



# CLARK COLLEGE

## BOARD OF TRUSTEES



## **VISION**

Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community.

## **MISSION**

Clark College, in service to the community, guides individuals to achieve their educational and professional goals.

**CLARK COLLEGE BOARD OF TRUSTEES**  
**Wednesday, April 22, 2015**  
**Ellis Dunn Community Room, GHL 213**  
**AGENDA**

**BOARD WORK SESSION**

**4:00-4:50 p.m.**

- ♦ Revised Code of Student Conduct, *Matthew Rygg and Natalie Shank* 4:00-4:25
- ♦ Climate Survey, *Shanda Diehl* 4:25-4:45

**BUSINESS MEETING**

**I. CALL TO ORDER**

**5:00 P.M.**

**II. ACTION ITEMS**

**First Reading**

- ♦ Revised Code of Student Conduct, WAC 132N-125-035 Pages 34-43
- ♦ Revised Discrimination Policy, WAC 132N-300-001 Page 45
- ♦ Revised Grievance Procedure, WAC 132N-300-010 Pages 45-57

**Consent Agenda**

- ♦ Minutes from March 18, 2015 Board of Trustees Meeting Pages 58-63

**III. BUSINESS MEETING**

**A. Review of the Agenda**

**B. Statements from the Audience**

- ♦ Kim Matthews, Adjunct Instructor, English  
*Members of the public are provided an opportunity to address the Board on any item of business. Groups and individuals are to submit their statements in writing to the President of the College whenever possible no less than two weeks prior to the meeting. The Board Chair reserves the right to determine time limits on statements and presentations.*

**C. Constituent Reports**

1. AHE
2. WPEA
3. ASCC
4. Foundation

**D. Statements and Reports from Board Members**

**E. President's Report**

*Introduction of Men's Basketball Team*

*Student Success Presentation: Romney Kellogg*

*Faculty Presentation: Charlene Montierth, Professor, Geology, "Earth & Environmental Science Department"*

*Enrollment Report*

Academic Excellence

Pages 4-10

Social Equity

Pages 11-14

Economic Vitality

Page 15-19

Environmental Integrity

Pages 20-24

Statistics

Pages 25-32

**IV.**

**FUTURE TOPICS**

- ♦ College Safety
- ♦ Enrollment Changes
- ♦ Facility Plan
- ♦ K-12
- ♦ PPI Certificates
- ♦ Review of College Policies
- ♦ Service Learning
- ♦ Standard 2 Highlights
- ♦ Strategic Plan
- ♦ The Changing Face of Our Students
  
- ♦ May Board Work Session Topics:
  - Board Budget
- Presidential Evaluation Process

**WATCH LIST**

- ♦ Accreditation
- ♦ GISS Student Completion
- ♦ STEM

**V.**

**DATE AND PLACE OF FUTURE MEETING**

*The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, May 27, 2015 in the Ellis Dunn Room.*

**VI.**

**EXECUTIVE SESSION**

*An Executive Session may be held for any allowable topic under the Open Public Meetings Act.*

**VII.**

**ADJOURNMENT**

*Time and order are approximate and subject to change.*

# **ACADEMIC EXCELLENCE**

**PRESIDENT'S REPORT**  
**APRIL 2015**

**ACADEMIC EXCELLENCE**

Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

*Progress*

- For the second year in a row, Clark College's student news publication, *The Independent*, captured a third-place national Best of Show award among two-year news publications at the annual Associated Collegiate Press convention. Three members of the Independent staff also presented a workshop at the February 26-March 1 conference, which took place at the Universal City Sheraton, north of Los Angeles. The conference drew some 700 attendees, the majority of them students of two- and four-year colleges and universities from across the country. *The Indy* presentation, titled "Taking the Pulse of your Student Body," covered the ins and outs of student polling in the digital age, according to Editor-In-Chief Tra Friesen, one of the presenters. More than 50 people attended *The Indy*-sponsored workshop, according to Friesen. News Editor Steven Cooper and Visuals Editor Diana Aristizábal also presented. (OOI)
- An IBEST Early Childhood Education learning community will be offered during Spring 2015. The IBEST model is a nationally recognized community and technical college initiative to help basic education students successfully transition into college-level programs. Thanks to Children and Family Studies faculty Marilyn Kissinger, Adult Basic Education instructor Natalie Miles, and Transitional Studies Learning Communities manager Janette Clay for their work on this IBEST pathway. (OOI)

## ACADEMIC EXCELLENCE

- NERD (Not Even Remotely Dorky) Girls hosted a Pi Day of the Century Celebration on Friday, March 13. More than 100 faculty and students brought a pie and ate some pies. The best pie design went to Dean of STEM, Peter G. Williams, with  $\pi$  on pie. (OOI)
- Clark Aerospace, advised by CADD faculty member Keith Stansbury, is preparing for a trip April 7-11 to Huntsville, Alabama, to compete in the NASA Student Launch 2015 Competition. On March 8, 2015, they had a successful full scale test launch in Brothers, Oregon. This year's Student Launch competition has the team designing and building a high-powered rocket and Autonomous Ground Support Equipment (AGSE) to retrieve a payload placed on the ground, place it inside the rocket, then launch to a specified altitude and deploy the payload. Along with engineering a rocket and AGSE, the students also have to design a website, create a budget, write design reviews, and do educational engagement. (OOI)
- During winter quarter, eLearning's Weekend Degree program was revised. The admission application and restricted registration for weekend format courses was eliminated, thus allowing any Clark student to enroll in the course sections. As of Friday, March 27, all classes were filled. The eLearning department is working with the deans and department chairs to determine a core schedule of weekend classes that will allow students to earn an AA Direct Transfer (DTA) degree in this format. (OOI)
- On February 28, Student Learning Center Program Manager Suzanne Smith, Tutoring & Writing Center Program Manager Janice Taylor, and Chris Chaffin of Tutoring Services attended *Reaching the Summit of Success: Northwest Tutoring Conference 2015 at Green River Community College*. At the conference, they gained insight into how Clark's tutoring program compares to programs at other regional community colleges. Overall, they discovered that the implementation of the college-wide tutoring plan has created a level of quality and consistency in tutoring support that our peer colleges have yet to attain. Specifically, the tutoring program at Clark appears to excel in the following areas:
  - Data tracking
  - Organizational structure
  - Institutional support
  - Tutor and staff training (OOI)
- Faculty Development Specialist Lorraine Leedy and Librarian Kim Olson-Charles attended the Open Education Conference at South Puget Sound Community College on Friday, March 20. The conference provided attendees with an opportunity to learn about institution, state, and national initiatives in building effective business cases for the use of Open Educational Resources (OER). (OOI)
- Librarians Roxanne Dimyan and Kitty Mackey presented a preview of the updated Information and Research Instruction Suite (IRIS) to the Clark College Libraries faculty and staff on March 20. The updates were the focus of Ms. Dimyan's and Ms. Mackey's Fall 2014 sabbatical project. (OOI)
- Six Clark College Libraries staff and faculty attended the Association of College and Research Libraries 2015 Annual Conference, *Creating Sustainable Community*. Attendees included, Dean Michelle Bagley, Librarians Julie Austad, Andrea Bullock, and Jaki King, and staff members Gabriela

## ACADEMIC EXCELLENCE

Martinez Mercier, and Kim Olson-Charles. The conference was held at the Oregon Convention Center in Portland, OR and ran from March 25-28. Conference tracks included many relevant areas for the library including, assessment, leadership and management, professional development, and teaching and learning. Clark College librarians were active contributors to the conference program.

- Librarian Andrea Bullock co-presented, *“Assess within your Means: Two Methods, Three Outcomes, a World of Possibilities”*, which highlighted the Clark College librarians’ assessment of the Information Literacy student learning outcome.
  - Librarians Julie Austad and Jaki King presented a poster session, *“Outreach with Learning Community Faculty: A Graphic Novel Story”* (#acrlgraphiclearning). During the session, the librarians discussed how the library has been involved with *“The Craft of Comics”*, one of Clark’s integrated learning communities. (OOI)
- Below is a summary of student visits to each center during Winter 2015 (January 5 – March 19), as well as numbers for the same period last quarter. Complete data is not yet available for CTC. (OOI)

Center	Winter 2015		Fall 2014	
	Visits	Students served	Visits	Students served
Language & Writing Center	2,706	657	2,489	624
Stem Help Center/ Women in STEM	7,625	892	7,517	945
Accounting & Business Lab	1,804	274	1,744	263
Tutoring Commons @ CTC	104	n/a	60	24
Student Learning Center (not including group tutoring)	656	113	905	135
eTutoring	276	158	261	135
<b>TOTAL</b>	<b>13,171</b>	<b>2,094 (+ CTC)</b>	<b>12,976</b>	<b>2,126</b>



## ACADEMIC EXCELLENCE

- Advising Services hosted outreach tables in Foster Hall, Joan Stout Hall, and the Gaiser Hall Breezeway on February 3-5. Advisors staffed the tables and provided students with an “Advising Success Tips” handout that highlighted the upcoming registration dates, advising hours and contact, and steps to take prior to registration. Other key resources were available at the table and advisors also answered general advising questions. These “intrusive advising” events promote the benefits of planning ahead for continuing student registration to a broad spectrum of Clark students as a student completion strategy. (SA)
- Advising Program Specialists Melissa Boles, Richard Hajarizadeh, and Joe Jenkins, along with Mike Shingle, College Prep & Transfer Advisor, led English as a Second Language (ESL) Orientation sessions on March 12, 20, 26, and April 1. Previously led by ESL faculty and at the request of Enrollment Services and Transitional Studies management, these advisors took ownership of the delivery of information to incoming ESL students in an effort to improve the consistency of information they receive at entry. This change also provides them the opportunity to establish relationships with academic advisors early on, reinforcing their awareness for future goal planning and progression to college-level courses. (SA)
- Rebecca Kleiva, Workforce Education Services, provided training on how to evaluate high school transcripts to credentials evaluators, college prep and transfer advisors, and two Associate Directors in Advising Services on March 20. This training activity is in preparation for the updated Transitional Studies curriculum for High School 21+, a program for new and continuing Transitional Studies students who may be seeking the high school diploma through this program. (SA)
- Credential Evaluations completed a review of winter quarter graduation applications. To date, Clark College has granted approximately 375 degrees and certificates. (SA)
- The ASCC Executive Council, Activities Programming Board, Peer Mentors, Pathway Peer Mentors, Student Ambassadors, and their respective advisors participated in the First Friday Leadership Development Series on Networking, presented by Catharine Keane, Career Services Program Manager on March 6. During the session, students were taught the basics of networking and how they can leverage their contacts in pursuit of future career opportunities. (SA)
- Enrollment Services Student Recruiters Jami Fordyce and Stephon Okibedi conducted ten recruitment/outreach visits in March that included: The International Youth Leadership Conference at Marshall High School (OR); HeLa High School; DeafVibe Education Fair; Hudson’s Bay High School College and Career Fair; NW Youth Careers Expo (OR); WaferTech Education Fair; Prairie High School Options Fair; Battle Ground High School’s 21<sup>st</sup> Century Career & College Fair 8<sup>th</sup> Grade College Planning day (partnered with WSUV); and the Clark County Skills Center Family Night. In addition, they hold weekly information sessions at the Clark County Library. (SA)
- Student Ambassadors conducted 29 individual campus tours during the month of March, assisting 30 individuals. Mini-tours were provided to approximately 120 applicants on Dental Hygiene Applicant Advising Day (February 27). They also conducted three group tours: 30 students from Clatsop Community College Vista program received an admissions presentation and a campus tour that focused on Dental Hygiene (March 13); 60 eighth grade students from the Thomas Jefferson

