Dr. Tweedy and the trustees talked with Representative Joe Schmick about legislative support for Big Bend Community College.

The meeting adjourned at 8:55 a.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Thursday, March 11, 2021, at 10:30 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane
Juanita Richards
Thomas Stredwick

Legislative Advocacy

Dr. Tweedy and the trustees talked with Representative Keith Goehner about legislative support for Big Bend Community College.

The meeting adjourned at 10:55 a.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Thursday, March 11, 2021, at 2:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

Legislative Advocacy

Dr. Tweedy and the trustees talked with Representative Tom Dent about legislative support for Big Bend Community College.

The meeting adjourned at 2:55 p.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Thursday, March 11, 2021, at 3:00 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

Legislative Advocacy

Dr. Tweedy and the trustees talked with Senator Mark Schoesler about legislative support for Big Bend Community College.

The meeting adjourned at 3:30 p.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Thursday, March 11, 2021, at 4:00 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

Legislative Advocacy

Dr. Tweedy and the trustees talked with Representative Alex Ybarra about legislative support for Big Bend Community College.

The meeting adjourned at 4:30 p.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Monday, March 15, 2021, at 2:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane

Legislative Advocacy

Dr. Tweedy and the trustees talked with Representative Mary Dye about legislative support for Big Bend Community College.

The meeting adjourned at 3:00 p.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board Meeting Monday, March 16, 2021, at 11:00 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane

Legislative Advocacy

Dr. Tweedy and the trustees talked with Senator Judy Warnick about legislative support for Big Bend Community College.

The meeting adjourned at 11:30 a.m. with no action taken.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Wednesday, February 10, 2021, at 1:30 p.m. via Zoom Webinar.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

2. Education Presentation

Dr. Tweedy discussed the Strategic Planning process. Multiple events have been conducted including two community forums to kick off the strategic planning and input has been gathered from students focus groups and faculty and staff from in-service. The Strategic Planning Committee (SPC) members represent a cross section of campus employees and two students; Tony Lidbetter, Kerri Furman, Zach Olson, Allison Palumbo, MariAnne Zavala-Lopez, Kelsey Sorenson, Savana Stephenson, Faviola Barbosa, Kathleen Duvall, Daneen Berry-Guerin, Andre Guzman, Valerie Parton, Charlene Rios, Patrick Steele, LeAnne Parton, Matt Killebrew, Melinda Dourte, Linda Schoonmaker, Bryce Humpherys, Kim Garza, and Sara Tweedy. SPC will use existing structure as much as possible to ensure an engaging planning process. BBCC will continue current efforts and President Tweedy reported the four areas of prioritization, which include student success, employer of choice, forward looking infrastructure and enrollment growth and diversity. All staff and faculty members completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis based on the four priorities. Student focus groups are being conducted and an employee survey will help shape implementation strategies. President Tweedy added that she hopes to have a draft of the strategic plan available for the board's review this summer.

Trustee Jon Lane asked about the board's involvement with the strategic planning. President Tweedy expressed that she is continuing to learn about the college and meeting with multiple internal and external stakeholders. She stated the Northwest Commission on Colleges and Universities (NWCCU) recommended BBCC simplify processes; she asked how the board would like to be involved. Chair Anna Franz stated the board goals are for the board and strategic planning aligns with the Ends Statements.

Dean Valerie Parton presented the mission fulfillment workbook and data. BBCC employees conducted SWOT analyses using the mission fulfillment information. BBCC activities are focused on supporting students achieving their goals. Course success rates are holding steady at 80%, student retention is falling, and transfer rates have risen. Offering the newly-approved Bachelor in Applied Science in BBCC's rural setting will provide great transfer opportunities for students.

Community engagement, integrity and stewardship, and infrastructure provide a structure through which BBCC serves students and our communities. Students are juggling responsibilities of families, jobs, etc. Focus groups revealed barriers for example Wi-Fi and Zoom access. Employees are working to anticipate and provide for students' needs.

Trustee Lane asked about student debt. BBCC data in this area has improved; this may be a good future trustee education topic. President Tweedy reported enrollment diversification includes conversations about financial implications for our students.

Trustee Thomas Stredwick asked about the ABE student data on page 33 of the packet. Dean Parton stated COVID is beginning to impact our student achievement initiative points, which are counted only on state-funded students. The number of workforce certificates earned has also decreased. The upcoming focus group feedback will help staff interpret the data.

3. Consent Agenda

a) Approval of January 7, 2021, Board Meeting Minutes (A); b) Student Success (I); c) Assessment (I); d) Accreditation (I); e) Finance & Administration (I); f) Human Resources Report (I); g) ASB Report (I); h) Foundation Report (I).

Motion 21-5

Trustee Jon Lane moved to approve the consent agenda.

Trustee Juanita Richards seconded, and the motion passed.

4. There were no public remarks.

5. Faculty Updates

Art Instructor Fran Palkovic has been running his ceramics studio class remotely by distributing materials at the start of the quarter (observing proper COVID safety). Students work at home using demo videos and display progress updates to the instructor and peers who give feedback. Every two weeks they drop off the greenware (dry but unfired sculptures) and pick up bisque-ware (fired but unglazed sculptures).

Dr. Dennis Knepp shared a round of philosophy memes that deal with the trial of Socrates. This builds toward the students' final project on Marchall McLuhan and the

philosophy of technology. McLuhan argued that technologies are messages, independent or even over their content, and Dr. Knepp wants his students to grapple with whether Philosophy requires the printed word or if it can be done through electronic media. The students can write traditional essays or experiment with other media. Dr. Knepp plans to work with Librarian Rhonda Kitchens to explore options in the “other media” category.

Recent student projects that Librarian Rhonda Kitchens has coordinated with faculty can be found on the [library Events page](#). She works with instructors to develop projects and offers instructions in using the various technologies. She will soon be publishing the 12th issue of [“Down the Research Rabbit Hole,”](#) which asks Big Bend Community College employees to discuss their own formal and informal educational experiences, digging deep into the questions that motivate us and the answers we find.

Instructor Jennifer McCarthy in Modern Languages shared student work from her French class. Students are practicing language skills and demonstrating understanding creating comic strips to illustrate scenes from the course textbook and from fun short stories Jenn writes which feature students from the class going on adventures.

Instructor Rosemary Parsons teaches Basic Education for Adults (BEA) and she reported that Zoom classes are going well. English Language Acquisition (ELA) students are attending class four nights per week with her or Instructor Mary Louise Lucas; there are consistently 20-26 students per class. This is especially encouraging for them because many of these students have technological and digital literacy barriers. Attendance is growing as students tell friends and family about the effectiveness of the program.

6. President’s Update

President Tweedy introduced new employee Veronica Pruneda. Dr. Tweedy reported that BBCC’s Bachelor of Applied Science in Applied Management has been approved by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU). Dr. Tweedy reported that the budget is on track; however, there has been a substantial decrease in enrollment causing careful consideration of the 2021-22 operating budget. Dr. Tweedy announced she will host the second round of campus wide community forums about Covid-19. During spring quarter most employees will continue to work remotely and instruction will be delivered online. Graduation will be a drive-through celebration June 18 on the campus; staff will stand socially distanced and masked along the route.

The trustees discussed the need for advocacy visits with legislators.

At 2:25 p.m., Chair Anna Franz 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 for 5 minutes and the session ended at 2:45 p.m. with no action taken.

7. Probationary Tenure Review Notice

President Tweedy announced the probationary tenure review process. The electronic probationary information will be available for trustee review March 3. The board will take action on contract renewals and tenure at the next board meeting

8. ACT Award Nominations

Motion 21-6 Trustee Thomas Stredwick moved to nominate Trustee Stephen McFadden for the ACT Trustee Leadership Award. Trustee Jon Lane seconded, and the motion passed.

Trustee Thomas Stredwick will draft the nomination for Trustee McFadden for the next meeting. The nominations are due to ACT April 1, 2021.

Board Chair Anna Franz stated she would like to recognize the efforts of the Committee for Equity, Inclusion, and Diversity.

9. Workforce Education Development Board Nomination

Motion 21-7 Trustee Stephen McFadden moved to nominate President Tweedy to the North Central Workforce Development Board. Trustee Thomas Stredwick seconded, and the motion passed.

10. President's Onboarding

President Tweedy continues to meet with internal and external stakeholders including Rotary, school district superintendents, legislators, and employees. Trustees are facilitating some of the introductions.

11. Trustee Job Description

Motion 21-8 Trustee Jon Lane moved to approve the trustee job description as presented. Trustee Juanita Richards seconded, and the motion passed.

This is considered the first reading of a revised portion of BP1000. The board will take action incorporating the revisions to BP1000 at the next meeting.

12. Assessment of Board Activity

Trustee Jon Lane reported that he attended the ACCT Regional Coordinator meeting (E-1, E-2, E-3, E-4, E-5, E-6). He also attended the BBCC Alumni Zoom (E-1, E-4, E-5, E-6), ACT Listening Zoom (E-1, E-2, E-3, E-4, E-5, E-6), ACT Trustee Meet and Greet (E-1, E-2, E-4, E-5, E-6), and ACT Carver Model Zoom (E-1, E-2, E-3, E-4, E-5, E-6).

Trustee Lane also attended the ACT Trustee Tuesday (E-1, E-2, E-3, E-4, E-5, E-6), ACT New Trustee Orientation (E-1, E-2, E-3, E-4, E-5, E-6), and ACT Winter Conference (E-1, E-2, E-3, E-4, E-5, E-6). Trustee Lane also attended the BBCC Transforming Lives Zoom (E-1, E-2, E-3, E-4, E-5, E-6), ACCT Black, Latinx, and APINA Caucus meetings (E-1, E-2, E-3, E-4, E-5, E-6), and the ACCT State Coordinator meeting.

Trustee Juanita Richards attended the Transforming Lives Zoom meeting, ACT Winter Conference, and Foundation Webinar about the Five-Generational Workplace. Trustee Richards also introduced President Tweedy at a Kiwanis Zoom meeting.

Trustee Thomas Stredwick reported he prepared for and attended the Transforming Lives Zoom meeting.

Trustee Stephen McFadden reported he attended Transforming Lives planning meetings and the event. He also discussed new trustee preparations with Dr. Tweedy and he talked with three potential trustees from the Adams County area.

Board Chair Anna Franz reported that she attended the Transforming Lives Zoom meeting, the ACT Winter Conference, and a board agenda planning meeting with Dr. Tweedy.

13. Next Regular Board Meeting

The next board meeting is set for March 24, 2021 at 1:30 p.m.

14. Miscellaneous

Trustee Lane asked about Dr. Tweedy connecting with Nursing Instructor Jennifer Reames Zilliox. Dr. Tweedy plans to meet with Instructor Reames Zilliox. Trustee Lane also asked for an update about the CWU Flight Program. VP Bryce Humpherys reported that the CWU has had some administrative changes and they are working on developing their own flight program again.

President Tweedy reported that Mitsubishi is scaling down the work in Moses Lake and they have donated materials and equipment to the college. Executive Director of the Foundation is facilitating the donation.

Trustee Jon Lane reported that he attended the ACCT National Legislative Conference as the Washington State Coordinator. Washington Senator Patti Murray is chair of the Education Committee. He stated the national legislators are focused on the CARES Act. Trustee Lane will share a document detailing legislative information for distribution to the other trustees.

The meeting adjourned at 3:16 p.m.

Anna Franz, Chair

ATTEST:

Sara Tweedy, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

b. Accreditation

Big Bend Community College received the formal notification and official record of action taken by Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 13-15, 2021, concerning the Fall 2020 Evaluation of Institutional Effectiveness of Big Bend Community College to reaffirm accreditation. The following letter outlines Commendations, Recommendations, and future evaluations. Due to the pandemic, BBCC's site visit was virtual, it will be followed by an in-person campus visit when public health conditions improve. The official letter is on the following page.

VP Bryce Humpherys served as a panelist on a NWCCU Evaluator training and also led a group discussion on March 3, 2021. Dean Valerie Parton also served as a panelist on NWCCU report and virtual visit training for preparing an Evaluation of Institutional Effectiveness (comprehensive report and evaluation visit - every seven years) on March 2, 2021.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

Peer Evaluation Report
Evaluation of Institutional Effectiveness
And
Policies, Regulations, and Financial Review
Big Bend Community College
Moses Lake, Washington
October 12-14, 2020

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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I. Evaluation Committee

Dr. Stacey Sherwin, Chair
Director, Institutional Effectiveness
Salish Kootenai College

Ms. Tammy Burke
Executive Director of Career and Technical Education
Helena College – University of Montana

Dr. Kim Hyatt
Dean of Health, Physical Education, Athletics and
Recreation
Mt. Hood Community College

Ms. Jennifer King
Director of Business Operations
Dawson Community College

Dr. Michele A. McFarlane
Registrar
College of Southern Idaho

NWCCU Liaison to the Committee:

Dr. Selena Grace
Liaison
Executive Vice President
Northwest Commission on College and University

II. Introduction

A five-person evaluation team conducted a Year Seven Evaluation of Institutional Effectiveness (EIE) virtual visit to Big Bend Community College on October 12-14, 2020. The visit covered Standards One and Two in response to the Evaluation of Institutional Effectiveness Report and Policies, Regulations, and Financial Review submitted by the College to the Commission on August 7, 2020.

The Evaluation Committee found Big Bend Community College (BBCC) is very engaged in meeting the needs of its large service area consisting of Grant, Adams, and a portion of Lincoln counties. The College serves multiple community needs by offering workforce education, adult basic skills, academic transfer programs, and non-credit training. BBCC is also designated as a Hispanic-Serving Institution (HSI) with approximately 46% of the student body of Hispanic ethnicity.

College employees are highly dedicated to the success of the diverse, rural, and relatively isolated student body. The institution has participated in national efforts to increase student success, including Achieve the Dream and the Guided Pathway project. These efforts as well as active pursuit of targeted grants such as Title V and Title III grants for HSI have reinforced strategic initiatives to serve first-generation students and close achievement gaps between different student populations.

III. Assessment of Reports and Support Materials

The Evaluation of Institutional Effectiveness Report and Policies, Regulations, and Financial Review were written in a thorough, clear, and well-organized manner. The reports contained hyperlinks to electronic exhibits provided as evidence. Additional electronic exhibits were sent upon request. The rapid response to requests was important considering the virtual nature of the visit so evaluators were able to view sample files that would normally have been viewed in-person.

