

**Board of Trustees**  
Bob Ryan – Chair  
Gretchen Adams-Vice  
Chair  
James Curtis  
Don Dennis  
Liz Dunbar

**President**  
Dr. Sheila K. Ruhland

**TCC Mission Statement:**  
*TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.*

**Board Mission and Vision:**  
*The Board will govern with a style that emphasizes outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership rather than administrative detail, clear distinction of Board and presidential roles, collective rather than individual decisions, future rather than past or present, and proactive rather than reactive.*

**AGENDA**

- I. **CALL TO ORDER** Bob Ryan
  
- II. **GENERAL MATTERS**
  - A. **Changes/Approval of Agenda** Bob Ryan
  - B. **Approval of Minutes:** Bob Ryan  
November 18 Regular Meeting (pages 2-6)
  - C. **Introductions** Sheila Ruhland
  - D. **Correspondence** Sheila Ruhland
  - E. **Board Report** Bob Ryan
  
- III. **PRESENTATION**
  - Student Voice: Nick Sherwin, 1<sup>st</sup> quarter Running Start** Janine Mott
  - Student, Gig Harbor/Tacoma Campus**
  
- IV. **ACTION ITEMS**
  - A. **2<sup>nd</sup> Read/Approve TCC Long Range Facilities Master Plan** Greg Randall  
(page 7, & Appendix I)
  - B. **2nd Read/Approval Project Request Report (PRR) 2015 - 2017- Capital Funding Business & Humanities Center** Greg Randall  
(page 8, & Appendix II)
  - C. **1<sup>st</sup> Read: Washington Administrative Code Revision** Mary Chikwinya  
**Repeal: Chapter 132V-300 Grievance Procedure-Sexual Harassment, Sex Discrimination and Disability Discrimination**  
**Adopt: Chapter 132V-305 - Nondiscrimination and Harassment Policy and Grievance Procedure (pages 9-22)**  
(Public Hearing Board of Trustees Meeting January 13, 2016)
  
- V. **NON-ACTION ITEMS**
  - A. **Pathway to Completion: Mission Fulfillment Core Indicators (pages 23-31)** Tod Treat
  - B. **TCC Annual Report (page 32-35)** Tod Treat
  - C. **ctcLink Update** Dick Hol
  
- VI. **REPORTS**
  - A. **Associated Students** Jenna Jones
  - B. **Foundation** Pat Shuman
  - C. **Faculty** Dave Howard
  - D. **Classified Staff** Sean VanDommelen
  - E. **Legislative** Bill Ryberg
  - F. **President (page 36)** Sheila Ruhland
  
- VII. **PUBLIC COMMENT/REMARKS** Bob Ryan
  
- VIII. **EXECUTIVE SESSION** Bob Ryan  
Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations.
  
- IX. **BOARD ACTION AS A RESULT OF EXECUTIVE SESSION** Bob Ryan
  
- X. **ADJOURNMENT** Bob Ryan  
Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Judy Colarusso, Office of the President at 6501 South 19<sup>th</sup> St., Tacoma WA 98466; Tel: 253/566-5136 or e-mail icolarusso@tacomacc.edu.

**Tacoma Community College  
Board of Trustees Regular Meeting  
November 18, 2015, 4:00 p.m.  
Building 12 ~ College Room**

**MINUTES**

**Board Members**

Bob Ryan, Chair  
Gretchen Adams, Vice Chair  
James Curtis  
Don Dennis

**Administration/Faculty/Staff/Guests**

Sheila Ruhland	Joan Rumsey
Mary Chikwinya	Rick Brady, AAG
Tod Treat	Andy Duckworth
Bill Ryberg	Dave Howard
Pat Shuman	Dick Hol
Janine Mott	Marco A Flore-Garcia
Julie Benson	Mike Flodin
James Newman	Valerie Robertson
Elizabeth Hyun	Janice Stroh
Rebecca Sliger	Judy Colarusso
Bruce Simonetti	Shema Hanebutte
Sonja Morgan	Rachel Payne
Tamyra Howser	Thomas Oliver
Samarri Williams	Clay Krauss
Jenna Jones	Cathie Bitz
Julie Dunbar	Jared Isaacson

**I. CALL TO ORDER**

Chair Ryan called the meeting to order at 4:00 p.m.

**II. General Matters**

**A. Changes/Approval of Agenda**

**MOTION:** Upon a motion by Board member Dennis the Board unanimously approved the Agenda as submitted.

**B. Approval of Minutes:**

**October 21 Regular Meeting**

**MOTION:** Upon a motion by Board member Curtis the Board unanimously approved the minutes of the October 21 Regular Meeting.