## ACADEMIC EXCELLENCE

Middle School AVID program were treated to an admissions presentation and a campus tour (March 20); and campus tours were provided to 15 new International Students (March 24). (SA)

- In preparation for the start of spring quarter, 950 new or returning students completed online orientations; 199 students completed in-person orientation sessions; and 339 students completed online advising sessions during the month of March. (SA)
- During the month of March, Carolyn Johnson, Co-op/Internship Coordinator, met with six students interested in the Disney College Internship Program. If selected, these students would intern beginning Fall quarter 2015 at either Disneyland in California or Disney World in Florida. (SA)
- Student Affairs Council (SAC) members attended a tour conducted by Blake Bowers, Dean of Business and Health Sciences, of Clark's Nursing, Phlebotomy, and Pharmacy Tech areas at Clark College West at WSUV on March 11. Afterwards, SAC attended a joint meeting with their Student Services peers to foster collaborative conversation to enhance the access, persistence, and completion of Clark and WSUV students. (SA)
- The Employee Development Department supported the following on-campus sessions in March:
  - **Supervisory Training: How to Schedule your Part-time Hourly Employees**, *presented by Clark College Benefits staff*
  - **Performance Development Plan (PDP)**, *presented by Sue Williams, Director of Human Resources*
  - **New Employee Welcome**, *hosted by Executive Cabinet*
  - **Effective Communication Skills for Managers**, *presented by MHN*
- Employee Development offers faculty and staff access to [lynda.com](http://lynda.com), an online subscription library that provides on-demand access to thousands of high quality instructional videos covering a variety of software, creative and business skills courses. Since September 2014, seventy-five employees have utilized a three-week rotational license.
- The College hosted a "New Employee Welcome" event in March. Over twenty new employees from a variety of departments and employee groups attended to meet Executive Cabinet members and learn about Cabinet members' respective areas. The event also allowed new employees to make connections with other new employees and leadership.
- The Northwest Commission on Colleges and Universities (NWCCU) notified member institutions at the annual training session that the expectations of accreditation compliance have been modified based on the following assumption: Every member institution's (i.e., institutions of higher education accredited by NWCCU) mission is student learning. Member institutions' compliance with accreditation standards will be evaluated based on student learning, also referred to as mission fulfillment. Each member institution's strategic plan will articulate how they will ensure student learning. NWCCU used the following words to describe the expectation: "student achievement (learning) with institutional distinction." NWCCU also changed the content and timeline for the evaluation of compliance with accreditation standards:

## ACADEMIC EXCELLENCE

- Each college will receive a comprehensive and holistic evaluation once every seven years for compliance with all of the standards and policies. (This replaces the Year 3 and 5 evaluations of compliance with one or two standards.) Clark College will go through the Year 7 evaluation in fall of 2018.
- Each college will receive a mid-cycle evaluation of the systems in place to be able to demonstrate compliance with accreditation standards that ultimately yield student learning. (Clark College will not receive a mid-cycle evaluation because during the time the mid-cycle would have occurred, the commission was using the former guidelines for evaluation of compliance with accreditation standards and policies.) (P&E)
- On April 1, 2015, the Mature Learning program celebrated the program's 42<sup>nd</sup> anniversary with a symposium entitled "*Boomers: What does it mean to be healthy?*" Mature Learning partnered with the Complementary and Alternative Medical Providers (CAMP) of SW Washington, to offer a program with a focus on restoring and preserving your health. This year's symposium featured keynote speaker Dr. Marcus Miller of the National College of Natural Medicine, eight "mini-classes" on wellness that included topics on nutrition, fitness and alternative medicine, and the volunteer of the year presentation. President Bob Knight presented this year's Mature Learning Volunteer of the Year Award to Garland Holt. Garland was honored for the many roles he plays for the Mature Learning program, including volunteer teaching, acting as a media assistant to other instructors, and his outreach and marketing for the program. The event was attended by over 125 students, volunteers, community partners, and Clark College staff. (ECD)
- To support the goal of creating a high performing team, the Economic & Community Development (ECD) staff is participating in a leadership/team building program called "*Lead With Your Strengths*," leveraging Gallup's Clifton StrengthsFinder® tool. This tool has been used for over 50 years and is the basis for strengths-based science, focusing on what people do best. Research shows that people who focus on their strengths every day are six times more likely to be engaged in their jobs, three times as likely to say they have an excellent quality of life, 21% more productive and 22% more profitable. The program is being delivered by Bonnie Peterson, ECD Director of Professional & Personal Development, who has recently completed Gallup StrengthsFinder® Coaching Certification. (ECD)
- The ECD Community Education and Mature Learning art students participated in the Vancouver Downtown Association First Friday event, which celebrates fine art in the Vancouver community. The event, held on April 3, 2015, was an opening reception for the spring quarter show which features 65 works of art. The student art is displayed on the walls outside the classrooms at the Clark Corporate Education building in downtown Vancouver. (ECD)

# **SOCIAL EQUITY**

## SOCIAL EQUITY

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

### *Progress*

- Administrators, faculty, and staff from across Clark College attended the Winter 2015 Association Conference titled *“Designing for Diversity: Creating Intentional Practices around Inclusion”* in Seattle on March 6. President Robert Knight delivered a presentation to kick off a day of learning about diversity and equity, as well as inclusive practices. (OOI)
- The Japanese Department recently collaborated with International Programs and planned/hosted a two week program for Nihon Fukushi University from Japan. Many of the students from the Japanese department/club participated in the activities with the NFU students. (OOI)
- Tutoring Services desk staff and writing tutors participated in a multicultural communication workshop led by Nancy Young of International Programs on April 2. (OOI)
- History faculty Cindie Landrum will be presenting her most recent publication on Chesapeake Bay tribal chieftains at the Native American and Indigenous Studies Association conference in Washington, DC on June 5. (OOI)
- Faculty Tina Barsotti, Rosa Grajczyk, and Erin Harwood along with student volunteers from N.E.R.D. Girls and G.E.E.K.S (Not Even Remotely Dorky Girls and Gentlemen Engineering Enthusiasts and Kindred Spirits) conducted a six week STEM After School Camp for 26 students at Harney Elementary. The camp ran on Mondays after school, concluding on March 9. Focusing on STEM activities, students at Harney built atoms, volcanoes, catapults, and Mobius strips, all while learning basic STEM concepts with hands-on fun. (OOI)
- On Wednesday March 23, Clark STEM hosted 15 STEM teachers from local middle and high schools at the first ever Connectivi-Tea, which aimed to connect local teachers with STEM at Clark. The event included a tour of six different STEM departments, including Math, CADD, Engineering, Earth and Environmental Science, Biology, and Chemistry. Participating faculty provided information about opportunities at Clark, tours of lab and classroom space, and demos of activities Clark students participate in. Faculty included Keith Stansbury, Tina Barsotti, Carol Hsu, Darcy Kennedy, Nadine Fattaleh, Charlene Montierth, Kathleen Perillo, Sarah Luther, Kristine Barker, Tony Chennault, and Erin Harwood. (OOI)

## SOCIAL EQUITY

- On Saturday March 25, Math faculty Tina Barsotti, Paul Casillas, Carol Hsu, and more than 30 Clark College students helped with MESA (Math Engineering Science Achievement) Day hosted by WSU-Vancouver. Twenty teams of middle school and high school students competed in Prostatic Arm Challenges. Clark faculty and students helped to make a successful MESA Day and encouraged students throughout the competition. (OOI)
- Thirteen (13) new international students attended the International Student Orientation on March 24. New students include six students from Vietnam and others from Cambodia, Canada, China, Japan, South Korea, Taiwan and Ukraine. (SA)
- Clark College has signed an agreement with Bruce Mock of New Bridge Development LLC in Vancouver. This new partnership will assist in recruiting international students from China. (SA)
- One (1) Clark College student returned from her study abroad program in Australia and New Zealand in March. The student reflected on her experience: “[the program] was amazing, the best thing I could experience. My trip was also amazing, and I wish I could go back and relive it one more time!” (SA)
- Three (3) Clark College students joined Communication Studies instructor Dave Kosloski on the Spring 2015 study abroad program in Florence, Italy. The group departed for Florence on Thursday, April 2, for this 10-week program. (SA)
- Brittany Brist, Wendé Fisher, Kira Freed, and Mike Shingle, Advising Services Educational Planners, coordinated a Myers-Briggs Type Indicator (MBTI) training facilitated by Carole Mackewich, counselor and instructor of Human Development on March 13. The MBTI was administered to all staff in Advising Services, including student workers, and individual results were shared with participants following a presentation about how understanding of differences based on personality preferences can improve communication among staff and with students. (SA)
- Catharine Keane, Career Center Manager, presented “*Career 101*” for the Vet Success Workshop on March 10, sponsored by the Veterans Resource Center and held at Career Services. Five veterans participated to learn about career exploration resources, the value of career planning and networking, and upcoming career-related events. (SA)
- Carolyn Johnson, Employment Specialist, and Edie Blakley, Director of Career Services, assisted with the YouthFirst interviewing event on March 21 that was put on by Partners in Careers (PIC). Approximately 60 high school students were given the opportunity to practice interviewing with professionals and received feedback on their skills. YouthFirst is an early community intervention program addressing the cycle of poverty. (SA)
- The Diversity Outreach Manager, Dolly England, traveled to Bellevue College on March 19, 2015 to conduct an informational interview with Bellevue’s HR and VP of Diversity around best practices for Diversity recruitment and retention. There were valuable information shared and Dolly is working on creating an updated recommendation document in hopes of improving recruitment and retention of faculty and staff here at Clark. (D&E/HR)