The Evaluation Committee appreciated the institution's candid self-evaluation contained in the reports. BBCC clearly responded to each standard, cited evidence, and provided "reflection and next steps" for standards for which the College noted areas for continued improvement. The frank discussion of areas for further growth or revision provided evidence of BBCC's institutional culture of assessment and improvement.

IV. Visit Summary

The Evaluation Committee conducted all meetings via Zoom. The College facilitated all meetings and interviews requested by the Evaluation Committee and provided prompt responses to requests for additional materials and interviews. Members of the Evaluation Committee conducted interviews with members of the Board of Trustees, individuals from BBCC administration, department heads, faculty, and staff representing various organizational areas of

the institution and who were able to respond to questions related to Standards 1 and 2. The three virtual open meetings for faculty members, staff members, and students were each well- attended with 35 to 50 participants; participants appeared to provide candid responses.

Eligibility Requirements

The Evaluation Committee found evidence that Big Bend Community College meets Eligibility Requirements 1 through 25.

Standard One – Student Success, and Institutional Mission and Effectiveness

Institutional Mission

1.A.1 *The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

The Big Bend Community College mission statement focuses the College on its role in providing lifelong education to its service district. The statement reads, “Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.”

The Evaluation Committee found evidence that the mission statement is broadly understood by the campus community and provides guidance and direction for institutional activities and processes including strategic planning, allocation of resources, and current initiatives. Faculty, staff, administrators, and the Board of Trustees clearly embrace the mission statement. Additionally, the Evaluation Committee found that the mission statement provides a central focus on student success for students who enter the institution to fulfill a variety of educational ambitions including short-term training, transfer to another institution, or completion of a certificate or degree.

Improving Institutional Effectiveness

1.B.1 *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

The Evaluation Committee found that BBCC effectively uses data from the core theme objectives and indicators in a continuous process of assessing institutional effectiveness. Data from the indicators guides college planning efforts and efforts to improve student learning and achievement. Multiple examples of this process are provided in the EIE Report and were confirmed through interviews with college administration. The EIE Report describes data for each indicator, conclusions drawn from the indicator data, actions that resulted from analysis of the

data, and “Actions Moving Forward” that the College plans for during the next accreditation cycle.

1.B.2 *The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

Big Bend Community College’s three core themes are directly derived from the mission statement: Student Success, Excellence in Teaching and Learning, and Community Engagement. Each core theme has related objectives for a total of ten objectives. Both quantitative and qualitative indicators are defined for each objective. The Evaluation Committee noted that some objectives may be difficult to measure, e.g. “BBCC implements innovation and creativity in programs and services.” Indicators for that example do not measure innovation and creativity but rather effectiveness and/or quality of programming.

Both the Evaluation of Institutional Effectiveness (EIE) Report and interviews with administration and staff provided comments about some level of confusion regarding the intersection of the multiple levels of planning, including the core themes, strategic priorities, Board End Statements, and goals. While Appendix E of the Strategic Plan is a table intending to align terms, interviews indicate that campus stakeholders perceive that planning efforts are not consistently tied to a set of meaningful goals, objectives and indicators. Administrators stated an intent to revise the planning procedures and related terminology during the strategic planning process that will begin following the current accreditation cycle. As part of that revision, the College will reevaluate its core themes, objectives, and indicators to ensure they are meaningful.

Concern: The multiple levels of goals and objectives, including Board End Statements, strategic priorities, strategic goals, and core theme objectives/indicators provide overlapping yet different means for defining mission fulfillment and improving effectiveness.

Concern: While data from regional and national peer institutions has been aggregated, incorporation of comparison data is not yet incorporated into an overall set of meaningful goals, objectives, and indicators.

1.B.3 *The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

The Evaluation Committee found that BBCC constituencies are offered multiple opportunities to engage in institutional planning processes. One notable example is the Strategic Priorities

Committee, which is composed of representatives of various workgroups that propose initiatives or activities in response to institutional data or other indicators suggesting the need for new or revised activities. Once accepted by BBCC Administration, these initiatives or activities are resourced and then analyzed to determine the impacts on institutional effectiveness. The Data Committee and the Committee on Equity, Inclusion, and Diversity are additional examples of new committees that provide evidence of inclusive planning processes.

1.B.4 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

BBCC conducts regular, systematic monitoring of the internal environment through student and employee surveys, analysis of student achievement data, focus groups, and review of other institutional data. Additionally, ad hoc surveys and focus groups are utilized to obtain data related to particular initiatives or issues such as student retention.

BBCC also uses employer surveys and participation in state-wide councils or local community organizations to monitor its external environment. However, the Evaluation Committee did not find evidence that monitoring of the external environment currently includes the broad regional and national trends that are likely to present challenges that impact the institution's strategic position, such as legislative and regulatory changes, sociopolitical and demographic changes in the state of Washington, and changing technologies including educational technology.

The Evaluation Committee found evidence that BBCC uses results of internal and local monitoring to assess its strategic position and determine needed actions, including reviewing its programs and services. Examples include the multiple changes in services accomplished to increase the success of LatinX and Historically Underrepresented Groups (HUGs), including changes to advising processes, successful achievement of a Title V Grant, and plans to train faculty in a pedagogical method to provide equity in classroom instruction.

Concern: BBCC has not established a systematic method for monitoring the external environment that includes regional and national trends that may impact the college's future direction and strategic position. Monitoring such changes will be an important component as the College develops its next strategic plan and revises its planning processes.

Student Learning

1.C.1 *The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*

BBCC offers Certificates of Accomplishment (a short sequence of courses), Certificates of Achievement, Associate of Applied Science, and Associate of Arts and Science Direct Transfer Degrees. In reviewing the campus website as well as the campus catalog, the Evaluation Committee found that BBCC is responding to community needs with essential programming to support workforce development. BBCC is also offering transfer degrees for BBCC students and is currently in the process of adding a B.A.S. to better serve its diverse student population. In multiple conversations, rigor was addressed with the administration and faculty groups. The faculty work diligently to ensure rigor in their courses and work with statewide faculty to ensure consistency in course offerings that are designated using common course numbering. College faculty also monitor dual enrollment courses and college and high school faculty collaborate to ensure course integrity at the high school level. All programs include common student learning outcomes as well as program-specific outcomes that are clearly communicated in the course catalog as well as on program webpages.

1.C.2 *The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

BBCC awards credit and credentials for student completion of courses linked to program outcomes. Each BBCC program option has defined learning outcomes that are leveled and sequenced to demonstrate an appropriate breadth and depth of learning. Programs are all connected to common institutional goals and relate back to the college mission.

1.C.3 *The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

The Evaluation Committee found that program outcomes and degree requirements are clearly listed and easily accessible to students. The student learning outcomes are clearly communicated in multiple areas throughout the course catalog and on the program pages of the website. In the Student Forum, students confirmed that the expectations of their education were clearly communicated. Students with less than 30 credits are required to have an advising session to

discuss degree progress and program expectations.

1.C.4 *The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

The Evaluation Committee found that admissions process and requirements are easily located on the website and intuitive for students and/or the public to follow. Program offerings are easily located on the website for a student who may be unsure of their career path. The course catalog provides in depth information on program requirements on the various program pages. Each program has a clearly outlined advising map so students can see course of study as well as what is required in each program. Specific certifications or licensure requirements for various workforce programs are also clearly outlined and communicated to students. During the student forum, students stated they were aware of the expectations of their various programs and degree requirements.

Compliment: Students in the Student Forum had very positive feedback about being able to get answers to questions from faculty and staff, the willingness of the faculty and staff to help in any way, and the caring nature of the faculty and staff in general.

1.C.5 *The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

The College has made significant efforts to develop a collaborative process for the assessment of the quality of learning. As of 2018-2019, the College has taken a more self-reflective and continuous program improvement approach which is evident in the conversations with faculty and the assessment committee as well as administration. Stakeholders across the College have been engaged and thoughtful in their development and have put student learning as the primary focus. These efforts have been extensive and the support across campus is clear and apparent. The Evaluation Committee recognizes the efforts of creating an effective system to evaluate the quality of learning and understand that these efforts are in the early stages of implementation. Interviews with employees and committees provided clear evidence of qualitative analysis within departments and in many instances cross-discipline through purposeful assessment activities.

The Evaluation Committee found that assessment is being performed on a regular basis in a regular cycle and at all levels at BBCC. Assessment starts at the course level and is then tied into program level assessments which are then tied to the overall institutional outcomes. After a fall review of previous year's data is completed, planning occurs to determine areas for improvement. These are then articulated to the institutional outcomes and continuous evaluation is done at least

once every seven years. Recommendations from this analysis are considered and changes are often made to support efforts to improve the quality of learning for all students.

Program audits are performed on a three-year review cycle and during the year prior to the audit the faculty collect data each quarter to complete their assessment which includes four major indicators of program quality. All assessment plans are then reviewed at least once in the seven-year cycle.

The College offers in-service three times throughout the year with time set aside for discussion and analysis of data and outcomes. Discussion includes opportunities for improvement and identification of successes. Faculty members embrace their role in assessment and have worked very hard to establish a plan that outlines a supportive process for planning and practices that will offer continuous opportunities to improve student learning outcomes.

Both the EIE Report and interviews with faculty and staff indicate that not all faculty members are clear on the purpose of assessment and that BBCC is aware of this issue and will work to further define assessment purposes.

Compliment: The Evaluation Committee recognizes the BBCC Faculty for their dedication, leadership, and efforts in developing an effective assessment to evaluate the quality of learning its programs.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Through multiple meetings and conversations with various groups including faculty, staff, and administration, the Evaluation Committee found that the institution has established three clearly defined institutional learning outcomes: effective communication, mathematical reasoning, human relations/workplace skills. These institutional outcomes are consistent with the institutional mission, clearly communicated, and widely published. Through thoughtful planning, the College has a common plan of assessment across all associate level programs. Currently, assessment is being conducted on one outcome at a time and that outcome is then mapped across the institution along with program specific outcomes.

Assessment in the area of Effective Communication Skills has already been completed and is identified and mapped across the institution. There is evidence of assessment for all programs. This indicates an emerging level of practice. In order to achieve a developed or highly developed level of practice, the institution should continue to complete their assessment of student's ability to reason mathematically and a student's ability to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills. Additionally, to move to a highly developed level of practice, the institution may consider developing institution-wide rubrics that allow for aggregation and comparison of results across academic programs, develop cross-campus committees charged with review of assessment data for the institutional learning outcomes, and/or develop processes for assessing rigor of institutional learning outcome assessment across programs.

1.C.7 *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

The Evaluation Committee found evidence that BBCC has invested time and effort in implementing processes to use assessment of student learning to improve student learning outcomes. As described above, BBCC faculty members and selected staff engage in analysis of student learning outcome data during regularly scheduled in service days.

The Evaluation Committee noted that current practice is that instructors are required to assess all courses within the seven-year accreditation cycle. The institutional outcomes listed above in 1.C.6. are included in this seven-year cycle. While there is a comprehensive process to link course assessments with institutional outcomes and use findings to improve student learning outcomes, the Evaluation Committee was concerned that using a seven-year cycle may not allow faculty members to assess the impact of course changes over a shorter period of time. That is, if a particular course is assessed, results suggest improvements are needed, and those improvements are implemented, does the 7-year timelines and process allow for analysis of the results of implemented change monitored over time? Interviews with faculty and administrative personnel suggest the Assessment Committee is continuing to engage faculty in discussions for continuous improvement of assessment practices.

1.C.8 *Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

Transfer credit and credit for prior learning are accepted at the College in a systematic and defined process that is published in the BBCC catalog and the college website. Faculty work in collaboration

with the Credentials Evaluator to determine appropriate transfer course equivalencies when not previously determined. Prior Learning Credit is awarded in accordance with the State of Washington crosswalk for CLEP and Advanced Placement. Course Challenge Exams are also used at the discretion of faculty.

1.C.9 *The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*

Big Bend Community College does not have graduate programs.

Student Achievement

1.D.1 *Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

Consistent with its mission, core themes, and characteristics, the College recruits and admits students with the potential to benefit from its educational offerings through intentional and focused recruitment efforts across the college's service district. The College has targeted three different student groups for their outreach efforts including current and recent high school graduates, adult students, and first generation and Historically Underrepresented Groups (HUG) students. Interviews with staff also suggest that there are coordinated efforts to support recruitment of students and providing useful information in a timely manner. There is also a strong recruiting connection for CTE Dual Credit students and local high schools as well as community engagement with multiple programs.

The College has also added men's and women's wrestling to recruit students from its district who may not otherwise attend college and many who are considered first generation or HUG students. The athletic department also engages in a 12-step process to prepare students well before their first day on campus.

BBC has developed several strategies that are used across the College and within academic and

support departments to assist students to understand requirements of their programs of study, including mandatory advising, program guides, and multiple orientation options. Student Service staff have gone as far as meeting with parents to help them understand the commitment required for meeting academic requirements. The College is also moving forward with improving their communication to new students as they enter the College by leveraging Starfish capabilities to track student progress and will provide more focused opportunities to support student success.

Compliment: The College has a coordinated and effective approach to assure students are supported and have a clear understanding of the requirements of the programs. Examples of such outstanding work include Viking Orientation, New Student Registration, meeting with HUG parents, community engagement, and the academic planning guides within multiple departments.

1.D.2 *Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

BCC has established a set of regional and national peer institutions using a carefully defined set of criteria. Comparison data for graduation rates, completion of college-level math and English, and other categories is disaggregated by ethnicity, gender, socioeconomic status, and other variables. This data is included as a component of the 2020 Mission Fulfillment Monitoring Report. The College has utilized comparative data to develop initiatives to decrease equity gaps and promote student achievement, such as changing delivery methods for developmental education using Emporium and contextualized mathematics.

However, as identified in the self-report and confirmed through interviews with employees, there are opportunities for continued growth. There are efforts in place to continue to address this standard including updating the strategic plan and mission fulfillment framework. Additionally, the College has implemented interactive dashboards and is looking forward to using Starfish and Canvas to further enhance their ability to capture, disaggregate and utilize indicator data.

Compliment: The Evaluation Committee recognizes the College for their efforts to integrate their established indicators into their institutional processes and the broad engagement of key stakeholders.

1.D.3 *The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be*

aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The Evaluation Committee confirmed that the College's disaggregated indicators of student achievement are shared internally and externally. Disaggregated student achievement data are consistent with regional peers however, national data reflection is more difficult to confirm alignment. Disaggregated student achievement data are benchmarked against regional peers but are limited in national comparisons. Interviews with employees and staff suggest the institution is considering additional means to use the defined indicators of student achievement to identify opportunities for continuous improvement to inform planning, decision making, and allocation of resources.