**C. Introductions**

**President Ruhland** introduced **Dick Hol**, consultant for the ctcLink Project. With the resignation of ctcLink Project Director Andy Duckworth, Dick has been hired to assist in the short-term until a replacement is hired. Dick retired as the CIO/ctcLink Project Director for Community Colleges of Spokane last July. Dick will assist with the implementation of the project, help with the stabilization and business process improvement processes and recommend options for the replacement for the ctcLink Project Director. He is contracted to work on the TCC campus for three weeks through December 11 with additional services as needed through April 16.

**D. Correspondence**

President Ruhland received the following correspondence:

- Letter from Achieving the Dream (AtD) providing observations about TCC's progress to date toward achieving the student success and equity goals previously identified by the TCC AtD team.

Highlights from the letters:

- ✓ TCC has demonstrated faithful commitment to the AtD goals by its demonstrated commitment in the development and redevelopment of programs to increase student success and in the college's mission statement and strategic plan.
- ✓ TCC's focus on continuous improvement and a culture of "plan, do, study, act," is one of the college's foremost strengths in the pursuit of institutional improvement.
- ✓ We commend TCC's efforts to regularly and deeply engage a broad range of stakeholders-from the board to the faculty and staff- in its student success agenda.
- ✓ With the advent of new leadership at many levels, there is the opportunity to infuse new energy into the college, building on the foundation that has been laid, and to increase as well as sustain momentum.
- ✓ We appreciate the hard work, time, and resources the institution devotes to Achieving the Dream efforts.

**E. Board Report**

- Board Member **Adams** attended the Foundation Board meeting on October 27 and the Rotary 8 School Board Candidates Forum.
- Board Member **Curtis** will be attending the ACT Fall Conference on November 20 to be held in the Sea-Tac area and is looking forward to attending the TCC Holiday Luncheon next month.
- Board Member **Dennis** participated in the Gig Harbor Chamber of Commerce Retreat on October 30 and will attend the ACT Legislative Action Committee Meeting and Fall Conference on November 19 and 20.
- Chair **Ryan** is attending the ACT Fall Conference on November 20.

**III. PRESENTATION**

**Student Voice: Val Robertson** introduced **Marco A. Flore-Garcia**, a CASA and Men of Distinction Program student. Marco graduated from Lincoln High School and started in the Men of Distinction Program at TCC in 2014. He is working towards his transfer degree and plans to attend either Central Washington University or UW-Seattle to obtain his teaching degree in History. He hopes to teach History at the high school level. His goal is to help students to be prepared for college.

Marco shared that he has had a wonderful experience at TCC. It has been a very welcoming and supportive environment especially in the CASA/MECA offices. He has made strong bonds with other members in the Men of Distinction Program and will miss serving as a mentor in the program. He discussed the financial aid challenges for undocumented 1079 students. HB 1079 was signed into law in 2003 to allow undocumented students to pay in-state tuition. Marco discussed the Scholarship Club that he has been involved with that raises funds for 1079 student scholarships.

Marco is looking forward to becoming a teacher and sharing his passion for history and education with his future students.

**IV. ACTION ITEMS**

**A. APPROVE: Resolution 2015-2: Revision to Board of Trustees Policy Manual**

In referencing the Board of Trustees Policy Manual dated June 26, 2014 (revised), a clerical error was found in Chapter III Items 12 and 13 pertaining to Actions by Motion and Actions by Resolutions. The items requiring Actions by Motion and Actions by Resolution had been incorrectly switched. A review of the current Board of Trustees Policy Manual is scheduled for the Board of Trustees Retreat in June, 2016. In order to be in compliance with the Board of Trustees Policy Manual until such review is done, a revision to Chapter III Items 12 and 13 is needed. It was also recommended that if a resolution is passed that a subsequent motion be made for all motions previously passed, and all resolutions previously adopted, be ratified.

**MOTION:** Upon motion from Board member **Adams**, the board unanimously approved Resolution 2015-2: Revision to Board of Trustees Policy Manual - Chapter III Items 12 and 13 Actions by Motion and Actions by Resolution.

**MOTION:** Upon further motion from Board member **Curtis**, the board unanimously approved that all motions previously passed, and all resolutions previously adopted, by the Board of Trustees are hereby ratified.

**B. 2nd<sup>rd</sup> Read/Approve-2015-2016 Operating Budget**

**MOTION:** Upon motion from Board member **Dennis** the board unanimously approved the the 2015-2016 Operating Budget.

**C. 2nd<sup>rd</sup> Read/Approve-2015-2016 Strategic Plan Initiatives**

**MOTION:** Upon motion from Board member **Dennis** the board unanimously approved the 2015-2016 Strategic Plan Initiatives.