## SOCIAL EQUITY

- The Diversity Outreach Manager, Dolly England, has been actively working with HR staff at Clark County to create the SW Washington HR Community Group which has its first meeting on April 13. The goal of this group is to bring together HR professionals from across the area to address best practices for diversity recruitment and retention in SW Washington. (D&E/HR)
- The Diversity Outreach Coordinator Rosalba Pitkin and Diversity Outreach Manager Dolly England both attended the Hispanic Chamber Open house February 25, 2015. In addition, they both attended a workshop entitled *“Marketing to Latinos”* also sponsored by the Hispanic Chamber. (D&E)
- The Diversity Outreach Coordinator Rosalba Pitkin, gave a presentation on March 10, 2015 at Hudson High School. She encouraged attendees to enroll in Clark College programs. She explained what services the Office of Diversity and Equity offers to the students and discussed services for DREAMers. Many seniors and junior students were very interested in this presentation. (D&E)
- The Diversity Outreach Coordinator Rosalba Pitkin attended the Latino Legislative Day with the Commission on Hispanic Affairs and OneAmerica on March 16, 2015. She represented Clark College at the meetings in the educational sessions. She talked with different legislators including, Sen. Annette Cleveland and Rep. Lillian Ortiz-Self, regarding higher educational bills that will affect systematically non-dominant students. (D&E)
- The Office of Diversity & Equity and the Clark College French Club sponsored the event, *“Parfait Bassale A` Huis Clos...an Intimate Performance with Storytelling”* on March 5, 2015. The event was attended by the Diversity Outreach Coordinator Rosalba Pitkin and the Diversity Outreach Manager Dolly England, as well as over 80 students, community members and employees. (D&E/OOI)
- The Administrative Assistant 4 and Clark College’s representative to the Social Justice Leadership Institute (SJLI), Roslyn Guerrero, presented to the Executive Cabinet about the Social Justice Leadership Institute, spearheaded and organized by Bellevue College, on March 24, 2015. Roslyn shared the development of the institute and how each workshop is geared to provide tools and skills for people in historically disadvantaged populations to move into higher positions in higher education. She also shared her personal and professional growth being part of the first cohort group. Applications for the second year cohort will be released in April 2015. (D&E)

# **ECONOMIC VITALITY**



## ECONOMIC VITALITY

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

### *Progress*

- The Addiction Counseling Education Department (ACED) partnered with Lifeline Connections treatment agency to host the first Lifeline Alumni event in the Gaiser Student center. Over 350 participants attended, told their stories, and reconnected with their therapists and fellow alumni. Various vendors were also present at the event. The Addiction Counseling Education Students service club assisted by serving pizza and talking to prospective students about the program. (OOI)
- As an nConnect volunteer and mentor, Kanchan Mathur, Mathematics Department Professor, participated in a Speed Networking event at Wy'East Middle School on March 16. She met with 30 sixth graders in small groups and talked to them about higher math, her teaching job, and Clark College. (OOI)
- The Clark College Bookstore has partnered with RedShelf, an eBook provider, to expand our textbook options and provide even more saving solutions for Clark students to choose from. RedShelf is supported by the leading textbook publishers and has more than 100,000 current edition titles available for rent. RedShelf eBook rentals typically save students up to 60%, compared to new textbook purchase prices. In line with our "one size DOES NOT fit all" service philosophy, this addition expands our saving options for Clark students to include competitively priced new, used and rental textbooks, eBooks and rental eBooks, and rental calculators, in addition to our Shop and Compare, Peer to Peer Exchange, and Buyback services. (AS)
- The Bookstore's year-to-date sales through March 2015 are down by 3% when compared to the same period last year. Results continue to be in line with targeted expectations and enrollment trends. Transactions in the store are down 4.5% year to date. (AS)
- Business Services is currently wrapping up the 2013-2014 Financial Statement audit with the Washington State Auditor's office. The College received an unmodified opinion on our 2013-2014 Financial Statements. In addition, the SAO will be starting an attestation audit relating to GASB 68 (Governmental Account Standards Board Statement 68) for Pension liabilities. This audit was

## ECONOMIC VITALITY

requested by the Department of Retirement Services, and should be completed by the end of April. (AS)

- Testing is well underway for entry to Fall Quarter 2015 for Running Start students, including those with limited economic resources, to qualify for and access college. Linda Calvert, Associate Director of Running Start, reports that as of April 1, there are 159 more students eligible than there were one year ago on the same day. A total of 650 students have qualified for fall, compared to 491 a year ago. Testing will continue until the college's admission deadline in September. (SA)
- The ASCC Services and Activities (S&A) Fee Committee developed and notified requestors for the initial 2015-2016 budget allocations. Requestors will have the opportunity to appeal the committees' initial decision by April 17, prior to the presentation of the final budget to the Board of Trustees in June. (SA)
- Recent State Need Grant changes will benefit Clark students in 2015-2016. Self-help requirements will be reduced from 25% to 12% for students who live with parents and the Opportunity Grant will be considered self-help in the new year. The result of these changes will increase grant awards to low income students. Karen Driscoll, Director of Financial Aid, represents the Community and Technical Colleges on the State Need Grant Work Group that reviews and recommends policy changes to the Washington Student Achievement Council. (SA)
- Enrollment Services Student Recruiters Jami Fordyce and Stephon Okibedi, attended individual networking meetings in March with United Way Columbia-Willamette; Educational Opportunities for Children and Families (EOCF); Chief's Diversity Advisory Team (CDAT); two meetings with Smith-Root, the YMCA; two meetings with the Hispanic Open Chamber; Cleveland High School (OR) College & Career Center; Sea-Mar; Innovative NW; New York Life; Vancouver Clinic; Salem Health Community Health Education Center (CHEC); City of Vancouver Human Resources Coordinator; and the Share House. (SA)
- Patrick Willis, Career Advisor, presented on "*Careers in STEM*" to approximately 20 K-12 regional educators at the March 18 STEM Connectivi-Tea, an outreach event hosted by the STEM Department at Clark to increase awareness and interest in STEM among youth. (SA)
- Career Services staff Trisha Haakonstad Instructional Support Student Navigator, and Sharron Orr Program Assistant, staffed an information table at the Gaiser Middle School Career & College Fair on March 20. Approximately 300 eighth grade students participated, and had the opportunity to ask questions and pick up information about Clark programs. (SA)
- The College began using social media to recruit for open positions, thereby reaching a wider, more diverse applicant pool. Since February 2015, the college was able to fill a long-standing open position that had failed two times prior and we saw an increase in diversity and the number of applicants in other positions. (C&M)

## ECONOMIC VITALITY

- Customized Learning and Development partnered with the Office of Instruction to conduct a tour of the Mechatronics Lab for the Columbia River Economic Development Council (CREDC). The CREDC wanted to better understand our program, so it can promote the program as a benefit to businesses growing or relocating to Southwest Washington. (ECD)
- Customized Learning and Development launched a new, 150-hour Patient Navigation and Advocacy program, in partnership with Business Medical Technology. On March 16, 2015 a cohort of 17 incumbent workers began the program, to be offered in a blended format that combines online learning with Saturday classes. The students are all currently employed in healthcare roles with local organizations, including PeaceHealth, Rebound, and Sea Mar. The program was funded by the State Board of Community and Technical Colleges through a Healthcare Employees Education and Training grant, and represents the incubation of a new program that originated in Customized Learning and Development and will be offered for credit through the Business Medical Technology department next fall. Customized Learning and Development procured the grant to bring resources to the Office of Instruction to support this new, in demand healthcare program. (ECD)
- The Economic and Community Development team met with the following organizations and attended events to promote the College:
  - Participated in Anvil Client Advisory Committee to discuss digital marketing.
  - Attended the Red Cross 2015 Real Heroes Breakfast.
  - Met with Sea Mar Community Health Centers to discuss Clark College programs that could benefit Sea Mar employees and patients, as well as potential partnerships to serve the community.
  - Attended meetings of the Southwest Washington Regional Health Alliance (RHA) Board of Directors in support of education in healthcare.
  - Toured site of the proposed Skyline Health Clinic, a Federally Qualified Health Center clinic to serve low-income Medicaid patients, with the Vancouver Housing Authority (VHA).
  - Met with the STEM Network to discuss connections between the Network and Clark College.
  - Met with the City of Ridgefield to tour a potential site for an Advanced Manufacturing and Maker Center.
  - Attended the Columbia River Economic Council Quarterly Luncheon.
  - Attended Vancouver's 2015 State of the City Address.
  - Met with the Port of Ridgefield to discuss recent company visits in Ridgefield and an Advanced Manufacturing and Maker Center.
  - Met with the Association for Washington Business to discuss employer outreach.
  - Met with the Southwest Washington Workforce Development Council (SWWDC) to gather input on IT, software, and digital technology industry standards.
  - Attended the Vancouver Business Journal's Boardroom Breakfast.
  - Met with Canada Malting, Great Western Malting, and GrainCorp to discuss how they could support a brewing program at Clark College.
  - Conducted tours of ECD rental space at CTC for the Community Autism Society, Columbia River Swim Team, Visit Vancouver USA, and Composite One.
  - Conducted employer visits to discuss training needs with Cadet Manufacturing, Columbia Machining, ConMet, Core Fitness, Elkhart Plastics, Franz Bakery, Frito Lay, FujiFilms, Gift Tree, iQ

## ECONOMIC VITALITY

Credit Union, LBD Beverage, Mark's Metal, Neil Jones Foods, Pacific Power Products, PeaceHealth, SEH America, TetraPak, Thompson Metal Fab & Vancouver Clinic. (ECD)

- The Communications & Marketing department received a Paragon Award for Feature Writing last month from the National Council for Marketing & Public Relations, the leading professional development organization exclusively serving two-year community and technical college communicators. The bronze award, presented at the organization's national conference on March 24, recognized the work of Hannah Erickson and her article entitled "*Under the Caps*," which showcases the stories of 2014 Clark graduates as they celebrated their successes at last year's commencement. Read the article in Clark 24/7 at <http://news.clark.edu/2014/06/under-the-caps/>. (C&M)

# **ENVIRONMENTAL INTEGRITY**

## ENVIRONMENTAL INTEGRITY

Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.  
Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

### *Progress*

- Charlene Montierth, Earth and Environmental Science Department Chair, and Peter G. Williams, Dean of STEM, convened a meeting in early February with about a dozen key faculty and staff from across the college. Discussion focused on actionable outcomes to support sustainability at Clark College. The faculty have prepared brief descriptions of their current or planned Environmental Sustainability (ES)-related courses. With the help of Planning and Effectiveness, a survey of all faculty will be conducted in the second week of spring quarter to acquire a more complete snapshot of Environmental Sustainability in the current curriculum. Ultimately, the group would like to produce materials that advisors can use to direct interested students in any program into the most appropriate ES-rich courses and even specific sections for courses that offer many choices. The group also agreed to create a workshop around developing sustainability-related course work and hope to make it available during next Fall's orientation days. Additionally, an Environmental Science field course will be offered next fall, focusing on the ecological restoration of part of the North County property. This course is a first step in expanding the Environmental Science department. (OOI)
- Below is the latest aerial from the STEM project, taken in early March. This photo is roughly facing NNW. Fourth Plain Boulevard is across the top, and the Foundation building is just north of the building site. For structural reasons each floor is separated into three pour phases – at this third floor level the phases are A3, B3, and C3, west to east. The contractor has just poured the A3 slab using the snorkel pumper shown stretching across the width of the building. The B3 formwork is being placed, along with the rebar and embeds for the next pour. As of March 31, the entire third floor shown here has been poured.

The third floor has been poured for the entire length of the building, and forms are being placed for the A4 pour. There will be one more level of concrete slab at the roof, 15' above the fourth floor.

The structural support for all of these floors is to remain in place until the last slab (the roof) has been poured and reached structural design strength. The contractor anticipates that the floor pours should continue until June.