Concern: Disaggregated indicators of student achievement are available via the Mission Fulfillment Workbook, which is published via the Institutional Research and Planning Office website. BBCC may consider other opportunities to make these indicators more widely available via its website or other modalities.

1.D.4 *The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

The College's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are organized in a way that will inform and implement strategies to mitigate perceived gaps in achievement and equity. Effective use of disaggregated data to address the gaps in achievement and equity is evident in the intentional pursuit of additional resources. One early example of these efforts that is not captured in the self-report is the recent Title V grant that was awarded to the College. This grant will allow resources to be allocated to provide ESCALA training in culturally responsive pedagogy. The College has also collaborated and developed a robust professional development program to encourage pedagogy and instruction to address achievement gaps. Additionally, the math department has implemented emporium math to address performance gaps and the library staff have been addressing the digital divide by providing laptops and in some cases, delivering them directly to students in need.

Compliment: BBCC has routine processes and strategies for data utilization resulting in initiatives targeting gaps in equity and achievement and allocation of resources to support those initiatives.

Standard Two – Governance, Resources, and Capacity

Governance

2.A.1 *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

The Big Bend Community College Board of Trustees consists of five members who are residents of the district and are elected for staggered four-year terms. Per Board Policy 1000.3, members of the Board of Trustees ensure accountability of the 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 (Board Policy 100.3, GP1). According to the policy, members of the Board of Trustees have defined roles that are distinguished from the roles assigned to the President, must avoid conflict of interest with respect to their fiduciary responsibility, and act through a set of Bylaws that relate to the powers and responsibilities of the Board.

2.A.2 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Through interviews, the Evaluation Committee confirmed that assessment of institutional achievements and effectiveness occurs at multiple levels of leadership. Big Bend Community College leadership includes the Executive Team, consisting of senior college leaders who are responsible and accountable for specific areas of the College. Senior administrators, including Vice Presidents, are qualified for their positions via education and experience, as documented on curricula vitae for these individuals.

The President’s cabinet consists of a larger group of individuals including the Vice Presidents, Deans, and Directors who are charged with planning, organizing, and managing departments within the institution.

2.A.3 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

The President of Big Bend Community Colleges is qualified by education and experience for her position as chief executive officer. At the time of the site visit, the President had served in the office for approximately six weeks. Prior to the new President starting in her position, the Board of Trustees organized a defined process resulting in “more intentional onboarding of the president” (verbal communication, Board of Trustees). This orientation includes introducing the President to key community stakeholders. Board Policy 1000.0 specifically states that the President may act as secretary for the Board of Trustees.

2.A.4 *The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The Evaluation Committee found that BBCC has a strong institutional culture of shared governance that provides multiple opportunities for faculty, staff, administrators, and students to participate in decision-making. Monthly meetings of the Shared Governance Council include the president, vice presidents, deans, directors, faculty division chairs, the faculty association president, and student leaders. Multiple standing and ad hoc committees and task forces provide opportunities for input into processes such as strategic planning, enrollment management, facilities planning, budget, and other matters in which these stakeholders have a reasonable interest.

Decision-making structures including Board of Trustees meetings, college policies and procedures, strategic planning documents, agenda and minutes for leadership and Cabinet meetings, and other such documents are widely communicated.

Academic Freedom

2.B.1 *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The Evaluation Committee confirmed the college policies and procedures (BP6615 and AP7705) prohibit harassment of any type and protects all college employees from inappropriate influences

and pressures that would curb academic freedom. The Faculty Negotiated Agreement in Article VII: Academic Freedom and Freedom of Expression (pg. 10) “grants academic employees free expression in their search for the truth and understanding in the classroom” thus protecting the rights of academic employees and students while maintaining standards within their subject matter.

2.B.2 *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

The Evaluation Committee confirmed BBCC fosters and protects the rights and responsibilities associated with academic freedom as outlined in BP1015 and AP1015. BP6114 affirms BBCC’s commitment to free speech and the free exchange of ideas. The Faculty Negotiated Agreement (Article VII: Academic Freedom and Freedom of Expression (pg. 10) states that duties of academic freedom and freedom of expression, including the need to self-identify in a public forum whether a college employee is speaking as an institutional spokesperson or a private citizen and the encouragement to strive for accuracy and show respect of the opinion of others. This information is communicated in the Faculty Negotiated Agreement supports independent thought and knowledge distribution. Student academic freedom is also valued at BBCC with students being encouraged to engage in civil discourse, inquiry, and expression in designated free speech areas.

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 *The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

The transfer evaluation process has been simplified using State of Washington common course numbering as well as articulation agreements. College Advising Maps and Degree Audits also assist students and advisors in monitoring degree completion and the application of transfer work.

Concern: Transfer evaluation reconsideration requests are currently an informal process initiated by the student through communication with the Credential Evaluator. The Evaluation Committee

encourages the formalization and publication of this process to further support the mobility of students in completion of their academic goals.

Concern: The informal nature of the transfer evaluation reconsideration process impedes the universal application of transfer rights.

2.C.2 *The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

The College regularly and routinely updates and publishes a Student Handbook that outlines and defines code of conduct violations including academic dishonesty, other dishonesty, disruptive conduct, harassment, cyber misconduct and other acts of unacceptable conduct. Processes for filing and responding to grievances and the appeal of college policies are also outlined in the Student Handbook, which is easily accessible on the college website. The handbook outlines student FERPA rights as well as student rights for reasonable accommodation. The College outlines the process for students to request accommodations as well as the process for filing grievances.

2.C.3 *The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

The College's website and academic catalog detail admission policies and procedures, including the submission of placement information to ensure reasonable probability of student success. Institutional processes for students whose academic performance makes them subject to the Low Grades policy, including academic probation and suspension, is outlined in the student handbook. Students appealing academic suspension meet with the Academic Council, which connects students to support services and resources geared to enhance their success.

2.C.4 *The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

The protection of student records including the protection of privacy is outlined in the course catalog and student handbook. The process for students to request the review of their records and the modification of incorrect data is clearly outlined.

Physical and electronic student records are stored in a manner to protect student privacy while ensuring the secure preservation of records through back-up redundancy.

Institutional Integrity

2.D.1 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

Announcements and publications for BCC are coordinated by the Office of Communications, which coordinates marketing and public information to ensure integrity of publications. The college catalog is developed through a review process that ensures integrity. The catalog provides degree and certificate requirements that demonstrate that academic programs can be completed in a timely fashion.

2.D.2 *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

BCC policies and procedures address expectations for ethical behavior on the part of staff, faculty, administrators, and the Board of Trustees.

Documents provided by NWCCU demonstrate that BCC has maintained appropriate communication with the Commission including submitting substantive change documents as required and providing notifications of institutional changes.

An interview with the Human Resources Officer affirmed that BCC follows written procedures for handling complaints and grievances as detailed in the Faculty Negotiated Agreement and AP 4200 for Non-Represented Classified and Admin/Exempt employees. Student procedures for academic grievance are provided in the student handbook. Grievances related to Title IX are managed by the Title IX Coordinator. Records of grievances are maintained in a secured location in the Human Resource Director's office (employee grievances) or the office of the Director of Student Programs (student grievances).

2.D.3 *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

BCC policies provide clear statements that prohibit conflict of interest on the part of the Board of Trustees, administration, faculty, and staff. BP 1000 provides a code of behavior for the Board

of Trustees, and Administrative Process 8054 provides ethical standards aligned with Chapter 42.52 RCW, Ethics in Public Service. New employee orientation includes expectations for ethical behavior.

Financial Resources

2.E.1 *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

Big Bend Community College has clearly defined policies and procedures related to Standard 2.E.1. that state the audit process and reporting requirements. The College reports quarterly, or more frequent when needed, to the Board of Trustees on financial position.

2.E.2 *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

2.E.3 *Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

In relation to standards 2.E.2 and 2.E.3., the College has two policies, BP6000 and AP8200, which focus on financial sustainability of the college. Fund balances and investment guidelines are outlined to ensure judgement and care are being exercised in the decision-making process.

The College exhibits transparency by allowing all stakeholders to have access to financial documentation. This eliminates the need for stakeholders to request information from the Finance Department directly. The Vice President of Finance and Administration provides a detailed financial report to the Board of Trustees on a quarterly basis, at a minimum.

The College's Budget Review Task Force is chaired by the Vice President of Finance and Administration. The members include Faculty Division Chairs, two members of the classified staff and one member of the exempt staff. The classified and exempt staff members rotate in order to provide for more transparency while having more employees involved in the budgeting process. The function of Budget Review Task Force is to provide a continuous flow of information concerning the budget to faculty, staff, students and administration as well as monitor the possibility of a financial crisis in the district.

Human Resources

2.F.1 *Faculty, staff, and administrators are apprised of their conditions of employment, work*

assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Big Bend Community College has a streamlined on-boarding process that is now virtual with electronic signatures and audit trails for confirmation. The New Employee Packet/Orientation checklist is extensive and covers all areas referred to in the standard. New employees are given and must acknowledge all policies and procedures associated with the position they are entering into.

2.F.2 *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

Big Bend Community College provides a significant focus on professional development for all faculty, staff and administrators. The College has an established Staff Training and Recognitions (STAR) Committee that provides training for Classified Staff. Other professional development opportunities include on-campus trainings, online learning, participation in regional and national conferences, as well as workshops. Administrators are also able to take advantage of professional development opportunities through the Community and Technical College Leadership Development Association (CTCLDA). Administrative Policy AP3003 supports the mission of professional development by allowing for professional leave for up to 12 months for administrators meeting the outlined employment guidelines. Faculty can apply for Sabbatical Leave outlined within the Faculty Negotiated Agreement.

2.F.3 *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

Big Bend Community College demonstrates the requirements in standard 2.F.3. with the implementation of Board Policy 6115, Administrative Process 3014, the WPEA Collective Bargaining Agreement and the Faculty Negotiated Agreement. Human Resources (HR) guides the process for hiring of all full-time permanent positions, regardless of classification. HR completes the job postings, advertising for the posting, and the initial screening of qualifications of all applicants to ensure all baseline requirements of education and experience are displayed by the applicants. A hiring committee is formed by HR and all qualified applicant materials are reviewed by all committee members. The committee then conducts interviews and concludes the finalists for the position. Once the finalist is selected, the committee chair drafts a letter outlining the

strengths and weaknesses of the applicant in regards to the position, which is sent to the President. After review, the President makes the final determination of hire. At this time the process is turned back over to HR to make the offer based on education and recommendation of the committee and President.

2.F.4 *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Big Bend Community College has outlined evaluation procedures for each classification of employee.

Full-time faculty members evaluation process is outlined in the Faculty Negotiated Agreement. This process consists of a three-year probationary period where an evaluation committee is responsible for observation as well as conducting student evaluations. This process recommends an annual extension of contract, or lack thereof. Upon year three, the full-time faculty member is recommended or denied tenure by said committee.

Civil Service, Classified staff are evaluated at three months from hire date, as well as six-months from hire date. Annual evaluations occur annually from the initial six-month evaluation date. The evaluation committee determined that classified staff evaluations occurred regularly as outlined in the WPEA Collective Bargaining Agreement.

Outlined in Administrative Process 3015, Administrative/Exempt Annual Performance Appraisal all exempt employees and administrators are to be evaluated annually after their one-year probationary period ends. This process occurs regularly for exempt staff, but not for administrators. The evaluation committee found the majority of administrators had not been evaluated within the past twelve months.

Concern: The Evaluation Committee found administrators have not been consistently evaluated over the past twelve months as required by Administrative Process 3015.

Student Support Resources

2.G.1 *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and*

maintains effective learning environments with appropriate programs and services to support student learning and success.

The Evaluation Committee found that BCC maintains a student-centered approach to creation of learning environments and services that support student success. The large number of available services include those designed to respond to the needs of its student population, such as the food pantry and childcare.

The College has made numerous changes over the accreditation cycle to better serve and support students. The institutional focus on decreasing equity gaps can be seen through the mindful attention of faculty and staff including identification of barriers and development of opportunities to provide flexibility to students. Examples include the removal of the admission fee, the restructuring of new student orientation and registration, and the addition of mandatory advising for students with less than 30 credits.

2.G.2 *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

The College publishes an annual course catalog detailing current and accurate information on institutional policies and procedures. The student handbook supplements the course catalog with rules and regulations on student conduct and disciplinary processes. The Evaluation Committee found that all required components of Standard 2.G.2. are contained within the catalog and are accessible to students.

2.G.3 *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Written materials describing education programs, including the course catalog, program handbooks and recruitment packets provide information concerning student preparation for

certificate and licensure examination. While identification of occupational licenses/certificates required for entry into particular disciplines are present in written materials, the Evaluation Committee found these program descriptions are often missing employment eligibility requirements outside of degree completion. The Evaluation Committee encourages the College to review program materials to ensure complete and accurate descriptions of employment and advancement requirements for all of its programs.

Concern: Descriptions of programs in written materials are inconsistent in detailing legal eligibility requirements for licensure or entry into the occupation.

2.G.4 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The College provides prospective students with information concerning financial assistance options during New Student Orientation, on its website, and at Financial Aid Nights at local high schools. Current students access financial aid status and information through the institutional portal. Review and improvement of financial aid processes has led to the elimination of processes that created barriers for students and the implementation of processes to expand aid eligibility.

2.G.5 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

The College's process of not auto-packaging student loans has encouraged greater understanding of repayment obligations. The use of exit counseling and a state-provided loan debt letter has also assisted in communicating obligations to students.

The College's 2016 Cohort Default Rate of 18.6% is easily accessible on the Financial Aid website. The 2017 cohort rate of 16.6% represents an overall downward trend, with the 2015 cohort at 21.5%. The downward trend can be attributed in part to the college proactively informing students of the loan process and repayment obligations prior to student submission of the loan request form, when the loan is awarded and disbursed, and again when the student enters repayment.

2.G.6 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

The College has implemented mandatory advising for students with less than 30 credits that has provided new students an opportunity to make connections with campus support services. The

enactment of the Advising Syllabus, Advising Information Sheet, Student Success Checklist, and Advising maps has created a clear and systematic program of advisement. The Advising Syllabus includes desired outcomes of the advising process in addition to an outline of student/advisor roles and expectations. Advising Maps provide a clear guide for degree completion planning. Advising workload is reviewed by administration to ensure student access to knowledgeable personnel.