**D. 2nd Read/Approve-Nursing Reaccreditation & Curriculum Redesign: Course Fees**

**MOTION:** Upon motion from Board member **Curtis** the board unanimously approved the Nursing Reaccreditation & Curriculum Redesign: Course Fees

**E. 1<sup>st</sup> Read – TCC 2015 Long Range Facilities Master Plan**

Elizabeth Hyun, TCC Capital Projects Manager reported that as part of the Project Request Report (PRR), the college is required to submit an updated Long Range Facilities Master Plan. Minor edits to the 2014 Long Range Facilities Master Plan have been made to align with the PRR as program needs and the PRR scoring process have changed slightly since the 2014 Long Range Facilities Master Plan. Elizabeth then introduced Joan Rumsey with McGranahan Architects to present the 2015 Long Range Facilities Master Plan and PRR.

Revisions to the 2014 Long Range Facilities Master Plan:

- ✓ Removed replacing Bldg. #19 as part of 2015-17 PRR.
- ✓ Add replacing Bldg. #19 as part of 2019-2021 PRR.
- ✓ Capital Analysis Model (CAM) updated with June 2015 data.
- ✓ The cross campus connection was revised north of Building #10.
- ✓ Gig Harbor Campus Needs were updated to reference 2014 Feasibility Study.
- ✓ Facilities Condition Survey scores updated for 2015 data.
- ✓ Parking count chart was updated.
- ✓ Regional Stormwater Facility was removed from the short term plan and proposed in the mid-term plan.
- ✓ 2009 Space Utilization study was deleted. Currently being updated to be included in PRR.

**MOTION:** Upon motion from Board member Adams the board unanimously approved the 1<sup>st</sup> Read of the TCC 2015 Long Range Facilities Master Plan.

**F. 1<sup>st</sup> Read Project Request Report (PRR) 2015-2017- Capital Funding Business & Humanities Center**

Highlights of presentation on proposed Business and Humanities Center:

- ✓ Replace Buildings 10, F1 and F2 with the new Business and Humanities Center.
- ✓ Center will create a multi-disciplinary hub with technology rich, team based innovative learning environments.
- ✓ The proposal will be replacing 29,346 sq. ft. of old buildings and adding 33,719 sq. ft. of new building space for a total of 69,155 sq. ft.
- ✓ Program Growth – growth in Paralegal, Limited License Legal Technician (LLLT) and business is expected to add 40 FTE annually. New Humanities dedicated spaces and proposed new Associates of Fine Arts will increase FTE capacity by 45 FTE's annually for a total expected growth of 85 FTE.
- ✓ The current Capital Analysis Model (CAM) projects 37% shortage of instructional space by 2024.
- ✓ Breakdown of building: 80% Instructional space, 15% faculty offices, 5% student area.
- ✓ Three floors are proposed for the new center at an estimated cost of \$36-\$37 million.
- ✓ Timeline:
  - PRR due to SBCTC January 2016
  - Selection of three projects – spring
  - Predesign July 2017
  - Design January 2018
  - Out to Bid May 2019
  - Construction begins July 2019
  - Building Occupancy January 2021
  - Demolition of F1 & F2 February 2021

**MOTION:** Upon motion from Board member Curtis the board unanimously approved the 1<sup>st</sup> Read of the Project Request Report (PRR) 2015-2017 – Capital Funding Business & Humanities Center.

**G. Approve ACT Transforming Lives Award Recipient**

**MOTION:** Upon motion from Board member Curtis the board unanimously approved the nomination of Justin Gil Francisco as the 2016 ACT Transforming Lives Nominee.

**V. NON-ACTION ITEMS**

**A. Pathway to Completion: SBCTC Aerospace/Engineering Grant**

Rebecca Sliger, Chair of the Engineering Science Program reported on the Aerospace Grant from the SBCTC. In discussing the grant she discussed the purpose, funding, how the grant has been used and the outcomes. Highlights from her report:

- ✓ Purpose was to providing funding to help reduce waitlists and time to graduation for students pursuing studies in engineering: mechanical, electrical, computer engineering, civil, industrial, aeronautical and material science, and computer science.

- ✓ Approximately \$200,000 was received in 2014-15 for 25 FTE in the engineering programs. The funding was issued again for 2015-16, and the SBCTC has indicated it intends the funding to be ongoing.
- ✓ Allocations have been used to fund two full time STEM faculty positions and a part time engineering mentor.
- ✓ Growth in Engineering, Physics and Computer Science has experienced a 164% enrollment growth since 2005. Annualized FTE's have grown from 72 to 190.

**VI. REPORTS**

**A. Associated Students Report – Jenna Jones, ASTCC President:**

- Introduced ASTCC officers: Jared Isaacson – ASTCC VP of Finance and Samarri Williams – ASTCC VP of Legislation and Records.
- Educator and student advocate, Keith Wheeler will provide a workshop for students on November 19.
- International Education Week is this week. Cultural dances and a variety of foods from different countries have been featured in the Student Center.