The primary underground bore from the main campus to the Triangle property occurred the week of March 23. Most of the Green 2 lot was taken up with the process of fusing together two, six-inch hydronic lines to provide chilled water for cooling STEM, and the 24-inch carrier pipe to protect these pipes under Ft. Vancouver Way. All of these pipes are 200' long. The work started on

## ENVIRONMENTAL INTEGRITY

Monday, March 23 at 6:00 a.m., and the completed 24-inch carrier pipe – with the smaller pipes inside – was pulled under Ft. Vancouver Way behind a 32-inch diameter, 3,800-pound bore head by 7:00 p.m. Friday, March 27. The entrance to the bore hole near the NW corner of Culinary was approximately 15' below the surface of the ground.

Primary utility location was also completed last week for the sanitary sewer connection from the east end of the STEM building out into Ft. Vancouver Way and down to a new manhole connecting to the existing sewer line in the middle of Fourth Plain Boulevard. This work will most likely be completed over the next College break, since this will require the closure of the south-bound Ft. Vancouver Way lanes and traffic being diverted to single lanes each way on the north-bound side. (AS)



- On April 8 Clark College received its fifth consecutive Tree Campus USA award from the national Arbor Day Foundation. This designation is achieved by meeting five core standards for campus forestry: having a tree advisory committee; implementing a campus tree-care plan; dedicating annual expenditures for a campus tree program; holding an Arbor Day observance; and sponsoring a student service learning project. During the Arbor Day celebration on April 8, the Department of Natural Resources also announced a grant reimbursement award of \$4,500 to cover the College's costs for placing signage at some 200 trees on the main campus. These signs include QR codes that allow smartphone users to learn more about each specific tree. (AS)
- The 2015 climate survey results were available and released to the college the first week of April. Executive Cabinet is currently working on an action plan to improve the college climate. Listed below are high-level summaries of the comparisons between years:

## ENVIRONMENTAL INTEGRITY

Since 2013, the college climate improved in the areas of

- Environmental sustainability
- Food availabilities
- Strategic planning
- Diversity training
- Professional development
- Feedback on work performance

Since 2013, the college climate declined in the areas of

- Work environment overall
- Shared governance overall
- Decision-making
- Shared governance specific to budget
- Compensation (salary)
- Relations between AHE and administration
- Equipment replacement
- Physical work space
- Community's perception

The college climate has generally improved from 2011 to 2015, especially in the areas of shared governance, strategic planning, diversity, cross-college relations, and people-related characteristics of work environment. However, there are a few areas that declined from 2011 and these related to budget, Foundation support, physical space, informing community, and whether people can see themselves working at Clark five years from now. (P&E)

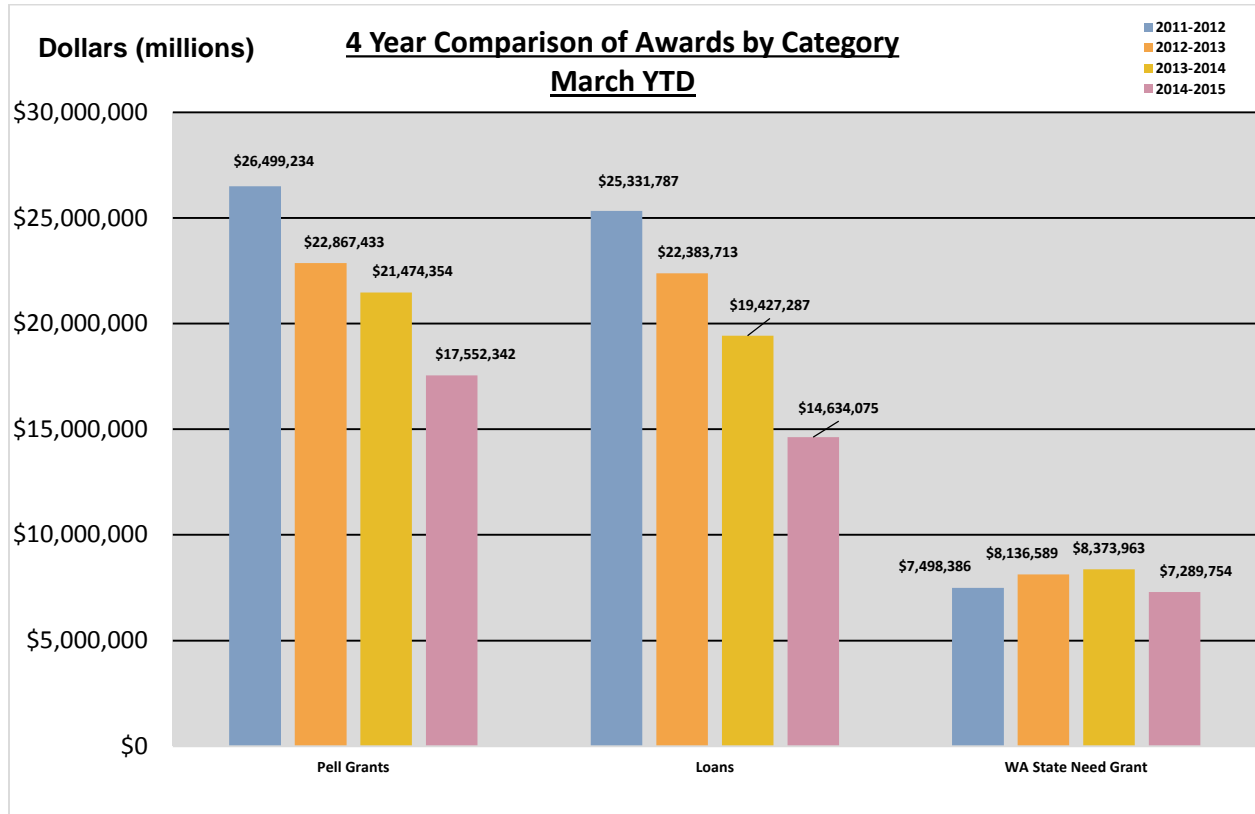
- Clark College received word from the Washington State Board for Community and Technical Colleges that Clark College's GoLive date for ctclink (i.e., PeopleSoft) has been deferred to August of 2016. This additional time will benefit Clark for the following reasons:
  - Since most of our current student and business processes are based on our 40- year old legacy management systems, the college now has the time to plan and implement more effective and efficient processes that will fully utilize PeopleSoft's capabilities.
  - The college now has the time to correct inaccuracies and duplications within our current system. This will enable us to start anew with clean data.
  - We have the time to learn from the FirstLink colleges' transition, receive appropriate training, and identify clear expectations for each employee group in how PeopleSoft will impact our work. The FirstLink colleges (Tacoma Community College and Community Colleges of Spokane) will go live in August 2015.
- The Clark ctclink project timeline has been adjusted:
  - April 1 through October 1: Clark is taking a break from large scale discussions about ctclink as a few teams focus on specific tasks which will prepare us for the project.
    - The Technology and Security Team will continue to work on an overall strategy to solidify Clark College's data security plan.



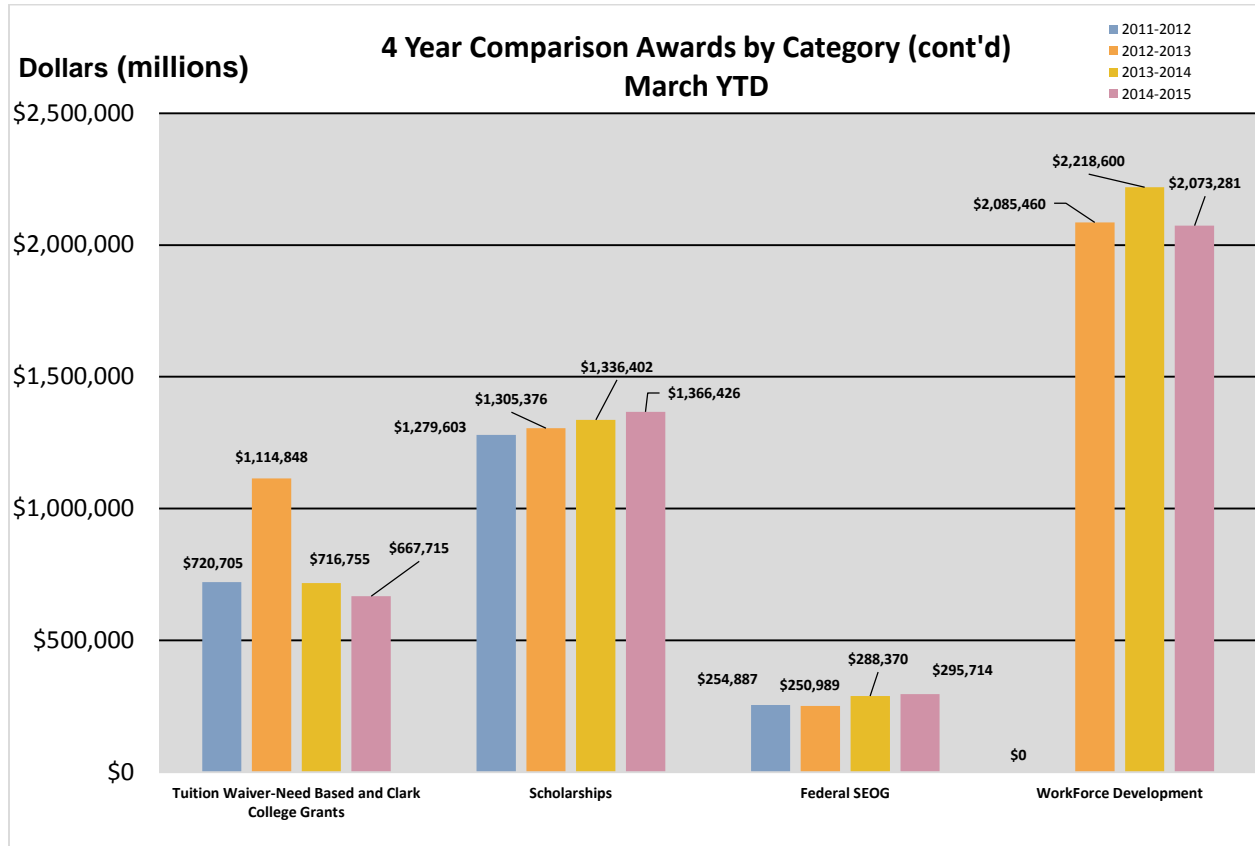
## **ENVIRONMENTAL INTEGRITY**

- The Alignment Team will continue to work on aligning student and business processes with PeopleSoft.
  - The room scheduling software (R25) will be replaced with 25Live—a component of PeopleSoft. The new software has better functionality and can be implemented independent of PeopleSoft.
- 
- October 1, 2015: A new ClarkNet site for ctcLink will be launched to keep the college informed.
  - After October 1, 2015: The other teams, Communication, Training, and GoLive Weekend, will resume. (CHANGE MGMT.)