2.G.7 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

The College employs Canvas, which requires a network login, for most distance learning. A variety of proctoring options are available for faculty to verify student identity, including proctored examinations, password protected exams, and the recording of exams within canvas. While fees are not currently charged for online proctoring services, the College has a plan for notifying students should this change.

Library and Information Resources

2.H.1 *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

The library employs five qualified staff members. The Director of Library Services and eLearning is actually a BBCC alumnus and has long-standing history of employment with BBCC in the library services area. Although there has been recent turnover, the library has continued to fulfill its mission of providing access to information technologies and resources as well as instruction and assistance to students, including the recent implementation of a credit-bearing course for information literacy that can be taken as a college elective.

The Evaluation Committee found that the library is supported by the administration, has a very collaborative relationship with the faculty, and has formed statewide collaborations in order to share valuable services for students that would otherwise be unaffordable.

During the COVID pandemic the library staff has gone above and beyond by providing a dive up and return service for textbooks, computers, and even food from the Viking Food Pantry; and in cases where students are without transportation, deliveries are being made by the library staff. This shows an outstanding commitment by the library to BBCC students.

Compliment: The staff of the William C. Bonaudi Library has demonstrated outstanding attention to student success during the COVID-19 pandemic through organization and implementation of a variety of student services that are made available or delivered to students in need.

Physical and Technology Infrastructure

2.1.1 *Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

The BBCC Facilities Master Plan outlines facilities maintenance, safety and security. The plan outlines a quarterly schedule for drills and a biannual schedule for exercises. The drills and exercises are designed to ensure that when an emergency situation on campus arises, all parties are trained and able to handle the situation at hand. The last tabletop exercise occurred on August 6, 2020. Unfortunately, the drill became a reality a few weeks later. The faculty, staff and administrators involved were able to handle the situation at hand with a quick and sufficient manner due to the preparedness of the ongoing trainings.

Other security measures are in place including Campus Safety being present on roaming patrol. On-duty Campus Safety personnel can be reached by phone with the phone number posted on each door as well as the main page of the website on the circulating banner. The Campus Security office is located in the Residence Hall, allowing for constant presence.

The College has implemented two new student support platforms to encourage and engage students: Signalvine and Starfish. The faculty and staff are implementing the two platforms to increase student engagement during remote learning. The Director of Information Technology has only been with the college for one year. The IT Director is currently executing a refresh plan for replacement of desktop computers with laptops. This change will enable an easier transition for remote learning and working, as well as reduce upkeep and maintenance of traditional computer labs. The implementation of a new laptop program is on the horizon. This plan outlines that students will be issued a laptop upon admission to the College and return said device upon exiting the institution.

V. Summary

The Evaluation Committee found that BBCC is an institution dedicated to its mission and with organizational and administrative processes that are designed to promote institutional

effectiveness. As demonstrated throughout the Self Evaluation Report and in interviews during the site visit, the College effectively utilizes assessment processes including institutional data to plan, implement, and resource initiatives designed to increase student success. The Evaluation Committee found BBCC administration to be particularly self-reflective in terms of institutional successes and areas for continued improvement and to be willing to foster change as needed to meet its mission and support student achievement.

Administrators, faculty, and staff are dedicated to student success and service to the community. As a federally designated Hispanic Serving Institution, BBCC is focused on provision of services that support decreasing equity gaps, particularly the gaps between students from Historically Underrepresented Groups (HUGs) and Asian/White students.

The Evaluation Committee also found a noteworthy practice in use of data to assess institutional effectiveness and determine needed changes. Personnel at multiple levels have embraced the use of data for assessment, analysis of current practices and achievements, and examination of the impact of initiatives. BBCC's strong culture of shared governance has resulted in high levels of faculty and staff engagement in the work of the College. This includes participation in multiple committees and task forces that target student achievement and success.

As the College enters a new cycle of strategic planning and a new accreditation cycle, BBCC will have the opportunity to review its planning processes, core themes, and measures of institutional effectiveness, in order to ensure that these are synergistic, meaningful, and tactical. The alignment of these processes and criteria will ensure that Big Bend Community Colleges continues its exemplary work in support of student success.

VI. Commendations and Recommendations

a. Commendations

- i. **Commendation 1:** The College is commended for development of a data-focused culture that engages employees in use of institutional data to identify student needs, provision of resources that enhance student success, and assessment of the impacts of initiatives on student achievement.
- ii. **Commendation 2:** The William C. Bonaudi Library staff is commended for their outstanding commitment to student service during the COVID Pandemic as evidenced by providing drive-up food distribution from the Viking Food Pantry, printing, technology and textbook services; as well as delivery of these items to students without transportation.
- iii. **Commendation 3:** The College is commended for its data-driven efforts to close the achievement gap for Historically Underrepresented Groups, including expanding assistance for transfer to Bachelor Degree programs, implementing accelerated paths for developmental math and English programs, providing faculty development in equity-based pedagogy, and intentional grantmaking that includes the Title V grant targeting increased student success.
- iv. **Commendation 4:** The College is commended for fostering a proactive environment focused on student success, as evidenced by the responsive changes made in admissions, financial aid, and advising to remove perceived barriers for student enrollment and retention.

b. Recommendations

- i. **Recommendation 1:** The Evaluation Committee recommends Big Bend Community College review and articulate its goals, objectives, and indicators to provide consistent and meaningful direction for planning to determine mission fulfillment and improve effectiveness in the context of and in comparison with regional and national peer institutions. (Standard 1.B.2.)

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

c. Student Success

The college has updated its math and English placement practices to rely primarily on student high school transcripts. Math and English placement was a significant challenge during the pandemic due to Big Bend's previous reliance on standardized computer testing that we could not continue implementing during the pandemic. The updated placement procedures are simpler than the previous ones, do not require computerized testing, and will apply to all new students beginning summer and fall 2021.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

d. Assessment

BBCC held Focus Groups with students who were new to BBCC in fall 2020 to learn about new students' experiences from the initial application, navigating college processes during COVID-19, and registering for classes. Students also described what helped them and what would help them succeed in college. Seven Focus Groups were held in January and February with 19 participants.

The college is currently planning focus groups with students who began prior to the current school year to learn about their experiences as Big Bend students during the pandemic. The results of the focus group will inform current Strategic Planning efforts as well as re-opening plans.

The Office of Institutional Research is also preparing to administer a survey of all students during the Spring Quarter that will ask students about their preferences for how and when the college will deliver instruction and services. The results will inform re-opening plans.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

e. Finance & Administration Update

ctcLink Update:

Completing our first round of Data Validation by March 18 and moving into heavy Legacy data cleanup. Continuing to complete Implementation Phase Canvas courses by June 15th in preparation for User Acceptance Testing in July. Our subject matter experts continue to move BBCC closer to a successful Go-Live in late fall.

Ongoing Capital Projects: (end of biennium and new projects and funds replenish on July 1)

Workforce Education Center (New Building): Demolition of replaced buildings has begun.

Aviation Maintenance Technology (New Building): Finalizing work on the Paint Booth installation.

Science Labs in 1200 renovation/remodel (Minor Project for this biennium): Waiting on permit to proceed.

Campus Safety:

Provided training on what a Campus Lockdown is and what to do should one occur.

Child Care Center:

Getting ready to install an outdoor shaded area for outside play. Working on what a re-opening plan would require for a future reopening of services.

Prepared by VP Schoonmaker.

RECOMMENDATION: None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

f. Human Resources and Labor

BACKGROUND:

Recruitment & Selection:

Veronica Pruneda accepted the position of Program Specialist 2 in the Financial Aid Office. This is a full-time, classified staff position replacing Elise Warren. Veronica started her new position on January 25, 2021.

Jason Ronish accepted a promotion to the position of Grounds & Nursery Services Specialist 2. This is a full-time classified staff position replacing Jim Tinchler who passed away in December 2020. Jason moved into his new position on February 16, 2021.

Paola Ruiz accepted the position of Program Assistant in the Admissions & Registration Office. This is a full-time, classified staff position replacing Rebecca Ozuna. Paola started her new position on March 1, 2021.

Zhane Serrano accepted the position of Program Coordinator in the Admissions & Registration Office. This is a full-time, classified staff position replacing Debbie Simpson. Zhane started her new position on March 1, 2021.

Jeni Richline accepted the position of Instructional Design Specialist. This is a new, grant-funded, admin/exempt position within the Title V Expanding Equitable Education Grant. Jeni started her new position on March 16, 2021.

Anne Ghinazzi accepted the position of BAS Coordinator. This is a new, grant-funded, admin/exempt position within the Title V Expanding Equitable Education Grant. Anne previously worked as the STEM Advising Specialist in the Title III Transforming STEM Pathways Grant. Anne transitioned to her new position on March 16, 2021.

Liz Pruneda accepted the position of TRiO SSS Academic Advisor. This is a new, grant-funded, admin/exempt position within the TRiO SSS STEM Grant. Liz started her new position on March 16, 2021.

Mackenzie Noyola accepted the position of TRiO SSS STEM Academic Advisor. This is a new, grant-funded, admin/exempt position within the TRiO SSS STEM Grant. Mackenzie previously worked as the Workforce Education Services Coordinator. Mackenzie transitioned to her new position on March 16, 2021.

Anthony Metzker accepted the position of Maintenance Mechanic 1 in the Building & Grounds Department. This is a full-time, classified staff position replacing Joe Russell who retired in June. Anthony started his new position on March 16, 2021.

Octaviano Gutierrez accepted the position of English Instructor. This is a full-time, tenure-track faculty position replacing Matt Sullivan. Octaviano currently works for BBCC as an interim English Instructor. He will transition to his new role in September 2021.

The following searches are in process with an expected completion by the end of the academic year:

- Physics Instructor, tenure-track
- AMT Instructor, tenure-track
- Business/Accounting Instructor, tenure-track
- Program Assistant, TRiO Upward Bound

Retention:

The college had one resignation in February for a monthly turnover rate of 0.518%. The 2021 year-to-date turnover rate is 1.039%. Our goal for 2021 is to have a turnover rate less than 12%.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

g. ASB Report

BACKGROUND:

ASB continues creatively involve as many students as possible this year. Including expanding to reach students by offering weekly food events. ASB feels that since in-person outdoor food events are our greatest attended events, we would use those numbers and continue to be intentional with our events.

Attendance for this last month's Pizza Drive-Thru: 100, Taco Tuesday 148 and Corn Dog Day 132. These events have been literally a breath of fresh air, being able to see both students, staff, and faculty turn out for these events and all seem to be enjoying them, which our surveys reflect. We plan to hold weekly food events during Spring Quarter. The Viking Food Pantry plans to partner during some of these events, giving away boxes of food to students.

We also have reached out to students virtually, by hosting three bingo events and a motivational speaker (two time Olympian). Again, we are being intentional by sponsoring bingos with themes of Black History Month, Women's History Month and Financial Literacy Month. Our average attendance for the Bingo nights were 26 participants, with the majority being students. We had 26 in attendance for Sherry Winn, our motivational speaker. We have opened all of our events to current students, staff ,and faculty as we feel staff and faculty also need the connection that our events bring. Since implementing this approach, we have seen students, staff ,and faculty engaging in virtual event chat rooms, in passing during our food events, as well as receiving lots of appreciation from staff and faculty.

ASB's monthly Newscasts have continued to make their mark with students and staff. The officers have gone above and beyond with their new-found talents.

ASB recently needed to give up their storage room in the 1400 building, which meant considerable downsizing. We are planning our future events with less stuff and more creativity. We reached out to Angela Weber/Childcare and gave her a majority of our "belongings" so that her department could benefit.

We are very excited about our opening event the first two days of April – handing out free t-shirts and ASB swag bags to students who enter the Bookstore, as well as our Corn Dog Day. Here is a picture of the graphic we used for these shirts. It was designed by a former ASB Officer/Women’s Basketball player.



Prepared by Director of Student Activities Kim Jackson.

RECOMMENDATION:
None.

Thank you for checking out ASB's upcoming events!

This calendar changes and updates often, please check back!

You can also watch our Social Media for event updates!

All times listed are PST - ALL Events are FREE!

MARCH 2021



2 - Tuesday
11:30a - 1:00p

Drive-Thru Pizza Party!!!

1400 Building, in front of the Bookstore

Drive-thru or walk up. Must wear masks & maintain social distancing

Event open to Current BBCC Students, Faculty and Staff



4 - Thursday
7:00p

Women's History Month Bingo by Dr. Justine Shuey (virtual)

Learn about influential women in history...and WIN PRIZES!!!

Event open to Current BBCC Students, Faculty and Staff

Register at: <https://www.surveymonkey.com/r/womenshistorybingo>



8 - Monday

ASB 2021-2022 Officer positions open for application

Apply to become an ASB Executive Officer!

5 positions open for the 2021-2022 academic year

Apply here: <https://www.governmentjobs.com/careers/bigbend/promotionaljobs>



10 - Wednesday
11:30a - 1:00p

EPIC Corndog Lunch with the Corndog Company of Eastern Washington!

1400 Building, in front of the Bookstore

Park and walk up. Must wear masks & maintain social distancing

Event open to Current BBCC Students, Faculty and Staff



11 - Thursday
8:30p

Financial Literacy Bingo by Dr. Justine Shuey (virtual)

Learn great methods of managing your finances...and WIN PRIZES!!!

Event open to Current BBCC Students, Faculty and Staff

Register at: <https://www.surveymonkey.com/r/FinLitBingo>



16 - Tuesday
11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!

1400 Building, in front of the Bookstore

Park and walk up. Must wear masks & maintain social distancing

FREE event for Current BBCC Students, Faculty and Staff

19 - Friday

ASB Officer application window closes

Applications must be submitted by 4:30pm (PST) today to be considered!



APRIL 2021



5 & 6 - Mon & Tue

Time TBD

FREE Custom Artwork ASB t-shirts

Pick up in front of 1400 Building - Bookstore Entrance

CHECK BACK FOR MORE DETAILS



6 - Tuesday

11:30a - 1:00p

EPIC Corndog Lunch with the Corndog Company of Eastern Washington!

1400 Building, in front of the Bookstore

****Park and walk up. Must wear masks & maintain social distancing****

Event open to Current BBCC Students, Faculty and Staff



13 - Tuesday

11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!

1400 Building, in front of the Bookstore

****Park and walk up. Must wear masks & maintain social distancing****

FREE event for Current BBCC Students, Faculty and Staff



15 - Thursday

8:00p

Healthy Relationships Bingo by Dr. Justine Shuey (virtual)

Great relationship tips and advice and...PRIZES!!!

Event open to Current BBCC Students, Faculty and Staff

Register at: <https://www.surveymonkey.com/r/relationshipBingo>



20 - Tuesday

11:30a - 1:00p

Drive-Thru Pizza Party!!!

1400 Building, in front of the Bookstore

****Drive-thru or walk up. Must wear masks & maintain social distancing****

Event open to Current BBCC Students, Faculty and Staff



27 - Tuesday

11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!

1400 Building, in front of the Bookstore

****Park and walk up. Must wear masks & maintain social distancing****

FREE event for Current BBCC Students, Faculty and Staff

MAY 2021



4 - Tuesday

11:30a - 1:00p

EPIC Corndog Lunch with the Corndog Company of Eastern Washington!

1400 Building, in front of the Bookstore

****Park and walk up. Must wear masks & maintain social distancing****

Event open to Current BBCC Students, Faculty and Staff



6 - Thursday
7:00p

The Mentalist, Christopher Carter
Prepare to be amazed with this virtual mind reader!
Event open to Current BBCC Students, Faculty and Staff
Register at: <https://www.surveymonkey.com/r/CCarterBBCC>



11 - Tuesday
11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!
1400 Building, in front of the Bookstore
Park and walk up. Must wear masks & maintain social distancing
FREE event for Current BBCC Students, Faculty and Staff



18 - Tuesday
11:30a - 1:00p

Drive-Thru Pizza Party!!!
1400 Building, in front of the Bookstore
Drive-thru or walk up. Must wear masks & maintain social distancing
Event open to Current BBCC Students, Faculty and Staff



25 - Tuesday
11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!
1400 Building, in front of the Bookstore
Park and walk up. Must wear masks & maintain social distancing
FREE event for Current BBCC Students, Faculty and Staff

JUNE 2021



1 - Tuesday
11:30a - 1:00p

EPIC Corndog Lunch with the Corndog Company of Eastern Washington!
1400 Building, in front of the Bookstore
Park and walk up. Must wear masks & maintain social distancing
Event open to Current BBCC Students, Faculty and Staff



8 - Tuesday
11:30a - 1:00p

Drive-Thru Pizza Party!!!
1400 Building, in front of the Bookstore
Drive-thru or walk up. Must wear masks & maintain social distancing
Event open to Current BBCC Students, Faculty and Staff



15 - Tuesday
11:30a - 1:00p

Drive-Thru TACO TUESDAY!!! With A-Crew BBQ!
1400 Building, in front of the Bookstore
Park and walk up. Must wear masks & maintain social distancing
FREE event for Current BBCC Students, Faculty and Staff



18 - Friday
4:00p - 5:30p

Drive-Thru Graduation
Event details to come

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #3: CONSENT AGENDA (for information)

h. Foundation Report

BACKGROUND:

- Scholarship applications closed on March 15. There were 554 applications started and 231 completed this year. During the 2020-21 academic year, there were 710 started and 313 completed applications, so considering COVID the numbers are better than expected.
- The Foundation has started a speaker series through our Alumni Association with the following upcoming events:



A Great Leader Is Not What You Think: Leadership Lessons from the Greatest Captains in Sports History

March 24th at 9:00 AM PDT



Exit Rich: How to Build a Sustainable, Scalable, and Sellable Business

March 31st at 9:00 AM PDT



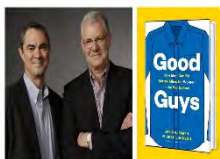
Humanocracy: Resilient Organization, Great Jobs, Zero Bureaucracy

April 7th at 9:00 AM PDT



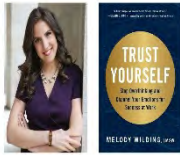
Workparent: The Secrets to Successful, Confident Working Parenthood in 2021 and Beyond

April 14th at 9:00 AM PDT



Good Guys: How Men Can Be Better Allies for Women in the Workplace

April 21st at 9:00 AM PDT



Trust Yourself: Stop Overthinking and Channel Your Emotions for Success at Work

May 6th at 9:00 AM PDT

- 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.
- The Foundation is gearing up for the Virtual Cellarbration! May 12-15.
- Auction donation form, <https://bigbend.ejoinme.org/MyEvents/CellarbrationforEducation2021/ItemDonationForm/tabid/1213960/Default.aspx>
- The Foundation is in the process of changing financial software. The trustees' account is currently under an account called "other". We only have two accounts like that and it really does not fit, in a proper category. We would like to divide the account into two separate accounts, one a scholarship account and one on our balance sheet under liabilities like other club accounts. The "club" account is for in and out transactions like the Transforming Lives event. December 31, 2020, the balance of the Trustees' account was \$56,477.96. My proposal is to put \$50,000 in the scholarship account and the balance in the "club" account. On the scholarship account, we are paying out 4% on a three-year average based on December 31. Therefore, if the average was \$50,000 it would be a \$2,000 scholarship.

The criteria for the Trustee's scholarship includes: part-time student who has completed 12 or more credits at BBCC and the student must maintain a 2.75 cumulative GPA. Applicants are encouraged to have completed the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov or the Washington

Prepared by Executive Director of the Foundation LeAnne Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #5: Faculty Updates (information)

BACKGROUND:

Faculty Association President Zach Olson will report faculty activities.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #6: President's Update (information)

BACKGROUND:

Dr. Tweedy will provide an update.

RECOMMENDATION:

None.

a. Budget (E-5, Information)

As of March 15, 2021, winter quarter headcount (2,208) was down 16.6%, total winter FTEs (1742.9) were down 15.5%, and state-funded FTEs (1141.9) were down 21.5% from this time last year. The last day of winter quarter instruction is March 17.

Spring enrollment began in late February and classes begin on April 5. At the time of this report, spring headcount (1,602) was down 7.3% from this time last year. Total spring FTEs (1323.4) and state-funded FTEs (1166.6) were down 12.9% and 18.2%, respectively, from this time last year.

The final enrollment report for winter quarter and a spring update will be provided at the next regularly scheduled Board meeting.

As of February 28, 2021 we have collected \$3,077,494 or 81.0% of the budgeted amount. As of February 29, 2020 we had collected \$2,917,303 or 72.9%.

TUITION COLLECTION REPORT

	<u>2020-21</u>	<u>2019-20</u>
Annual Budget	\$ 3,800,000	\$ 4,000,000
Total Collections as of the end of February	2,510,184	2,917,303
CARES/GEER Funding	<u>567,310</u>	
Total Collections	\$3,077,494	
As a % of annual budget	81%	72.9%
Left to collect to meet budget target	\$722,506	\$1,082,697

Of the CARES funding only the HSI funding allowed for reimbursement of lost revenue, which resulted in \$197,976 for tuition collections. Eligible programs to report lost revenue for Big Bend are tuition, childcare and housing. After reviewing prior COVID quarters and prior years, a formula was created and all three areas have received a portion of this funding.

With the GEER allocation, colleges were required to distribute the funds in the same manner as any tuition collected (the SBCTC withheld for the Innovation and Building fee prior to disbursing to college). Therefore, we disbursed the GEER funding to tuition, S&A, and Institution Financial Aid fund in the same fashion as if the funds were paid by an individual. From this distribution calculation, \$369,334 went into tuition collections.

Prepared by Registrar Starr Bernhardt and Executive Director of Business Services Charlene Rios.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #7: Probationary/Tenure Reviews (for action)

BACKGROUND:

The Board will consider probationary faculty contract renewal for the following faculty members.

<u>Faculty Member</u>	<u>Position</u>	<u>Current Status</u>
Barbara Bush	Communications	1 st probationary year
Hannah Capelo	Nursing Instructor	1 st probationary year
John Owens	Music Instructor	1 st probationary year
Suzanne Reilly	Sociology Instructor	1 st probationary year
Reza Sharifi	Industrial Systems Technology	1 st probationary year
Theresa Calip	Biology Instructor	2 nd probationary year
Johanna Doty-Fleming	Math Instructor	2 nd probationary year
Rhonda Kitchens	Librarian	2 nd probationary year
David Mayhugh	Math Instructor	2 nd probationary year
Michele Reeves	Education ECE	2 nd probationary year
Jessica Strickland	HS21+/GED/ABE	2 nd probationary year

The Board will consider awarding tenure to the following faculty.

Christy Welch	Biology Instructor	3 rd probationary year
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Prepared by Vice President of Learning & Student Success Bryce Humpherys and President Tweedy.

RECOMMENDATION:

President Tweedy recommends that the trustees renew the probationary contracts and award tenure to Instructor Christy Welch.

Excerpt from Negotiated Agreement: Article XX (bottom of page)

6. Expand professional responsibility by participating in new, on-campus activities or off-campus service or professional development.
- G. In addition to the Tenured Faculty Evaluation Progress Form, student evaluations will be completed in three (3) classes, chosen by the faculty, during fall or winter quarters of the evaluation year. The Tenured Faculty Evaluation Form must be submitted to the Tenured Faculty Evaluation Committee for approval no later than the second week of winter quarter of the evaluation year. The plan should indicate which of the six (6) areas listed above will be addressed, what activities will be undertaken related to each area, and how that activity is likely to benefit the faculty member, students, and the college. It is the responsibility of the Tenured Faculty Evaluation Committee to review each plan submitted to ensure that it meets the above requirements.
- H. During the Tenured Faculty Evaluation, it is the responsibility of each faculty member participating in evaluation to carry out his or her plan and to compile relevant documentation related to each area of the plan. A progress report should address each area of the plan, the activities tied to each area, and the results of those activities including any relevant documentation. The committee will meet before the end of spring quarter to discuss the progress of their plans.
- I. By May 31 of the evaluation year, each faculty member participating in Tenured Faculty Evaluation will submit the Tenured Faculty Evaluation Progress Form to the Vice President of Learning & Student Success. After the report is reviewed by the Vice President of Learning & Student Success, it will be forwarded to the Human Resources Office for inclusion in the personnel file. Any faculty member can request a review discussion with the Vice President of Learning & Student Success. The Tenured Faculty Evaluation Progress Form and summary of student evaluations will be retained in the Human Resources Office. All other source documents will be destroyed after May 31 of the subsequent year. Modifications to this process must be agreed to by the Faculty Association and the college President.

Article XX: Probationary Evaluation Process for Tenure

(Probationary faculty hired after June 30, 1991 are affected under New Laws 1991, Chapter 294 amending the RCW and all pertinent laws dealing with tenure.)

A. Purpose

The Board hereby promulgates rules on faculty tenure. The purpose of this tenure policy shall be to improve the quality of instruction, protect the concepts of faculty employment rights in addition to the faculty employment rights already established, and to assure faculty involvement in the protection of those rights at Big Bend

Community College and subsequent community colleges which may hereafter be established within the district.

B. Tenure Considerations

1. Administrative appointments shall not be eligible for tenure.
2. An individual serving in an administrative position and who shall additionally serve as an instructor, counselor, librarian, or other comparable position, shall not be eligible for an award of tenure or for consideration of such an award.
3. A tenured faculty member, upon appointment to an administrative position, shall be allowed to retain his/her tenure.

C. Probationary Review Committees

1. Review committees shall be established for each of the instructional divisions, the library, and student services.
2. The probationary review committees required by RCW 28B.50.850 through 28B.50.869 shall be composed of members of the administrative staff, the student body representative, and the tenured faculty. Faculty appointments to the Probationary Review Committees must be made based on anticipated hiring for the next academic year. These appointments will be confirmed with the Vice President of Learning & Student Success no later than the end of spring quarter.

In the event that the employee is hired in a quarter other than fall, the tenured faculty will be appointed by the end of the first week of instruction of that quarter. The representatives of the tenured faculty shall represent a majority of the members on each probationary review committee. The members representing the tenured faculty on each probationary review committee shall be selected by the Faculty Association. The student representative shall be a full time student in good standing, chosen by the student association in such manner as Associated Student Body (ASB) shall determine. The administrator shall be appointed by the President or his/her designee, and will call the first meeting during the first week but not later than the end of the second week of the probationer's employment. Attendance by the student representative is not mandatory at this first meeting if he/she has not been appointed.

Each probationary review committee shall be comprised of at least five (5) persons, three of whom shall consist of tenured faculty representatives of the disciplines for whom review committees have been established; provided, however, that each faculty member so appointed shall have at

least three (3) years community college experience at the time of his/her appointment. Each probationary review committee will choose its own Chair and meet at least once during each quarter.

3. At least four of the five committee members, including the administrator, must be present at all probationary review committee meetings. However, probationary review committee recommendations shall be the responsibility of all five committee members.
4. The duration of each appointment to the probationary review committee shall be for a minimum of one year. Committee members may be reappointed throughout the probationary period.
5. If a vacancy arises upon any probationary review committee prior to the expiration of the appointed term, the vacancy shall be filled pursuant to section "2" of this rule.
6. Either faculty member or administrative member of the probationary review committee can be replaced prior to the expiration of the term upon recommendation to the faculty or to the College President respectively by a majority of the committee. The procedure in item "2" above shall be followed in filling the vacant position. No change can be made during a hearing.

D. Probationary Review Committee Evaluation

1. Each probationary review committee shall be required to conduct an evaluation of each full-time probationary faculty appointee assigned to such review committee by the College President and render reports required by this rule to the President, the probationary faculty appointee and to the Board during the regular College year.
2. The probationary review committee and the probationer shall understand that the purpose of the evaluation is twofold; namely to guide the probationer so that his/her effectiveness in his/her faculty appointment shall be upgraded, and to provide a simple record of his/her annual performance of his/her probationary appointment.
3. The probationary period will normally be 8 quarters in duration excluding summer quarter and will not normally exceed 8 quarters. Three written recommendation reports are due to the Board of Trustees; one during the 2nd, 5th, and 8th quarters of employment. The committee must evaluate the probationer during each of the 8 quarters. If spring quarter evaluations raise concerns regarding the probationer's performance, the committee must meet with the probationer to review those evaluations prior to the last

contract day of spring quarter after the probationer's grades have been turned in.