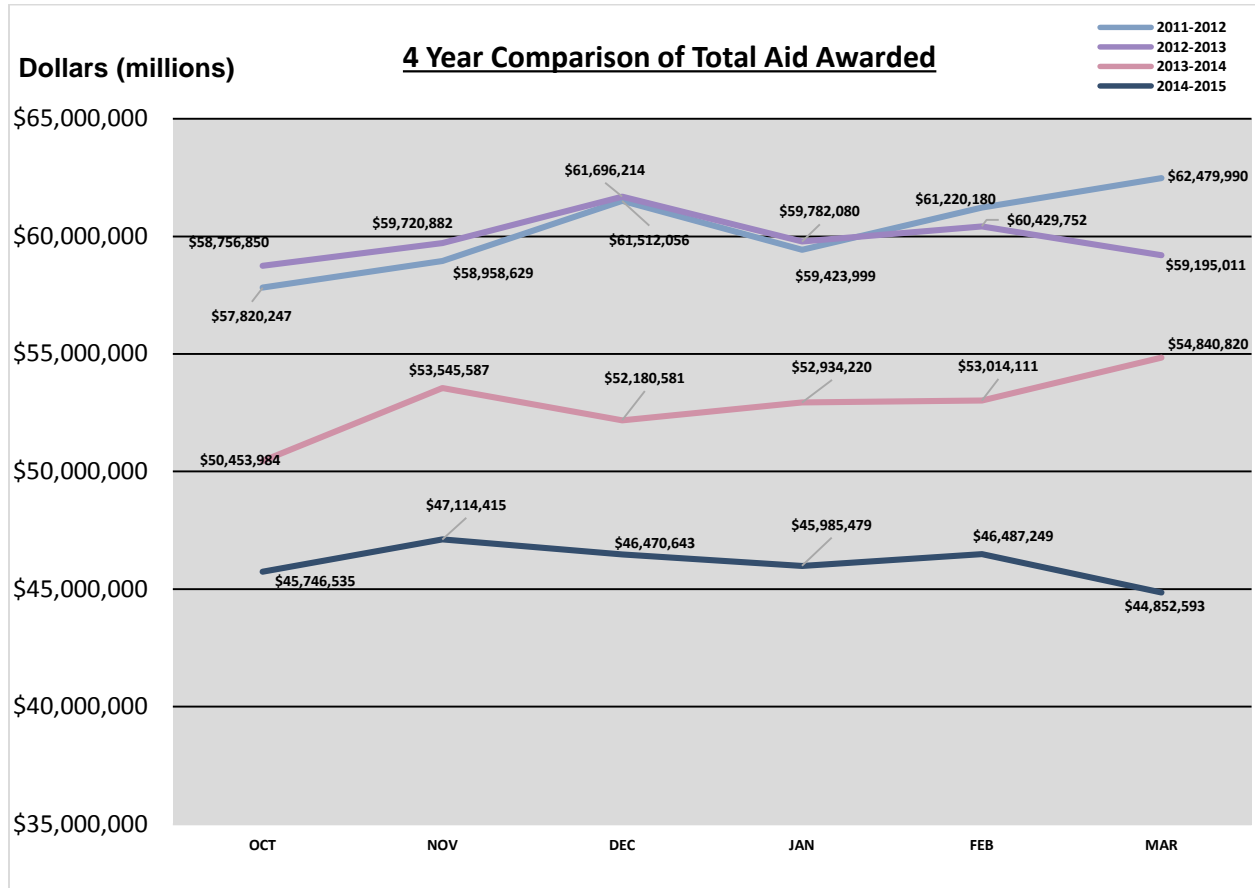
# STATISTICS

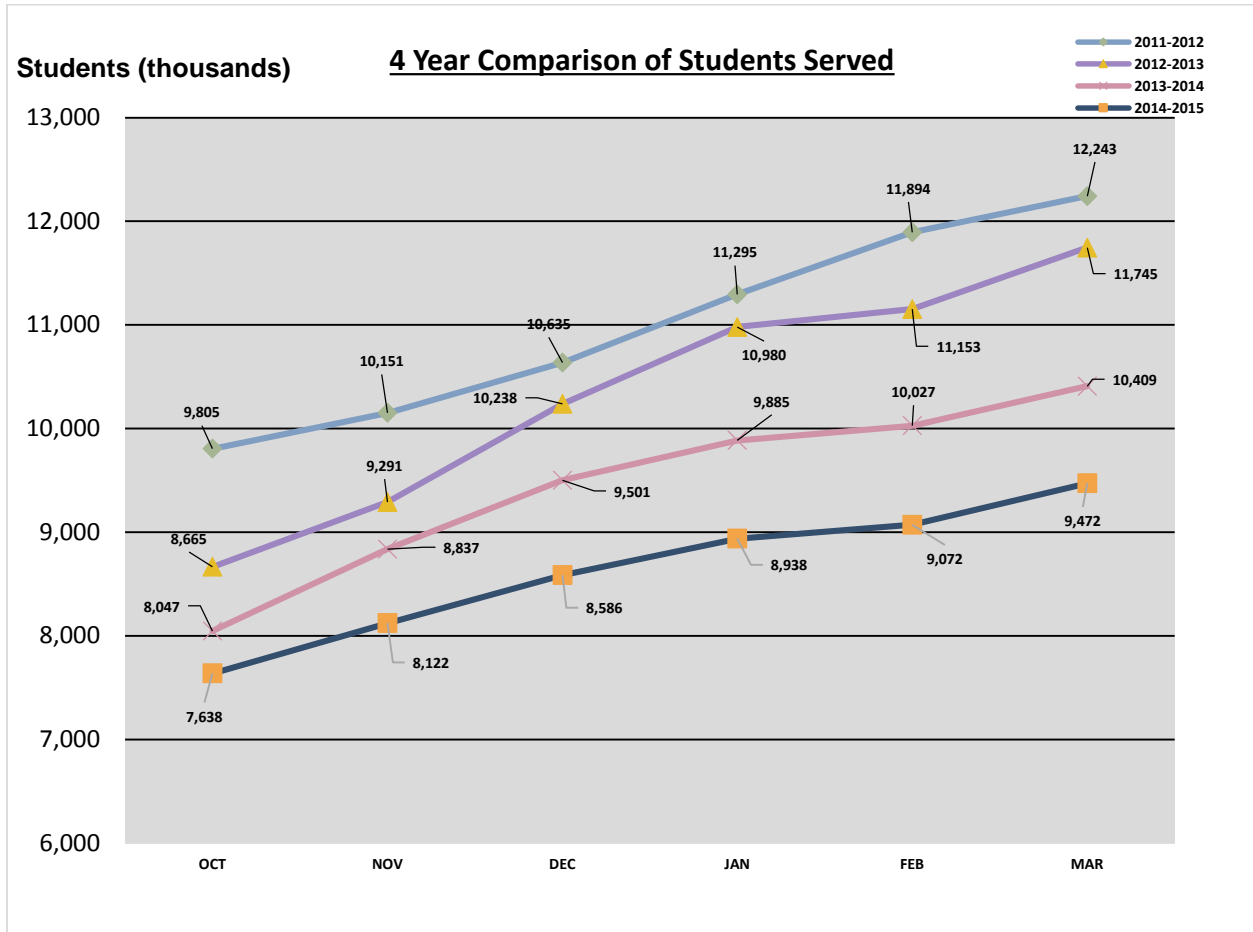


Note: WA State Need Grant includes College Bound Scholarships



Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs





## Clark College - Budget Status Report

### March 31, 2015

Sources of Funds (Revenues)	2014-15 Budget	Revenues to Date	Difference	% Budget Received
<b><u>Operating Accounts</u></b>				
State Allocation	25,962,162	19,426,230	(6,535,932)	74.8%
Tuition & ABE	19,566,355	20,369,944	803,589	104.1%
Running Start	7,344,703	4,862,510	(2,482,193)	66.2%
Excess enrollment	4,153,586	1,358,082	(2,795,504)	32.7%
Planned use of prior fund 148 balance	590,929	-	(590,929)	0.0%
Dedicated, matriculation, tech, cont ed	4,138,186	3,652,204	(485,982)	88.3%
<b>Total Operating Accounts</b>	<b>61,755,921</b>	<b>49,668,969</b>	<b>(12,086,952)</b>	<b>80.4%</b>
<b><u>Other Accounts</u></b>				
Grants & Contracts less Running Start	5,750,154	2,365,796	(3,384,358)	41.1%
Internal Support & Agency Funds	1,130,013	950,956	(179,057)	84.2%
ASCC less PUB	1,962,480	2,028,043	65,563	103.3%
Bookstore	4,469,634	3,879,146	(590,488)	86.8%
Parking	463,861	375,892	(87,969)	81.0%
Auxilliary Services	1,368,170	1,010,679	(357,491)	73.9%
Financial Aid	49,656,636	33,874,167	(15,782,469)	68.2%
<b>Total Other Accounts</b>	<b>64,800,948</b>	<b>44,484,678</b>	<b>(20,316,270)</b>	<b>68.6%</b>
<b>Total Sources of Funds</b>	<b>126,556,869</b>	<b>94,153,648</b>	<b>(32,403,222)</b>	<b>74.4%</b>

Uses of Funds (Expenses)	2014-15 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<b><u>Operating Accounts</u></b>				
President	772,910	508,669	264,241	65.8%
Associate Vice President of Planning & Effectiveness	449,187	354,170	95,017	78.8%
Special Advisor for Diversity & Equity	370,757	234,744	136,013	63.3%
Vice President of Instruction	37,842,201	24,712,721	13,129,480	65.3%
Vice President of Administrative Services	7,712,824	5,746,074	1,966,750	74.5%
Vice President of Student Affairs	8,145,720	5,963,660	2,182,060	73.2%
Associate Vice President of Corporate & Continuing Ed	1,063,074	692,349	370,725	65.1%
Executive Director of Communications	4,543,034	3,552,559	990,475	78.2%
Associate Vice President of Human Resources	856,214	547,528	308,686	63.9%
Bank & credit card fees		182,323	(182,323)	
<b>Total Operating Accounts</b>	<b>61,755,921</b>	<b>42,494,796</b>	<b>19,261,125</b>	<b>68.8%</b>
<b><u>Other Accounts</u></b>				
Grants & Contracts less Running Start	5,750,154	3,979,824	1,770,330	69.2%
Internal Support & Agency Funds	1,130,013	1,076,992	53,021	95.3%
ASCC less PUB	1,962,480	1,177,881	784,599	60.0%
Bookstore	4,469,634	4,309,934	159,700	96.4%
Parking	463,861	312,438	151,423	67.4%
Auxilliary Services	1,368,170	1,050,664	317,506	76.8%
Financial Aid	49,656,636	37,450,793	12,205,843	75.4%
<b>Total Other Accounts</b>	<b>64,800,948</b>	<b>49,358,526</b>	<b>15,442,422</b>	<b>76.2%</b>
<b>Total Uses of Funds</b>	<b>126,556,869</b>	<b>91,853,323</b>	<b>34,703,546</b>	<b>72.6%</b>
<b>Difference - Excess (Deficiency)</b>	<b>-</b>	<b>2,300,325</b>		
Capital Projects- Expenditures	20,149,089	8,782,807	11,366,282	43.6%