E. Probationary Review Committee Evaluation Standards

Each probationary review committee shall consider the following standards in the course of evaluating each full time probationer's effectiveness in his/her appointment:

1. The probationer's instructional skills.
2. The probationer's relationship with students.
3. The probationer's relationship with faculty.
4. The probationer's relationship with administration.
5. The probationer's knowledge of the subject matter s/he is charged with teaching.
6. The probationer's action toward professional improvement.
7. The probationer's adherence to appropriate guides and specific objectives in meeting institutional goals, as determined in consultation between the faculty member, appropriate administrator, and faculty representative from the probationary review committee.

F. Communication of Evaluation to Probationers

1. During the course of each evaluation interview conducted by the appropriate probationary review committee, the probationary review committee shall, as a part of its duty, note by written summary the probationer's progress in regard to the evaluation standards.
2. Upon completion of said evaluation report, it shall be signed by the probationer and each probationary committee member and distributed by the Chair of the probationary review committee to the appropriate Vice President/Dean, the Division Chair, and the probationer. If any probationary committee member has any disagreements with the report, s/he may so note his/her disagreement in writing to be included with the completed evaluation report.
3. If the probationer has any disagreements in regard to matters noted by the review committee in its evaluation report, s/he may so note his/her disagreement in writing to the Committee Chair and the appropriate Vice President within seven (7) calendar days after receipt of his/her copy. Said

writing is to be attached to evaluation report copies by probationary review Committee Chair.

4. If, in the course of its evaluation report, the probationary review committee states that the probationer is performing unsatisfactorily in whole or in part, it shall develop a program with the probationer that will be devised to improve such deficiencies.
5. All files should be maintained in the college Human Resources Office.

G. Tenure Recommendations/Contract Renewal/Non-Renewal of Probationary Faculty

1. The probationary review committee's recommendation and all source documents shall be transmitted to the appropriate Vice President prior to the end of the 3rd week of instruction of the probationer's 2nd, 5th and 8th quarters of employment accompanied by a comprehensive summary of the probationary committee's findings. Copies of the recommendations shall be sent to the probationer, his/her Division Chair, and the appropriate Vice President/Dean and all source documents shall be sent to the Office of Human Resources. The appropriate Vice President shall add his/her recommendations to those received by the College President, and will provide copies to the probationer and all probationary committee members as well.
2. The probationary faculty appointment period shall be one of continuing evaluation of the probationer through fall, winter, and spring quarters of each negotiated calendar year by the probationary review committee. The evaluation process shall place primary importance upon the probationer's effectiveness in his/her appointment. The probationary review committee shall meet at least quarterly with each probationer, and provide, in writing a signed report, of his/her progress during the probationary period and receive the probationer's written acknowledgment thereof. All probationary committee reports will be signed by all faculty and administrators on the committee as well as the probationer. The probationary review committee shall, as per subsection (3) below, make appropriate recommendations to the Board through the President. The College President at this time may choose to add his/her recommendation or may respond to questions from the Board regarding his/her recommendation.
3. If at any time prior to the end of the 3rd week of instruction for the 2nd and 5th quarters of the probationer's employment, the review committee recommends nonrenewal of the probationer's contract, or if before the end of the 3rd week of instruction for the 8th quarter, during the probationer's third year of his/her appointment, the probationary review committee recommends that tenure not be awarded said probationer, written notice

thereof shall be transmitted to the President of the College, who in turn shall forward the same to the Board and to the probationer.

H. Board Decisions Regarding Tenure

1. Upon receiving the various recommendations regarding the award or non-award of tenure or the nonrenewal of a contract of the evaluated probationers, the Board shall, before its final meeting of the 2nd, 5th and 8th quarters of a probationer's employment, examine the records of the probationer(s) so referred to them and give reasonable consideration to the recommendation of the probationary review committee as to the award or non-award of tenure or the nonrenewal of a contract to said probationer or probationers.
2. All Board decisions regarding the award or non-award of tenure to probationers considered pursuant to this section shall be accomplished by no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment. Written notice of such award or non-award shall be transmitted by the Board to the probationer no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment.
3. The final decision to award or withhold tenure, or to continue probationary status for faculty, shall rest with the Board, after it has given reasonable consideration to the recommendation of the Probationary Review Committee and the College President. Any recommendations of the Probationary Review Committee and the President shall be advisory only and not binding upon the Board. The Faculty Association and the President agree that the ultimate authority to grant or deny tenure, or continuing probationary status, for faculty is vested with the Board.
4. In the case of the award of tenure, all probationary source documents, including all original evaluations, will be destroyed upon satisfactory completion by the newly tenured faculty member of the first tenured faculty evaluation cycle (Article XIX). Within thirty (30) calendar days the faculty member being evaluated may indicate in writing on the summary evaluation document that s/he chooses to have the source documents retained in his/her personnel file.

Article XXI: Mentor Program

A. **Goals:** The goals of the faculty mentoring program are to:

1. Provide a confidential, supportive, and non-judgmental collegial relationship that will accelerate the new faculty member's understanding of the college and adaptation to a new position.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #8: Exceptional Faculty Awards (action)

BACKGROUND:

The Exceptional Faculty Award Committee recommends faculty members Tiffany Naylor and Hannah Capelo for EFA awards.

Tiffany Naylor is a part-time faculty member and is asking for an award that she may use to pay a portion of her tuition for courses at Eastern Washington University towards her Masters of Education with an emphasis in Early Childhood.

Hannah Capelo is a full-time nursing faculty member and is asking for an award that she may use to pay a portion of her tuition for courses at American Sentinel University towards her Doctor of Nursing Practice in Educational Leadership.

RECOMMENDATION:

President Tweedy recommends faculty members Tiffany Naylor and Hannah Capelo for EFA.



Big Bend
COMMUNITY COLLEGE

Transforming lives through excellence in teaching & learning

Exceptional Faculty Awards Committee

February 2, 2021

Dear President Thompson-Tweedy,

The Exceptional Faculty Awards committee is pleased to inform you that we have two faculty submitting applications this winter quarter: Hannah Leaf (Capelo) and Tiffany Naylor. The committee reviewed these applications and found that they fit within the guidelines and are well in keeping with the spirit of the awards.

Tiffany Naylor is a parttime faculty member and is asking for an award that she may use to pay a portion of her tuition for courses at Eastern Washington University towards her Masters of Education with an emphasis in Early Childhood.

Hannah Leaf (Capelo) is a full-time nursing faculty member and is asking for an award that she may use to pay a portion of her tuition for courses at American Sentinel University towards her Doctor of Nursing Practice in Educational Leadership.

We have included copies of the application and materials for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration of these applications.

We wish to thank you and the Board of Trustees for your continued support of our faculty, and for making the Exceptional Faculty Awards possible.

Sincerely,

Tyler Wallace, EFA Chair
Steve Close
Charlene Rios
John Marc Swedburg II
Arthur Wanner

**APPLICATION FORM
BBCC EXCEPTIONAL FACULTY AWARD**

Note: Click on or <tab> each form Field and type your information. Each field will expand as you need more space. You may print this copy and submit to each Exceptional faculty committee member or e-mail as an attachment. Thank you.

NAME: Tiffany Naylor DATE: January 20, 2021

DIVISION: _____

1. List all your principal professional duties including courses normally taught.

I teach CSS 105, Summer registration/orientation

2. Amount requested: \$2,000

**3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)**

The award would be used to further my education. I am currently pursuing a Masters of Education with an emphasis in early childhood. I believe furthering my education will allow me to provide opportunities for our community as well as for Big Bend students.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

Expenses: Spring Qtr tuition at EWU (Approximately \$2,000, usually \$2104.00)

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

6. When was your last sabbatical? N/A

7. What travel monies have you received during the last year?

None

8. How will this stipend improve your teaching and/or professional expertise?

This stipend will improve my teaching as an early childhood teacher. Additionally, this stipend will provide me with the opportunity to achieve a dream I have had for many years. I remember applying to Big Bend Community College as a young mother of three children. I had a goal to gain an education and even though I knew it would be difficult it had always been my dream to graduate college. Now, as a kindergarten teacher and as a member of the Big Bend faculty I have a dream to complete my masters of education.

9. Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.

I have not yet had the opportunity to work with many other faculty members on improving the quality of the institution. However, as a BBCC graduate and now as part of the part-time faculty I am willing to offer input and be a part of improving the quality of BBCC. I believe BBCC has much to offer our local and surrounding communities.

APPLICATION FORM

BBCC EXCEPTIONAL FACULTY AWARD

Note: Click on or <tab> each form Field and type your information. Each field will expand as you need more space. You may print this copy and submit to each Exceptional faculty committee member or e-mail as an attachment. Thank you.

NAME: Hannah Leaf (Capelo)

DATE: 1/13/2021

DIVISION: Nursing

1. List all your principal professional duties including courses normally taught.

As a full-time nursing faculty member, my professional duties expand on and off the Big Bend campus. With team teaching being an integral part of Big Bend's Nursing Program, it's my job to not only teach my assigned units, which include two sections per level, but communicate and coordinate with my team. Moreover, Wednesday's are dedicated to in-person clinical instruction at Central Washington Hospital in Wenatchee. I act as a liaison between competent registered nurses who serve as preceptors to our students, and am at the bedside available to assist students with any skill, question, or task. Furthermore, I prepare and participate in on-campus labs for both levels in our nursing program. Courses I teach encompass everything from pharmacology to pediatrics to shock. I can be found teaching students how to safely administer blood products, analyze an electrocardiogram, or how to sterilely access port-a-caths. My heart lies within teaching students about my passions - cardiovascular care, electrolyte abnormalities, and medications. You can find students completing my case studies about Sammy Hagar, Willie Nelson, and Paula Deen -- because if we don't utilize humor, we as educators are missing an opportunity to solidify concepts with our students using a few laughs. Professional duties also encompass required office hours, canvas communication/organization, and advising.

2. Amount requested: \$2,000

3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)

The award money would go directly toward helping pay for my graduate degree. I am currently working on my Doctor of Nursing Practice (DNP) in Educational Leadership through American Sentinel University. Each class is \$2,200 dollars - this money would help pay for nearly one full class. My husband, who is also a nurse, is also in graduate school through Gonzaga University. It's no secret pursuing higher education of any level costs a great deal of money. With us both in graduate school, this money would undoubtedly help us financially.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

No personal expenditures would be required.

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

No other reimbursement for this activity is being achieved. I am paying out of pocket for classes and not using federal student aid.

6. **When was your last sabbatical?** N/A.

7. **What travel monies have you received during the last year?**

I have not received any travel money during the last year.

8. **How will this stipend improve your teaching and/or professional expertise?**

The benefits of pursuing and obtaining my DNP will undoubtedly aid not only my professional didactic work, but also help cultivate needed leadership skills that will benefit BBCC nursing as a whole. Very few doctorally prepared nurses exist within our surrounding areas - in fact, I've had to reach out to a nurse in Olympia in regards to preceptorship as the preceptor availability was so limited. Beyond obtaining this degree for my personal and professional reasons, I hope to inspire the next generation of nurses to continue their education.

9. **Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.**

I've absolutely loved working with my teammates here at Big Bend. The nursing faculty welcomed me with open arms and have been receptive to new, creative ideas I've suggested. While nurses tend to be a stubborn breed, I unequivocally commend BBCC nursing for trialing new processes, different approaches, and various resources. Nurses understand the only constant is change; however, that doesn't mean change is welcomed even when needed. I feel our team tackles obstacles, especially during the COVID-19 pandemic, with a willingness to revise methods of instruction and a duty to continue pushing forward. Truly, I have learned a great deal from the faculty around me and I hope to someday make the same impact on others as they have on me.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #9: Transforming Lives (information/action)

BACKGROUND:

The Transforming Lives Committee met to debrief the local Virtual 2021 Transforming Lives event held January 19. President Tweedy will share ideas for future events with the trustees. Also, with Trustee McFadden leaving the board, another liaison to the committee may be chosen.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM:#10 WAC Revisions (action)

BACKGROUND:

During the Special Board Meeting held July 30, 2020, the board approved the emergency revision filing regarding Title IX changes impacting BBCC's Student Code of Conduct in compliance with Department of Education (DOE) mandates. During the November 12, 2020, board meeting the board approved filing permanent WAC 132R-04 revisions consistent with the emergency filing. The revisions redefine sexual harassment, narrow the Title IX jurisdiction, and also creates a "beefed up" hearing process.

The changes in WAC 132R-04-057 are in addition to the emergency filing in August and provide instructors the opportunity to address academic dishonesty.

A public hearing was held via Zoom on March 9 and there were no questions or suggested changes from the public.

RECOMMENDATION:

Dr. Tweedy and Dean André Guzman recommend the trustees provide final approval of the WAC revisions.

NEW SECTION

WAC 132R-04-300 Order of precedence. This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Part 106. To the extent these supplemental hearing procedures conflict with the college's standard disciplinary procedures, WAC 132R-04-010 through 132R-04-200, these supplemental procedures shall take precedence.

NEW SECTION

WAC 132R-04-305 Prohibited conduct under Title IX. Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

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

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

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

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

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

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

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

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

(4) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with

the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

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

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

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

(i) The length of the relationship;

(ii) The type of relationship; and

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

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

NEW SECTION

WAC 132R-04-310 Title IX jurisdiction. (1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

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

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

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC 132R-04-010 through 132R-04-200.

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

NEW SECTION

WAC 132R-04-315 Initiation of discipline. (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

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

(a) Set forth the basis for Title IX jurisdiction;
(b) Identify the alleged Title IX violation(s);
(c) Set forth the facts underlying the allegation(s);
(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

NEW SECTION

WAC 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.

NEW SECTION

WAC 132R-04-325 Rights of parties. (1) The college's student conduct procedures, WAC 132R-04-010 through 132R-04-200, and this supplemental procedure shall apply equally to all parties.

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

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

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

NEW SECTION

WAC 132R-04-330 Evidence. The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

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

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

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

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

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

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

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

(6) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW 5.60.060.

NEW SECTION

WAC 132R-04-335 Initial order. (1) In addition to complying with WAC 132R-04-140, the student conduct committee will be responsible for conferring and drafting an initial order that:

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

NEW SECTION

WAC 132R-04-340 Appeals. (1) The parties shall have the right to appeal from the initial order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and time frames set forth in WAC 132R-04-150.

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

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

WAC 132R-04-057 Student code of conduct violations. The college may impose sanctions against a student who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit an act of misconduct. Misconduct for which the college may impose sanctions 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 in completing an academic 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.