**CLARK COLLEGE**  
**Fund and Cash Balances**  
as of July 1, 2014

		<b>Fund Balance</b> (minus non-cash assets) <b>6/30/14</b>	<b>Cash Balance</b> (minus dedicated cash) <b>6/30/14</b>	<b>Required Reserves</b>	<b>Prior Commitments</b> (prior to 7/1/14)	<b>New Commitments</b> (2014/15)	<b>Total Available Cash</b>
<b>145</b>	<b>Grants and Contracts</b>	3,547,842	2,304,365		24,883	30,000	<b>2,249,482</b>
<b>145</b>	<b>CIS</b>	762,109	762,109		133,000	629,109	<b>-</b>
<b>147</b>	<b>Local Capital</b>	381,142	-				<b>-</b>
<b>148</b>	<b>Dedicated Local</b>	3,895,996	(33,500)		51,000	531,407	<b>(615,907)</b>
<b>149</b>	<b>Operating Fee</b>	321,196	65,753				<b>65,753</b>
<b>440</b>	<b>Central Store (Catalog)</b>	47,079	47,079				<b>47,079</b>
<b>448</b>	<b>Print/Copy Machine</b>	(16,576)	(16,576)				<b>(16,576)</b>
<b>460</b>	<b>Motor Pool</b>	61,175	61,175				<b>61,175</b>
<b>522</b>	<b>ASCC</b>	2,420,013	-				<b>-</b>
<b>524</b>	<b>Bookstore</b>	3,487,059	3,487,059			2,000,000	<b>1,487,059</b>
<b>528</b>	<b>Parking</b>	335,853	335,853				<b>335,853</b>
<b>570</b>	<b>Other Auxiliary Enterprise</b>	1,094,377	384,953		30,315		<b>354,638</b>
<b>790</b>	<b>Payroll (clearing)</b>	220,748					<b>-</b>
<b>840</b>	<b>Tuition/VPA</b>	1,483,029					<b>-</b>
<b>846</b>	<b>Grants - Fin Aid</b>	(1,452,560)					<b>-</b>
<b>849</b>	<b>Student Loans</b>	46,204					<b>-</b>
<b>850</b>	<b>Workstudy (off-campus)</b>	(4,350)					<b>-</b>
<b>860</b>	<b>Institutional Financial Aid Fui</b>	928,436					<b>-</b>
	<b>Reserves*</b>			3,953,754			<b>(3,953,754)</b>
<b>Totals</b>		<b>17,558,772</b>	<b>7,398,270</b>	<b>3,953,754</b>	<b>239,198</b>	<b>3,190,516</b>	<b>14,802</b>

\*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board



## Fund Balance Less Commitments

<b>Available Fund Balance Before Commitments</b>	<b>7,398,270</b>
--	------------------

<b>Prior Year Commitments</b>				
<b>Date</b>	<b>as of July, 2014</b>	<b>Fund</b>	<b>Amount</b>	<b>Total</b>
7/31/2012	Facilities Carryforward	145	24,883	<b>24,883</b>
12/10/2013	Fiber Optic Cable	145	116,984	
10/8/2014	OU Campus	145	16,016	<b>133,000</b>
7/22/2013	STEM Grant	148	25,000	
11/27/2013	Security Street Legal Carts - 2	148	26,000	<b>51,000</b>
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	<b>30,315</b>
<b>Total Prior Commitments</b>				<b>239,198</b>

<b>New Commitments July 1, 2014 to present</b>				
<b>Date</b>		<b>Fund</b>	<b>Amount</b>	<b>Fund Total</b>
7/1/2014	Softball Fence	145	30,000	
6/30/2014	Arbitration Ruling	145	133,847	
6/30/2014	Composite Feasibility Study	145	26,000	
11/25/2014	Smart Classroom replacement	145	207,000	
7/1/2014	CIS Funds	145	232,262	<b>629,109</b>
9/2/2014	EMSI	145	30,000	<b>30,000</b>
7/1/2014	Gorge-Student Affairs position	148	12,998	
6/30/2014	BAS DH	148	27,917	
6/30/2014	Diversity Plan	148	58,000	
6/30/2014	IT Strategic Plan	148	177,313	
6/30/2014	CTC Link	148	241,429	
9/9/2014	Culinary Consultant	148	10,000	
10/14/2014	Career Coach	148	3,000	
11/1/2014	ABC Costing	148	750	<b>531,407</b>
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	<b>2,000,000</b>
<b>Total New Commitments</b>				<b>3,190,516</b>

<b>Required Reserves</b>		
<b>10% of \$59,537,540 less \$2,000,000*</b>		<b>3,953,754</b>
<b>Fund Balance After Commitments and Required Reserves</b>		<b>14,802</b>

\* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

# **ACTION ITEMS**

# **FIRST READING— Code of Student Conduct**

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

**WAC 132N-125-035 Prohibited student conduct.** The college may impose disciplinary sanctions against a student who commits, or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct which include, but are not limited to, the following:

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

(a) Cheating includes using or any attempt to use, give or obtain unauthorized assistance relating to the completion of an academic assignment.

(b) Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment.

(c) Self-plagiarism may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.

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

(e) No student shall be allowed to withdraw from a course or from the college to avoid the consequences of academic dishonesty.

(2) **Other dishonesty.** Any other acts of dishonesty, such acts 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.

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

(3) **Obstruction or disruption.** Obstruction or disruption of:

(a) Any instruction, research, administration, disciplinary proceeding, or other college activity, 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. Participation in any activity which unreasonably disrupts the operations of the college or infringes on the rights of another member of the college community, or leads or incites another person to engage in such an activity.

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

(a) Bullying is physical or verbal abuse, repeated over time, and involving a power imbalance between the aggressor and victim.

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

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

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

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

(6) **Property violation.** Attempted or actual damage to, or theft or misuse of, real or personal property or money of:

- (a) The college or state;
- (b) Any student or college officer, employee, or organization;
- (c) Any other member of the college community or organization; or
- (d) Possession of such property or money after it has been stolen.

(7) **Failure to comply with directive.** Failure to comply with the direction 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 or use of firearms, explosives, dangerous chemicals, or other dangerous weapons, which can be used to inflict bodily harm or to damage real or personal property is prohibited on the college campus, at any other facilities leased or operated by the college, or at any activity under the administration or sponsorship of the college. Exceptions to this policy are permitted when the weapon is used in conjunction with an approved college instructional program, is carried by duly constituted law enforcement officer, or is otherwise permitted by law.

(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.

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

(b) **Marijuana.** The use, possession, delivery, sale, or being visibly under the influence 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 under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in chapter 69.41 RCW, or any other controlled substance under chapter 69.50 RCW, except as prescribed for a student's use by a licensed practitioner.

(d) **Tobacco, electronic cigarettes, and related products.** Consistent with its efforts to promote wellness, fitness, and a campus environment conducive to work, study, and activities for staff, students, and the public, Clark College maintains a tobacco-free campus. The use of tobacco, electronic cigarettes, and related products in any building owned, leased, or operated by the college or in any location is prohibited. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(11) **Lewd conduct.** Conduct which is obscene, lewd, or indecent.

(12) **Disorderly conduct.** Conduct which disrupts campus operations or the educational environment, is disturbing the peace, or assisting or encouraging another person to disturb the peace.

(13) **Discriminatory conduct.** Discriminatory conduct which harms or adversely affects any member of the college community because of her/his race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. Such finding is considered an aggravating factor in determining a sanction for such conduct.

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

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

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

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

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

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

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



## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

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

A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

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

(15) **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

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

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; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "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.

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

(17) **Theft or 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;

## **ACTION ITEMS—FIRST READING—Code of Student Conduct**

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

(i) Failure to comply with the student computing resources policy.

[http://www.clark.edu/student\\_services/computing\\_resources/policy.php](http://www.clark.edu/student_services/computing_resources/policy.php)

(18) **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.

(19) **Safety violations.** Safety violations include 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.

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

(a) Failure to obey a subpoena;

(b) Falsification or misrepresentation of information;

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

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

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

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

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

(21) **Motor vehicles.** 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.

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(22) **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.

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

In addition to initiating discipline 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.

[Statutory Authority: RCW 28B.50.140(3). WSR 14-12-024, § 132N-125-035, filed 5/27/14, effective 7/7/14.]

# **FIRST READING— Discrimination Policy & Grievance Procedure**

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

**WAC 132N-300-001 Statement of policy.** The college affirms a commitment to freedom from discrimination for all members of the college community. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs. It encompasses every aspect of employment and every student and community activity. The college expressly prohibits discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. Harassment is a form of discrimination.

### **WAC 132N-300-010 Grievance procedure.**

#### **(1) Introduction.**

Clark College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendments Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. To this end, Clark College has enacted policies prohibiting discrimination against and harassment of members of these protected classes. Any individual found to be in violation of these policies will be subject to disciplinary action up to and including dismissal from the college or from employment.

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

The responsibility for, and the protection of this commitment, extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs. It encompasses every aspect of employment and every student and community activity.

Any person who believes she or he has been discriminated against or harassed by Clark College or its employee(s) or agent(s) on the basis of any status listed above, may request informal assistance and/or lodge a formal grievance. If the complaint is against that designee, the complainant should report the matter to the president's office for referral to an alternate designee.

The college president designates investigation of grievances on the basis of race, creed, religion, color, national origin, age, political affiliation, and/or marital status to: Associate Vice President of Human Resources & Title IX Coordinator, Human Resources, Baird Administration Building (BRD) 133, (360) 992-2619. The college president designates investigation of grievances on the basis of sex, sexual orientation, gender identity, or gender expression to: Special Advisor for Diversity and Equity & Title IX Deputy Coordinator, Office of Diversity and Equity, Gaiser Hall (GHL) 214, (360) 992-2355 and Dean of Student Success and Retention & Title IX Deputy Coordinator, Student Affairs Office, Gaiser Hall (GHL) 204, (360) 992-2900. The college president designates investigation of grievances on the basis of any physical, sensory or mental disability, or status as a disabled, or honorably discharged veteran or military status to: ADA Compliance Coordinator, Disability Support Services, Penguin Union Building (PUB) 013, (360) 992-2065. The presidential designee:

- Will accept all complaints and referrals from college employees, applicants, students, and visitors.
- Will make determinations regarding how to handle requests by complainants for confidentiality.
- Will keep accurate records of all complaints and referrals for the required time period.
- May conduct investigations or delegate and oversee investigations conducted by a designee.
- May impose interim remedial measures to protect parties during investigations of discrimination or harassment.

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

- Will issue written findings and recommendations upon completion of an investigation.
- May recommend specific corrective measures to stop, remediate, and prevent the recurrence of inappropriate conduct.