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

(10) **Alcohol, 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. The use, possession, delivery, or sale of marijuana or the psychoactive compounds found in marijuana intended for human consumption, regardless of form, or being observably under the influ-

ence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(c) **Drugs.** The use, possession, 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 twenty-five 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 service 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 (~~(of a sexual nature)~~), 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 (~~(serious)~~) severe, persistent, or pervasive as to:

(i) Deny or limit (~~(, and that does deny or limit, based on sex,)~~) the ability of a student to participate in or benefit from the college's educational programs or activities (~~(or that)~~);

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

(iii) Create (~~(s)~~) 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 ((is)). 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 ((is)). Any ((intentional)) 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) ((Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.~~

~~(iv) Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.~~

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

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

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

~~(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) **Harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; sexual orientation; gender identity; veteran's status; or any other legally protected classification. 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.

(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, 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 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 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.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #11 Board Policy 1000 (action)

BACKGROUND:

During the February 10, 2021, board meeting the board approved the revised wording describing the trustee job description. The wording has been incorporated into BP1000 and this is the second reading of the revisions.

RECOMMENDATION:

None.

1000.1 ENDS**E-1 Mission Statement**

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Goals

The College provides learning opportunities that include;

- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:

- A discrimination-free environment which promotes diversity and staff and student success
- A service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- A climate which encourages safety, individual wellness, and human dignity
- Facilities and equipment to support student learning
- Continual assessment of student outcomes

E-2 Student Success

- Big Bend Community College provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

- Big Bend Community College supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

- Big Bend Community College provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, 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, including access to the Board, 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-academic 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.

(*) Academic employees (faculty) have a separate defined grievance process defined in the Negotiated Agreement (Article XXXV).

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

1. The Board is the legal governing authority for the college. The Board establishes policy and delegates authority to the president to implement college policies.
2. A five member working Board is essential. Each Board member must attend meetings regularly and actively take part in Board affairs. The Chair will ensure the Board follows this policy.
3. The Board carries out all powers and duties authorized by state law, including but not limited to the powers and duties described by RCW 28B.50.140.

The Board of Trustees:

1. Selects, on-boards, and regularly evaluates the President.
2. Monitors the performance of the College.
3. Establishes college policy and delegates responsibility and authority to the President to administer the college.

4. Serves as an advocate for the college with the general public and other levels of government.
5. Retains and performs the following duties:
 - a. Adoption of the annual operating and capital budgets.
 - b. Authorization of any sale or purchase of real property.
 - c. Grant or denial of tenure.
 - d. Approval of negotiated collective bargaining agreements.
 - e. Approval of professional leave.
 - f. Adoption, amendment, or revocation of rules under the Administrative Procedures Act, Chapter 34.05 RCW.
 - g. Naming of buildings and facilities.
 - h. Granting of honorary degrees.
 - i. Other matters as may from time to time be approved by the Board and set forth in a written policy.

The above does not restrict the Board from expressing its opinion on educational issues or matters of institutional welfare, including long-range planning.

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 to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. 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 oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. 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. The chair shall have the right to limit the length of time used by a speaker for the discussion of a subject.

OFFICERS OF THE BOARD

At the October 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. 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. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.
 - A. Annual Internal Reports for policies on:
 - EL-2 Respect for Students
 - EL-3 Respect for Community Members
 - EL-4 Respect for Employees
 - EL-7 Financial Planning
 - EL-9 Communication and Support to the Board
 - EL-10 Emergency Executive Succession
 - B. Annual External Reports or direct Board inspection for policies on:
 - EL-1 General Executive Constraint
 - EL-6 Asset Protection
 - EL-8 Financial Condition and Activity
 - C. Quarterly Internal Reports on Actual Budget
 - D. Annual Internal Reports for all *Ends* policies contained in:
 - Academic Master Plan Reports
 - Mission Fulfillment
 - Excellence in Teaching & Learning

Community Engagement
Budget Presentations

4. Each June the board will conduct a formal evaluation of the President. 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.
 - A. A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.
 - B. The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.
 - C. 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: 3/24/21

ITEM #12: Trustees' Foundation Account (information/action)

BACKGROUND:

The Foundation is in the process of changing their financial software. The trustees' account is currently categorized as "other." There are only two accounts that are similar and they do not fit in a proper category. Executive Director Parton recommends dividing the account into two separate accounts; one for scholarships and one categorized on the balance sheet under liabilities similar to club accounts. The "club" account is for in and out transactions like the Transforming Lives event. As of December 31, 2020, the balance of the Trustee's account was \$56,477.96. Executive Director Parton recommends placing \$50,000 in the scholarship account and the balance in the "club" account. On the scholarship account we are paying out 4% on a three-year average based on December 31. For example, if the average was \$50,000 a \$2,000 scholarship would be awarded.

The criteria for the Trustee's scholarship follows:

"This scholarship is for a part-time student who has completed 12 or more credits at BBCC. Student must maintain a 2.75 cumulative GPA. Applicants are encouraged to have completed the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov or the Washington Application for State Financial Aid (WASFA) at <http://readysetgrad.org/wasfa> to assist in selection process."

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #13: President's Onboarding (information/action)

BACKGROUND:

The college and trustees are actively working to ensure a smooth onboarding process for President Tweedy. The trustees are working with Dr. Tweedy to coordinate introductions with community members. Dr. Tweedy and the trustees may discuss introductions to community members.

Prepared by the President's Office.

RECOMMENDATION:

None.

Big Bend Community College – Presidential On-Boarding

Accomplished items indicated by ~~strike through~~

<p>Before Arrival</p>	<ul style="list-style-type: none"> • Board Chair emails greeting/introduction including overview of onboarding process. • July WACTC Orientation materials from Julie Walter. WACTC Meetings week of July 27.
<p>Week One</p>	<ul style="list-style-type: none"> • Board Chair meeting to review job description, presidential evaluation process, and policy governance model. • Board hosts welcome reception for President.
<p>Week Two – 30 Days</p>	<ul style="list-style-type: none"> • Board Chair check in meeting. • Board retreat to discuss governance, expectations, goals. • Begin (virtual) stakeholder meetings in service district communities. • Individual Trustees to provide introductions to civic organizations and legislators.
<p>30 Days – 1 Year</p>	<ul style="list-style-type: none"> • Monthly Board Chair check in meeting. • Continue stakeholder meetings in service district communities. • Leadership training with President and Board. Will coordinate with Linda Seppa Salisbury on timing. • Board Presidential evaluation at end of first year. • President and Trustee participation in ACT conferences.

Service District Community Stakeholder Groups

(Anna will attend any meetings needing a trustee subject to availability)

Moses Lake (Juanita) City (Jon)	School District	Supt Josh Meek 509 766 2650
	Government	Allison Williams, ML City Manager Dr. David Curnel, ML Mayor Daryl Jackson, Council Member (aviation connection) Theresa Adkinson, Grant County HD Administrator Darrin Jackson, ML Port Commissioner Stroud Kunkle, ML Port Commissioner Port (Jon)
	Industry	Larry Godden, Million Air GM Lee Human, AeroTek
	Civic Orgs	Former BBCC Trustees Rotary (Jon) EDC (Juanita) Kiwanis (Juanita)
Quincy – George (Thomas tentatively, Juanita)	School District	Supt John Boyd 509 787 4571
	Government	Terry Nelson, George Council Julia Schooler, George Council Kate Schooler, George Council
	Industry	
	Civic Orgs	Quincy Rotary Thursdays @ noon (Zach's)
Othello – Warden (Stephen) ACDC Reception	School District	Othello Supt Chris Hurst 509 488 2659 Warden Supt David LaBounty 509 349 2366 Warden Asst Supt Jill Massa (Jon)
	Government	Tony Massa, Warden Mayor (Jon Lane) Omar Pruneda, Warden Council Craig Simpson, East Columbia Basin Irrigation District (ECBID) Manager Duaine Anderson, ECBID director

	Industry	
	Civic Orgs	Othello Rotary Thursdays @ noon (Othello Sr. Center)
Ritzville – Lind – Washtucna (Stephen) ACDC Reception	School District	Lind/Ritzville Supt Don Vanderholm 509 659-1660 Washtucna Supt Vance Wing 509 646-3401
	Government	
	Industry	
	Civic Orgs	
Mattawa (Stephen)	School District	Wahlake Supt Robert Eckert 509 932-4477
	Government	Scott Hyndman, Mayor Maggie Celaya, Council Member Sun Hwang, Council Member Wendy Lopez, Council Member Lars Leland, Mattawa Port Executive Director Joe Harris, Police Chief
	Industry	Butch Milbrandt
	Civic Orgs	
Ephrata – Soap Lake (Thomas)	School District	Ephrata Supt Tim Payne 754-2474 (Thomas) SL Supt Sunshine Pray (Thomas tentative)
	Government	Bruce Reim, Ephrata Mayor Alex Kovach, SL Mayor Kathleen Allstot, Ephrata Council

		William Coe, Ephrata Council and PUD employee Mark Wanke, Ephrata Council and running for County Commissioner County Commissioners (Thomas) PUD Commissioners (Thomas)
	Industry	Valli Millard, Ephrata Council and banking Matt Moore, Ephrata Council and business owner
	Civic Orgs	Rotary Tuesdays @ noon (Country Deli)
Royal City (Jon)	School District	Supt Roger Trail 509 346 2222
	Government	Kent Anderson, RC Mayor Alan Schrom, Royal Slope Port Commissioner Frank Mianeki, Royal Slope Port Commissioner Perla Garcia, RC Council Gary Fanning, RC Council
	Industry	Port
	Civic Orgs	
Grand Coulee Dam Area (Juanita)	School District	Supt Paul Turner 509 633-2143Au
	Government	Diane Kohout, EC Mayor Shirley Rae Maes, Coulee City Mayor
	Industry	
	Civic Orgs	Rotary Wednesdays @ noon (Siam Palace)

Wilson Creek - Odessa	School District	Supt Laura Christian 509 345-2541
	Government	Paul Walker, Hartline Councilmember
	Industry	
	Civic Orgs	
NCESD Michelle Price (Jon)		Meet during a Supt Mtg
Grant Co Government? (Jon)		Grant County Commissioners Cindy Carter Rob Jones Danny Stone
Donors (LeAnne)		John Townsend Don McGraw Cave B Dr. Bryant Jones Winery (Quincy)
Legislators		9th District Senator Mark Schoesler, Rep Mary Dye, Rep Joe Schmick 12th District Senator Brad Hawkins, Rep Keith Goehner, Rep Mike Steele 13th District Senator Judy Warnick, Rep Tom Dent, Rep Alex Ybarre
		Grant County Industrial Alliance (2/9/21) Grant County PUD Commissioners (3/9/21) Grant County Cities

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #14: Board Meeting Venue (information/action)

BACKGROUND:

The board and president may discuss in-person or hybrid board meetings.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #15: ACT Award Nomination (action)

BACKGROUND:

During the February 10, 2021 board meeting the board asked Trustee Thomas Stredwick to develop a nomination for Trustee Stephen McFadden for the ACT Trustee Leadership Award. The nomination documents are following.

RECOMMENDATION:

None.

Trustee Leadership Award Nomination Form

The ACT Trustee Leadership Award recognizes an individual trustee who has made a significant contribution to promote the community and technical college system.

Name of nominee: (Mr./Mrs./Ms./Dr.): Mr. Stephen McFadden

Organization: Big Bend Community College

Daytime phone no.: 509-793-2001 Email: melindad@bigbend.edu

Nominated by: Thomas Stredwick on behalf of the Board of Trustees

College: Big Bend Community College

Title: Trustee

Daytime phone no.: 509-760-3626_ Email: thomass@bigbend.edu

Signature: _____ Date: 03/05/21

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 1, 2021**, to:

ACT
ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: lgraham@sbctc.edu

Trustee Leadership Award

Purpose:

The purpose of the ACT **Trustee Leadership Award** is to recognize an individual trustee who has made a significant contribution to promote the community and technical college system.

Eligibility:

Any current Washington state trustee is eligible to receive this award. Or a trustee who served on a trustee board during the 2019-2020 year.

Criteria:

The nomination must come from an ACT trustee and the following questions must be answered:

- Has the trustee served as an officer of the college's board of trustees?
- In addition to service on the board of trustees, in what capacity has the trustee participated in community life (i.e., civic clubs, public office, etc.)?
- What has the trustee initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- Has the trustee served on technical or special committees serving two-year postsecondary education?
- How has the trustee been a factor in influencing legislation for two-year postsecondary institutions, and how has the trustee been active in communication and advocacy with state and national legislators?
- What has the trustee contributed overall to the two-year postsecondary concept, and how did this affect the college's total impact on the community, state, or nation?
- How has the trustee provided leadership in helping to solve challenges facing two-year postsecondary education?
- How has the trustee been active in developing, organizing, or supporting state two-year postsecondary associations, and what kind of leadership role has the trustee played in state, regional, or national associations?
- Has the trustee given presentations or published articles on two-year postsecondary education?

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination,* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495
Or Fax: 360-704-4415 • Or Email: lgraham@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

It is our great pleasure to provide this nomination for the ACCT Trustee Leadership Award of Mr. Stephen McFadden. Stephen has served on the Big Bend Community College (BBCC) Board of Trustees since his appointment in 2011. In that time, the impact of his commitment to service and leadership has proven to extend beyond the bricks and mortar of our campus. His impact within the college is interconnected with his professional role as the Adams County Economic Development Director. His professional and personal life is an amalgamation of service and passionate care for the diverse, rural communities he represents. Stephen is a champion of small-town communities throughout Central Washington State and an ardent supporter of the people within them. His contributions have led to dramatic transformation both within the college and service district it represents.

In addition to his role as a trustee, Stephen has served on the Adams County Public Hospital District Finance Committee, the Ritzville Area Chamber of Commerce Board of Directors, the City of Ritzville Planning Commission, the Adams County Development Council, and numerous community festivals and civic events. In a word, Stephen reflects the best of what can be considered a servant leader.

One of Stephen's more notable contributions during his tenure as a BBCC trustee was the creation of our local Transforming Lives event. Recognizing how the stories shared by the state transforming lives awardees could dramatically communicate what community colleges do and the transformational impact they have in our community, Stephen established a local event to recognize all the nominees presented to our board. His efforts focused on inviting the students, their families, and our local community into the college to get a glimpse of the lives forever transformed by their local community college. Sharing the stories of these students have helped emphasize the importance of supporting community colleges to our legislators and have also served as inspiration to other students of what can be achieved on our campus.

As the sponsor for this new event, Stephen secured funds for meals, scholarships for student nominees, organized agendas, promoted awareness with legislators and community members—all to ensure the stories of our students were elevated, recognized and celebrated. Each year legislators continue to make this event a priority given the ability to see the direct impact of our community college on local constituents. Sharing the stories of these students has also served as inspiration to other students of what can be achieved through our college. Since the launch of this event there have been over 70 students that received recognition in the form of scholarships. Many of these students have gone on to be celebrated at the Washington State Transforming Lives event as well. To this day, the event remains one of the hallmarks of the college and serves as a powerful reminder of the transformative power of education.

As Chair of the Board, Stephen's leadership was recently underscored as he led the search committee for a new BBCC President. The plan, process, and outcomes were designed under his guidance and reflected the ends statements of our institution including: community engagement, integrity, and inclusion, to name a few. The process ensured that all voices were engaged and that the final trustee decision was informed by a broad number of datapoints from across our 4,600 square mile service territory. Students, faculty, staff, community constituents, and trustees all worked collaboratively to identify, interview, vet, and finally select our new president, Dr. Sara Thompson Tweedy.

As an economic development professional, Stephen brought with him a number of longstanding relationships with our regional legislators. During his time on the board he has served as one of the board delegates to the legislative advocacy committee. His advocacy efforts (as well as the contribution of countless others) contributed to securing significant funding for the College's Workforce Education Center which was constructed during his tenure. More difficult to quantify, yet just as important, Stephen has helped to perpetuate the reputation and story of community

and technical college education with our local legislative body. To this day, Stephen is looked to as a source of credible, thoughtful perspective. Our legislators respect him and it shows in their willingness to participate in the college's events and sponsorship of our causes within our state capitol.

Also, during his tenure as board chair, trustees elected to move forward with offering its first Baccalaureate Degree in Applied Management. After approval from the State Board of Community and Technical Colleges, BBCC will now offer its first Bachelor's degree in the fall of 2021. Access to programs such as this allow rural, place-bound students access to a four-year degree not otherwise available in the area. In addition to offering local students a competitive degree at an affordable cost, this degree program will also ensure that the college is positioned to meet the growing needs of local employers. This blend of meeting the needs of local students, while growing our economy, are all hallmarks of Stephen's contributions.

Stephen's time as a trustee is marked by service to others apart from recognition for himself. Many of Stephen's greatest contributions likely go unnoticed, yet their impact will be felt for generations to come. He is kind, compassionate, and unrelenting in his support of community and technical college education. This willingness to put others above self is the impetus behind this nomination and a great reminder of the role trustees hold.

We appreciate your thoughtful consideration of this nomination and would welcome the opportunity to provide any additional detail as necessary.

March 7, 2021

ACT

ATTN: Awards Committee

PO Box 42495

Olympia, WA 98504-2495

RE: Trustee Leadership Award Nomination

I am writing in support of Big Bend Community College's (BBCC) nomination of **Stephen McFadden** for the Trustee Leadership Award. I had the honor to work with Stephen from August 2012, when I became BBCC's president, until my retirement in August 2020. As a community college leader, Stephen exemplifies the desired qualities for this prestigious award. I will focus on three areas of his leadership: chairing the search process to hire my successor, supporting BBCC's participation in the Transforming Lives program, and leading as a community college trustee.

During the 2019-20 academic year, Stephen served as chair of the BBCC Board of Trustees and chair of the Presidential Search Advisory Committee (PSAC). He collaborated with fellow trustee Jon Lane to establish action steps for the presidential selection process in partnership with the other trustees, faculty, staff, students, community members, and college administrators. During the process, he used multiple communications with the campus to ensure an inclusive, transparent presidential search process. The outcome was excellent: students, employees, and community members endorsed, and the trustees selected Dr. Sara Thompson Tweedy as BBCC's tenth president. Not only did Stephen conclude the selection on time, he also saved the college thousands of dollars by conducting the process in-house.

Stephen has been a champion for the Transforming Lives Award program throughout his service as a trustee. For example, in 2013, he recommended recognizing all of the BBCC nominees on campus. He suggested college officials share students' stories on and off campus because their stories tell a far more compelling story about the transformative benefits of a BBCC education to community members than raw data. Recognition strategies included creating a YouTube collection, public event, luncheon/dinner, and a monetary award for all of the BBCC nominees. Stephen understood that each student's story is unique, and all deserve to be heard. We have held eight annual events beginning in 2014, celebrating 72 total students and/or graduates. We post and rotate a poster of each nominee on campus to inspire other students. Stephen also advocated for the program at the state level and used his political connections to invite state legislators to attend the annual banquet.

In addition to serving as a member of the BBCC Board of Trustees, Stephen has focused on community service, especially promoting the benefits of education at all levels, throughout his professional career. A passionate proponent for economic and workforce development, Stephen served competently on the ACT Legislative Advocacy Committee. He has participated in several ACCT conferences to learn as much as possible about being an effective trustee, especially how to advocate for BBCC students and the Washington Community and Technical College system.

Stephen has always served as a leader in his respective careers. As a long-term newspaper reporter, photographer, editor, publisher, and owner, he served multiple times as president of the Washington Newspaper Publishers Association. As Director of the Adams County Development Council, he was instrumental in promoting economic development in Adams County and attracting renewable (solar & wind) energy projects. He also collaborated with other Eastern Washington economic development leaders to found and lead the Eastern Washington Economic Development Alliance. He recently began a role as Director of Economic Development and Marketing for the Port of Pasco. I maintain high expectations that he will continue to build partnerships to support public higher education, economic and workforce development, and investment in people.

In summary, Stephen McFadden is an outstanding nominee for the Trustee Leadership Award. He understands and endorses the transformative role of community and technical colleges in community, economic, and workforce development. I urge you to recognize this worthy individual with this award.

Feel free to contact me if you need additional information.

Respectfully,



Terrence Leas, Ph.D.
Former President
Big Bend Community College



Big Bend

COMMUNITY COLLEGE

Transforming lives through excellence in teaching & learning

Human Resources Office

March 15, 2021

ACT Awards Committee
P.O. Box 42495
Olympia, WA 98504-2495

Dear Awards Committee:

It is with pleasure that I provide a letter of support for Trustee Stephen McFadden for consideration of the 2021 Washington State Association of College Trustees Leadership Award. I had the honor of working with Trustee McFadden on our recent search for Big Bend's tenth president.

In August 2019, President Leas notified the Trustees of his intent to retire in June 2020. As the Board Chair, Trustee McFadden stepped up to organize and chair the Presidential Search Committee (PSAC). The Board of Trustees set an ambitious goal of completing the search by the deadline of March 31, 2020.

As the PSAC Chair, Trustee McFadden developed a clear timeline for the search that included milestones to achieve each month. He was skilled at keeping the Board and the PSAC on track every step of the way.

Trustee McFadden was committed to ensuring the PSAC was representative of the college's service district and the campus community. He was intentional in cultivating diverse perspectives and backgrounds from the service district to include K-12, high tech, agriculture, and public service. He was equally committed to broad representation on the committee from faculty, staff, alumni, the BBCC Foundation, and the Committee for Equity, Inclusion, and Diversity (CEID).

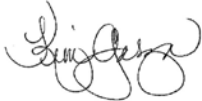
Trustee McFadden pledged an open and transparent recruitment and selection process when he spoke to the campus at the 2019 Fall In-Service. He maintained a high standard of communication, using his background in journalism to craft regular updates to the campus and the service district. Communication is a two-way street and Trustee McFadden oversaw the creation and distribution of a survey to collect feedback on the characteristics members of the campus community most wished to see in the college's next president. The Trustees used the feedback in the development of the job announcement and interview and reference questions.

Under Trustee McFadden's leadership, search activities were finished prior to March 31, 2020 deadline. The Trustees selected Dr. Sara Thompson Tweedy as Big Bend's tenth president at the March 25, 2020 meeting. It is important to note that final search activities coincided with the onset of a global pandemic. Not only were activities completed by the deadline, the activities were completed before the implementation of Washington's Stay Home Stay Health order with a total search cost of \$21,603.40.

Trustee McFadden's unwavering commitment to Big Bend Community College and the residents of our service district has never been in question and were on full display throughout the presidential search. He was an active leader, interacting regularly with the campus community, conducting reference checks, reviewing feedback, and ensuring his actions matched the commitment he shared in September 2019.

Thank you for the opportunity to support Trustee McFadden's nomination for the ACT Trustee Leadership Award.

Sincerely,



Kimberly A. Garza, MSML, SHRM-SCP, SPHR
Vice President for Human Resources & Labor



Big Bend

COMMUNITY COLLEGE

Transforming lives through excellence in teaching & learning

Board of Trustees

March 24, 2021

ACT Awards Committee
P.O. Box 42495
Olympia, WA 98504-2495

ACT Trustee Leadership Award Selection Committee:

In recognition of years of dedicated service to Big Bend Community College, the board is aligned in its gratitude for events such as: transforming lives, legislative outreach and impact, as well as leadership through significant organizational change associated with the selection of a new college President.

As an expression of this gratitude, on March 24, 2021, the Big Bend Community College Board of Trustees unanimously voted to endorse Trustee Stephen McFadden's nomination for the ACT Trustee Leadership Award."

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Sincerely,

Anna Franz
Board Chair

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

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.

Board Goals

1. *Ensure effective onboarding and support of the new president in her first year at Big Bend including community introductions.*
2. *Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.*
3. *Advance equity, diversity and, inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.*

(Adopted during October 1, 2020 Board Meeting.)

It is requested that the trustees submit their self-evaluation trustee activity report via email to Melinda.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #17: Next Regular Meeting (information/action)

BACKGROUND:

The next regularly scheduled board meeting is set on May 6, 2021.

Prepared by the President's Office.

RECOMMENDATION:

President Tweedy requests that the Board confirm the date of the upcoming meeting.

BIG BEND COMMUNITY COLLEGE

Date: 3/24/21

ITEM #18: Miscellaneous (information/action)

BACKGROUND:

President Tweedy and the trustees may discuss miscellaneous topics.

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

ACT has distributed a request for officer nominations; president-elect, secretary, treasurer, two member-at-large positions, and four nominating committee members. The nomination form and positions descriptions are following.

Prepared by the President's Office.

RECOMMENDATION:

None.



REQUEST FOR NOMINATIONS

Three officers (***President-Elect, Secretary and Treasurer***), two ***Member-at-Large*** positions, and four Nominating Committee members are elected each year by the general membership at the annual business meeting. The term of office for each position is one year. The President-Elect, Secretary and Treasurer may not serve more than two consecutive terms in the same position.

The Nominating Committee requests nominations for the positions appearing below. Please submit your nomination(s) by filling in the blanks.

	<u>Candidate's Name</u>	<u>College</u>
President-Elect	_____	_____
Secretary	_____	_____
Treasurer	_____	_____
Member-at-Large	_____	_____
Member-at-Large	_____	_____
Nominating Committee	_____	_____
Nominating Committee	_____	_____
Nominating Committee	_____	_____
Nominating Committee	_____	_____

Please return this form no later than April 2, 2021, to:

Linda Graham, ACT Administrative Assistant, at lgraham@sbctc.edu or via fax at 360-704-4415.

For questions, please contact Kim Tanaka, ACT Director, at ktanaka@sbctc.edu or 360-704-4307.

*****Nominations are due by Friday, April 2, 2021*****

ACT PRESIDENT RESPONSIBILITIES

- ❖ The President shall exercise general governance oversight over the business affairs of ACT and shall perform all the duties incidental to the office, including those duties properly delegated by the membership.
- ❖ The President shall preside over all membership and Board of Directors meetings and shall ensure all actions are in accordance with these Bylaws.
- ❖ The President or the President's designee shall act as spokesperson for ACT and shall represent the organization at meetings with other organizations and committees. No pronouncement made as spokesperson or representative of ACT shall obligate or commit the organization except as provided by these Bylaws or specifically authorized by the membership or the Board of Directors.
- ❖ The President retains the right to vote at all times and may exercise this right in the event of a tie vote.
- ❖ The President shall appoint a Parliamentarian, Legislative Action Committee Co-chairs, and the Chairpersons of the standing and ad hoc committees, except the Nominating and DEI Committees.
- ❖ The President, in consultation with the Board of Directors and the Director of ACT, will appoint all committee members except the Nominating Committee and the Legislative Action Committee.
- ❖ Perform other duties as assigned by the ACT membership.

ACT PRESIDENT-ELECT RESPONSIBILITIES

- ❖ In the absence of the President, the President-Elect will perform the duties of the President, including the presiding at the Membership and Board of Directors meetings.
- ❖ The President-Elect shall perform other such duties as assigned by the President or by the membership.
- ❖ The President-Elect will work with the Trustees Education and the Diversity, Equity, and Inclusion Committees to provide training and educational guidance for all ACT conferences. The training will be determined in consultation with the ACT President and ACT Board of Directors.

ACT SECRETARY RESPONSIBILITIES

- ❖ The Secretary shall take the minutes of all membership and Board of Directors meetings and shall oversee the execution and preservation of all key records as directed by the President.
- ❖ The Secretary shall be responsible for the sending of all notices in accordance with the provisions of these Bylaws and shall perform other such duties as assigned by the President.
- ❖ The Secretary may delegate the administrative functions of the office to the Director of ACT.
- ❖ Perform other duties as assigned by the President or the membership.

ACT TREASURER RESPONSIBILITIES

- ❖ The Treasurer shall have oversight of all funds of this organization and shall approve payment of all bills and obligations authorized by the membership.
- ❖ The Treasurer shall ensure the organization maintains an accurate record of the collection of dues and other income and all receipts and disbursements.
- ❖ The Treasurer may delegate the administrative functions of the office, including maintaining ACT bank accounts, to the Director of ACT.
- ❖ Perform other duties as assigned by the President or the membership.

ACT MEMBERS-AT-LARGE RESPONSIBILITIES

- ❖ Members-at-Large serve the Board's strategic needs. Members-at-Large may have various short- or long-term responsibilities and projects.
- ❖ Members-at-Large shall serve as full voting members on the Board of Directors and shall perform other such duties as assigned by the Board or President of the Board.
- ❖ Perform other duties as assigned by the President or the membership.

ACT NOMINATING COMMITTEE RESPONSIBILITIES

- ❖ The Nominating Committee will notify all trustees in writing that it is seeking nomination suggestions
- ❖ The Nominating Committee will develop a list of candidates to be presented to the membership at the annual business meeting
- ❖ The Nominating Committee will bring forth the best slate of candidates considering the statewide diversity of students