The college encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or orally. For complainants who wish to submit a written complaint, a formal complaint form is available online at [http://www.clark.edu/clark-and-community/about/policies-procedures/grievance\\_procedure.php](http://www.clark.edu/clark-and-community/about/policies-procedures/grievance_procedure.php). Hardcopies of the complaint form are available at the following locations on campus: Office of Diversity and Equity, Gaiser Hall (GHL) 214; Student Affairs Office, Gaiser Hall (GHL) 204; or Human Resources Office, Baird Administration Building (BRD) 144.

### **(2) Definitions.**

(a) Complainant: employee(s), applicant(s), student(s), or visitors(s) of Clark College who alleges that she or he has been subjected to discrimination or harassment due to his or her membership in a protected class.

(b) Complaint: a description of facts that allege violation of the college's policy against discrimination or harassment.

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

A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, under the age of 16, 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



## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

(d) Discrimination: unfavorable treatment of a person based on that person's membership or perceived membership in a protected class. Harassment is a form of discrimination.

(e) Harassment: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the college's educational and/or social programs. Petty slights, annoyances, offensive utterances, and isolated incidents (unless extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:

(i) Epithets, "jokes," ridicule, mockery or other offensive or derogatory conduct focused upon an individual's membership in a protected class.

(ii) Verbal or physical threats of violence or physical contact directed towards an individual based upon their membership in a protected class.

(iii) Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes or other materials that relate to race, ethnic origin, gender or any other protected class.

(f) Protected Class: persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.

(g) Resolution: the means by which the complaint is finally addressed. This may be accomplished through informal or formal processes, including counseling, mediation, or the formal imposition of discipline sanction.

(h) Respondent: person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.

(i) Sexual Harassment: a form of discrimination consisting of unwelcome, gender-based verbal, written electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

(i) Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the college's educational and/or social programs.

(ii) Quid Pro Quo Sexual harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

Examples of conduct that may qualify as sexual harassment include:

- Persistent comments or questions of a sexual nature.
- A supervisor who gives an employee a raise in exchange for submitting to sexual advances.
- An instructor who promises a student a better grade in exchange for sexual favors.
- Sexually explicit statements, questions, jokes, or anecdotes.
- Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body.

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- Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences.
- Persistent, unwanted attempts to change a professional relationship to an amorous relationship.
- Direct or indirect propositions for sexual activity.
- Unwelcome letters, emails, texts, telephone calls, or other communications referring to or depicting sexual activities.

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

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

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

(iii) Domestic violence 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.

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

(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.

### **(3) Who May File a Complaint.**

Any employee, applicant, student or visitor of the college may file a complaint. Complaints may be submitted in writing or verbally. The college encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online at [http://www.clark.edu/clark-and-community/about/policies-procedures/grievance\\_procedure.php](http://www.clark.edu/clark-and-community/about/policies-procedures/grievance_procedure.php). Hardcopies of the complaint form are available at the following locations on campus Diversity Center—GHL 214, Vice President of Student Affairs Office—GHL 204, Human Resources Office—Baird Administration Building. Any person submitting a discrimination complaint shall be provided with a written copy of the College's anti-discrimination policies and procedures.

### **(4) Confidentiality and Right to Privacy.**

Clark College will seek to protect the privacy of the complainant to the full extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as Clark College policies and procedures. Although Clark College will attempt to honor complainants' requests for confidentiality, it cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the presidential designee.

Confidentiality Requests and Sexual Violence Complaints. The presidential designee will inform and obtain consent from the complainant before commencing an investigation into a sexual violence complaint. If a sexual violence complainant asks that his or her name not be revealed to the respondent

or that the College not investigate the allegation, the presidential designee will inform the complainant that maintaining confidentiality may limit the college's ability to fully respond to the allegations and that retaliation by the respondent and/or others is prohibited. If the complainant still insists that his or her name not be disclosed or that the college not investigate, the presidential designee will determine whether the college can honor the request and at the same time maintain a safe and non-discriminatory environment for all members of the college community, including the complainant. Factors to be weighed during this determination may include, but are not limited to:

- The seriousness of the alleged sexual violence;
- The age of the complainant;
- Whether the sexual violence was perpetrated with a weapon;
- Whether the respondent has a history of committing acts of sexual violence or violence or has been the subject of other sexual violence complaints;
- Whether the respondent threatened to commit additional acts of sexual violence against the complainant or others; and
- Whether relevant evidence can be obtained through other means (e.g., security cameras, other witnesses, physical evidence).

If the college is unable to honor a complainant's request for confidentiality, the presidential designee will notify the complainant of the decision and ensure that complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation.

If the College decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the presidential designee will evaluate whether other measures are available to limit the effects of the harassment and prevent its recurrence and implement such measures if reasonable feasible.

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

### **(5) Investigation Procedure.**

Upon receiving a discrimination complaint, the college shall commence an impartial investigation. The presidential designee shall be responsible for overseeing all investigations. Investigations may be conducted by the presidential designee or his or her designee. If the investigation is assigned to someone other than the presidential designee, the presidential designee shall inform the complainant and respondent(s) of the appointment of an investigator.

(a) Interim Measures. The presidential designee may impose interim measures to protect the complainant and/or respondent pending the conclusion of the investigation. Interim measures may include, but are not limited to, imposition of no contact orders, rescheduling classes, temporary work reassignments, referrals for counseling or medical assistance, and imposition of summary discipline on the respondent consistent with the college's student conduct code or the College's employment policies and collective bargaining agreements.

(b) Investigation. Complaints shall be thoroughly and impartially investigated. The investigation shall include, but is not limited to, interviewing the complainant and the respondent, relevant witnesses, and reviewing relevant documents. The investigation shall be concluded within a reasonable time, normally sixty days barring exigent circumstances. At the conclusion of the investigation the investigator shall set forth his or her findings and recommendations in writing. If the investigator is a designee, the investigator shall send a copy of the findings and recommendations to the presidential designee. The presidential designee shall consider the findings and recommendations and determine, based on a preponderance of the evidence, whether a violation of the discrimination and harassment policy occurred; and if so, what steps will be taken to resolve the complaint, remedy the effects on any victim(s), and prevent its recurrence. Possible remedial steps may include, but are not limited to, referral for voluntary training/counseling, development of a remediation plan, limited contact orders, and referral and recommendation for formal disciplinary action. Referrals for disciplinary action

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

will be consistent with the student conduct code or college employment policies and collective bargaining agreements.

(c) Written Notice of Decision. The presidential designee will provide each party and the appropriate student services administrator or appointing authority with written notice of the investigative findings and of actions taken or recommended to resolve the complaint, subject to the following limitations. The complainant shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint, if any, only to the extent that such findings, actions or recommendations directly relate to the complainant, such as a finding that the complaint is or is not meritorious or a recommendation that the accused not contact the complainant. The complainant may be notified generally that the matter has been referred for disciplinary action. The respondent shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint and shall be notified of referrals for disciplinary action. Both the complainant and the respondent are entitled to review any final findings, conclusions, and recommendations, subject to any FERPA confidentiality requirements.

(d) Informal Dispute Resolution. Informal dispute resolution processes, like mediation, may be used to resolve complaints, when appropriate. Informal dispute resolution shall not be used to resolve sexual discrimination complaints without written permission from both the complainant and the respondent. If the parties elect to mediate a dispute, either party shall be free to discontinue mediation at any time. In no event shall mediation be used to resolve complaints involving allegations of sexual violence.

(e) Final Decision/Reconsideration. Either the complainant or the respondent may seek reconsideration of the decision by the presidential designee. Requests for reconsideration shall be submitted in writing to the presidential designee within seven days of receiving the decision. Requests

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

must specify which portion of the decision should be reconsidered and the basis for reconsideration. If no request for reconsideration is received within seven days, the decision becomes final. If a request for reconsideration is received, the presidential designee shall respond within seven days. The presidential designee shall either deny the request or, if the presidential designee determines that the request for reconsideration has merit, issue an amended decision. Any amended decision is final and no further reconsideration is available.

### **(6) Publication of Anti-Discrimination Policies and Procedures.**

The policies and procedures regarding complaints of discrimination and harassment shall be published and distributed as determined by the president or president's designee. Any person who believes he or she has been subjected to discrimination in violation of college policy will be provided a copy of these policies and procedures.

### **(7) Limits to Authority.**

Nothing in this procedure shall prevent the college president or designee from taking immediate disciplinary action in accordance with Clark College policies and procedures, and federal, state, and municipal rules and regulations.

### **(8) Non-Retaliation, Intimidation and Coercion.**

Retaliation by, for or against any participant (including complainant, respondent, witness, presidential designee, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation or any resulting disciplinary proceedings is prohibited and is conduct subject to discipline. Any person who thinks he/she has been the victim of retaliation should contact the presidential designee immediately.



## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

### **(9) Criminal Complaints.**

Discriminatory or harassing conduct may also be, or occur in conjunction with, criminal conduct.

Criminal complaints may be filed with the following law enforcement authorities:

Vancouver Police Department

605 E. Evergreen Blvd.

Vancouver, WA 98661

(360) 487-7400

[vanpd@cityofvancouver.us](mailto:vanpd@cityofvancouver.us)

Clark County Sheriff's Office

707 W. 13<sup>th</sup> Street

Vancouver, WA 98660

Mailing Address: P. O. Box 410

Vancouver WA 98666

Main phone: (360) 397-2211

[sheriff@clark.wa.gov](mailto:sheriff@clark.wa.gov)

The college will proceed with an investigation of harassment and discrimination complaints regardless of whether the underlying conduct is subject to civil or criminal prosecution.

## **ACTION ITEMS—FIRST READING—Discrimination Policy & Grievance Procedure**

### **(10) Other Discrimination Complaint Options.**

Discrimination complaints may also be filed with the following federal and state agencies:

Washington State Human Rights Commission

<http://www.hum.wa.gov/index.html>

US Department of Education Office for Civil Rights

<http://www2ed.gov/about/offices/list/ocr/index.html>

Equal Employment Opportunity Commission

<http://www.eeoc.gov/>

[Statutory Authority: RCW 28B.50.140. WSR 98-19-066, § 132N-300-010, filed 9/18/98, effective 10/19/98.]

## ACTION ITEMS

**Minutes of the Business Meeting of the Board of Trustees**  
**Clark College, District No. 14**  
**March 18, 2015**  
**Ellis Dunn Room GHL 213**

**Trustees Present:** Mmes. Jada Rupley, and Rekah Strong, Messrs. Jack Burkman, Mike Ciraulo, and Royce Pollard.

**Administrators:** Mr. Robert Knight, President, Dr. Tim Cook, Vice President of Instruction; Mr. Bob Williamson, Vice President of Administrative Services, Ms. Shanda Diehl, Associate Vice President of Planning & Effectiveness; Dr. Chato Hazelbaker, Interim IT Director & Chief Communications Officer; Mr. Kevin Witte, Associate Vice President of Economic & Community Development; Ms. Leigh Kent, Executive Assistant to the President.

**Faculty:** Ms. Kimberly Sullivan, CCAHE President, Professor Carol Beima, Transitional Studies; Ms. Natalie Miles, Transitional Studies Instructor.

**Students:** Ms. Emmah Ferguson, ASCC President; Ms. Kandice King, student

**Others:** Ms. Bonnie Terada, Assistant Attorney General; Ms. Lisa Gibert, President/CEO Clark College Foundation;

	TOPIC	DISCUSSION	ACTION
I.	CALL TO ORDER	<ul style="list-style-type: none"><li>Chair Strong called the meeting to order at 5:15 pm.</li><li>Prior to this evening's board meeting, the trustees held an executive session in which they reviewed the performance of a public employee.</li></ul>	
II.	ACTION ITEMS		
		<b>FIRST READING:</b> <ul style="list-style-type: none"><li>Consideration of Tenure—held over from February 2015</li><li>2015-2020 Strategic Plan—held over from February 2015</li></ul>	<p>Chair Strong asked if there were any public comments concerning tenure; there were none.</p> <p><b>MOTION:</b> Vice Chair Burkman made a motion to move the 2015-2020 Strategic Plan and Consideration of Tenure Agenda and to vote on Consideration of Tenure separately. The motion was seconded by Trustee Pollard and was unanimously approved.</p> <p><b>MOTION:</b> Vice Chair Burkman moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committees at the March 13 and March 18, 2015 executive session, grant tenure to:</p>

	TOPIC	DISCUSSION	ACTION
		<p><b>CONSENT AGENDA</b></p> <ul style="list-style-type: none"> <li>• 2015-2020 Strategic Plan</li> <li>• Minutes from February 25, 2015 Board of Trustees Meeting</li> </ul>	<p>Shayna Collins, Counseling/Human Development;  Sunnie Elhart-Johnson, Business Medical Technology;  Helen Martin, Business Technology;  Bevyn Rowland, Counseling/Human Development;  Kristie Taylor, Dental Hygiene;  Linda Valenzuela, Nursing;  Alan Wiest, Physical Education;  Joan Zoellner, Mathematics</p> <p>effective with the beginning of fall quarter 2015.</p> <p><b>MOTIONS:</b>  Vice Chair Burkman moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Probationary Review Committee, deny tenure to Stephanie Robinson. He further moved that the Board of Trustees direct the president to notify, as soon as possible, Stephanie Robinson of this decision that her contract will not be renewed for academic year 2015-2016. The motion was seconded by Trustee Pollard and approved by four trustees who were in favor of denial of tenure and one abstention.</p> <p><b>MOTION:</b>  Vice Chair Burkman moved that the 2015-2020 Strategic Plan and minutes from the February 25, 2015 board meeting be approved. Trustee Pollard seconded the motion and it was unanimously approved.</p>

	TOPIC	DISCUSSION	ACTION
III.	<b>BUSINESS MEETING</b>		
A.	<b>Review of the Agenda</b>	<ul style="list-style-type: none"> <li>There were no changes to the agenda.</li> </ul>	
B.	<b>Statements from the Audience</b>	<ul style="list-style-type: none"> <li>There were no statements from the audience.</li> </ul>	
C.	<b>Constituent Reports</b> 1. AHE	<ul style="list-style-type: none"> <li>Professor Sullivan was pleased to announce that workload and salary negotiations have been successfully completed. The faculty voted unanimously to ratify the changes after nine months of arbitration. Negotiations will commence during June 2015 for next year's salary and workload agreements.</li> </ul>	
	2. WPEA	<ul style="list-style-type: none"> <li>There was no report from the WPEA this evening.</li> </ul>	<ul style="list-style-type: none"> <li>Trustee Rupley inquired about issues surrounding staff uniforms that were discussed at last month's meeting. Mr. Williamson confirmed that all outstanding uniform issues have been resolved.</li> </ul>
	3. ASCC	<ul style="list-style-type: none"> <li>Ms. Ferguson and ASCC officers were pleased with the guest speakers and good turnout at February student events.</li> <li>The ASCC approved \$26,000 for the History Club to take a trip to Istanbul.</li> <li>ASCC will be encouraging students to vote on the recreation center during spring quarter welcome week. ASCC decided that the \$14.3 million recreation center option would be the only option placed on the ballot.</li> </ul>	<ul style="list-style-type: none"> <li>Trustee Rupley complimented Ms. Ferguson on her very well written reports this year.</li> </ul>
	4. Foundation	<ul style="list-style-type: none"> <li>Ms. Gibert announced the passing of a long-term foundation donor and friend to both the college and the Early Learning Center; this individual also donated significant artwork and rugs to Clark which is displayed on the main campus.</li> <li>Demolition of the buildings on 4<sup>th</sup> Plain and Ft. Vancouver Way are scheduled to begin on March 23 pending final receipt of all city permits.</li> <li>The employee campaign of a "bingo challenge by building" is winding down. The overall employee participation rate this year was 32%.</li> </ul>	
D.	<b>Statements &amp; Reports from Board Members</b>	<ul style="list-style-type: none"> <li>Trustee Rupley joined Chair Strong in the entrance meeting and Trustee Burkman in the exit meeting for the college's first-ever complete financial audit. President Knight suggested audits be performed every two years rather than annually as is being proposed. There are a few items the college must correct but it was a successful audit overall.</li> <li>Trustee Rupley thanked Mr. Hazelbaker, the Foundation, and the <i>Vancouver Business Journal</i> for sponsoring this year's Iris Awards. She also attended the Engineering Fair and was very impressed with a sensor-operated drip watering system. Trustee Rupley also attended the WSU-V 500,000 Voices launching event; Clark will host a 500,000 Voices forum on affordable housing on April 2, from 5:00-7:00 pm.</li> </ul>	

	TOPIC	DISCUSSION	ACTION
D.	Statements & Reports from Board Members	<ul style="list-style-type: none"> <li>Trustee Burkman acknowledged this year's new tenure recipients and noted that they are one of the largest groups the college has had. He thanked the tenure committees and the support staff who devoted vast amounts of time into constructing the notebooks. The trustees attempted to use an electronic binder format the last time but he feels with the amount of information included, hard copy is best.</li> <li>Trustee Burkman said that the audit staff complimented Clark's staff for their cooperation, professionalism, and proactive demeanor during the audit. The college will receive a clean opinion following the corrections of errors found in the finding. He learned that the lead auditor was in Clark's very first Running Start class.</li> <li>Trustee Burkman also commented that the Iris Awards originally began as a photo exhibit at Clark in 1985 and is now in its 30<sup>th</sup> year of honoring women.</li> <li>He complimented both the women's and men's basketball teams in making it to this year's finals and is very proud of the men taking the title.</li> <li>Chair Strong told the tenure recipients how much the trustees enjoyed meeting and hearing about their programs, reading their notebooks, and spending time talking with them. She acknowledged their hard work and commitment to the college and looks forward to their tenure celebration in April.</li> <li>Chair Strong attended the audit entrance meeting. She said the auditors had very positive comments about their working relationship with the Clark staff. She seconded Trustee Burkman's thank you to the tenure support staff for their work in compiling the notebooks. The trustees understand how much time is involved in this process and it helps inform their decisions and elevates the work the faculty is doing at the college. She agreed with Trustee Burkman about preferring the hard binder copies. She offered her congratulations to the basketball teams and looks forward to meeting them at the April meeting.</li> <li>Trustee Pollard spoke of this year's NWAC Tournament and congratulated the men for their championship win. The women also did very well in beating the number one seeded team. The team members are great students and scholars and he is very proud of them and their accomplishments.</li> </ul>	

	TOPIC	DISCUSSION	ACTION
E.	President's Report	<ul style="list-style-type: none"> <li>Mr. Joyce introduced tonight's Student Success speaker, Kandice King, who is a student ambassador. Ms. King began attending Clark in spring 2011 and will graduate this June. She spoke very highly of the support she has received during her time at Clark and her desire to give back to the community after she graduates.</li> <li>Dr. Cook congratulated all the newly tenured faculty and acknowledged tenure staff Kathy Ostermiller and Michaela Loveridge for the countless hours they put in supporting the tenure committees and compiling all the notebooks.</li> <li>Professor Beima and Instructor Miles introduced HS21+ (High School 21), a new, competency-based option for WA State residents age 21 and above to earn their high school diplomas. HS21+ combines basic skills classes with high school training and education. Each student is assessed for readiness using their high school transcripts and they work with an advisor to develop a customized plan based upon their assessments. In order to receive their diploma, they must demonstrate a competency in math, reading, and writing.</li> <li>Each participating college develops their own HS21+ program and issues the students' diplomas. Professor Beima and Ms. Miles have visited other community colleges to see how they have constructed their program and also obtained input from Clark professors.</li> <li>Dr. Hazelbaker introduced the "Penguins Fly" campaign (#penguinsfly). "Penguins Fly" will be introduced to the community during the month of May (May 15 is Penguins Fly Day) and is designed as the enrollment drive for fall quarter. Communications &amp; Marketing is using a blitz of television and print to advertise the drive. On May 15, everyone will be asked to wear a sticker that says, "Clark College Penguins Fly". There will be a website where alumni can write their stories on how Clark helped to make them successful upon graduation. The campaign has two goals: get people to enroll and the economic and community impact. When someone walks into a local business, they will see how the college impacts the community.</li> <li>President Knight promised a NASA rocket update at the April meeting. The students took great pictures and video from this year's launch but were not able to attend tonight's meeting.</li> <li>President Knight commended Director of Business Services Sabra Sand and Internal Auditor Tanya Kerr for yeoman's work during the audit. For three weeks, the state auditor sat at Sabra's desk asking for material. This is the very first audit Clark has received and one of the first completed in the state.</li> <li>He attended both the women and men's team NWAC games this year. Although the women had significant injuries they did extremely well by defeating the #1 ranked team in their first game in Walla Walla. They are fabulous students and</li> </ul>	

	TOPIC	DISCUSSION	ACTION
E.	President's Report	athletes and their sportsmanship was unsurpassed. The men won four straight games and took the championship. Both teams will attend the April board meeting and will receive their rings. Former Athletic Director Charles Guthrie watched the game online; President Knight said Charles was integral in helping build the program and getting the coaches on board and Ann Walker is sustaining what Charles put in place.	
IV.	FUTURE TOPICS		WATCH LIST
	College Safety Enrollment Declines/Additions Facility Plan K-12 PPI Certificates Presidential Evaluation Tool—engage a consultant to help with the process. Review of College Policies Service Learning Standard 2 Highlights Strategic Plan—future BOT reports and meetings will be based upon new strategic plan and revised agenda.		Accreditation GISS Student Completion STEM
V.	<b>DATE AND PLACE OF FUTURE MEETING</b> <ul style="list-style-type: none"> <li>The next regular meeting of the Board of Trustees is currently scheduled for Wednesday April 22, 2015 in the Ellis Dunn Community Room, GHJ 213.</li> </ul>		
VI.	<b>EXECUTIVE SESSION</b> <ul style="list-style-type: none"> <li>No Executive Session was held this evening.</li> </ul>		
VII.	<b>ADJOURNMENT</b> <ul style="list-style-type: none"> <li>There being no further business, the meeting adjourned at 6:10 pm.</li> </ul>		

Rekah Strong, Chair

Leigh Kent  
Recorder  
March 23, 2015