**B. TCC Foundation Report – Pat Shuman, Foundation Board President:**

- The Donor/Student Recognition Luncheon held on October 20 was a success. Plans are to continue the event as a luncheon on a non-class day to accommodate students.
- The Foundation is preparing the year-end letter. Highlights include \$100,000 in new scholarships, \$60,000 raised at the 50<sup>th</sup> Anniversary Dinner and a successful anniversary celebration on campus on September 17 wherein 500 people visited the campus.
- Upcoming events:
  - ✓ Holiday Luncheon – December 10
  - ✓ Reach Higher Luncheon – February 4
  - ✓ Tacoma Wine Classic – May 7

**C. Faculty Report—Dave Howard, Faculty Union Representative:**

- Acknowledgement of Rebecca Sliger and her work with engineering students.
- Appreciation for update and information on the 2015 Long Range Master Plan and PRR.
- TCC Federation of Teachers elections – Ken Pimpleton – Secretary; Dave Howard – President
- Acknowledgement of the Classified Staff for the hard work they have put in especially with the ctcLink project.

**D. Classified Staff Report**

No report

**E. Legislative Report – Bill Ryberg, Vice President College Advancement:**

- Legislative session is a short one this year – begins January 11 and is scheduled to end on March 16.
- TCC is planning to hold an event for legislators on campus on December 15.
- PCCC is planning a lunch in Olympia for legislators in early February.

**F. President's Report - President Ruhland:**

- The President reported that Beth Brooks, Vice President for Human Resources and Legal Affairs has been working with the Classified Staff to hold elections. The goal is to have a representative from the Classified Staff at the December board meeting.
- The President provided the Board with copies of a flyer produced by SBCTC entitled "Training for 21st Century Jobs".
- The President referred to the updated 2015-16 Event Dates. Outlook meeting invites have been sent to the board for all events italicized. Board members can accept, decline or tentatively accept the invites and updates if changes in location or times will be sent as they occur.
- Highlights from Activity Report:
  - ✓ Interviews for the VP for Administrative Services will be conducted tomorrow and Friday with the goal of inviting finalists back to campus on December 1 and 2 for final interviews. Open forums will be scheduled and the board will be notified of time and location should they elect to attend.

- ✓ Presentations at the Gig Harbor Rotary and the Kiwanis Club in October allowed the president to share information about TCC. One Kiwanis member shared he was a former TCC cheerleader and offered to donate the megaphone he has to the TCC archives.
- Marketing is working on a Holiday card to be mailed in early December. The card will include the names of the Trustees and President.
- With the assistance of AG Rick Brady, Dr. Ruhland plans to retain an outside consultant to review and conduct a fiscal analysis of various aspects of the current TCC strategic plan. The cost estimate is around \$10,000 and reserve funds from the above required reserve amount will be used to undertake the first steps in the analysis process. Initial recommendations are expected by the end of March 2016.
- ctclink update – The President called on Dick Hol and Andy Duckworth to provide the update. Highlights of update:
  - ✓ Current challenges are finance, student accounts & balances, and financial aid.
  - ✓ Ongoing data clean-up is required due to a bad data conversion.
  - ✓ Posting to the General Ledger has begun and should continue over the next few weeks.
  - ✓ Payroll is functional.
  - ✓ Reporting and data access has been slow and training has not been provided.
  - ✓ Additional training is needed in all areas. There are no resources assigned to either campus.
  - ✓ There are 38 open critical tickets, 102 tickets have been closed since resources were pulled from campuses and combined in Bellevue and Olympia.
  - ✓ Stabilization will be extended as necessary – stakeholders are currently working on a definition of stabilization acceptable to all groups.
  - ✓ Dick will continue to work to implement the system and prepare for business process implementation and transition plan.
- Chair Ryan acknowledged Andy Duckworth for his contributions to the ctclink Project and to TCC and wished him well in his new role at the SBCTC.

**VII. PUBLIC COMMENT/REMARKS**

None

**VIII. EXECUTIVE SESSION**

At 5:55 p.m., Chair Ryan announced that the Board would adjourn into Executive Session for approximately twenty minutes for consultation with legal counsel on a personnel matter and potential agency litigation.

At 6:15 p.m. the Board reconvened to open public meeting.

**MOTION:** Upon motion from Board member Adams the board unanimously approved that Dr. Ruhland work with Lancer Hospitality to modify the College's food services contract with Lancer Hospitality so that the contract terminates earlier than August 31, 2016.

**IX. ADJOURNMENT**

There being no further business, the meeting was adjourned at 6:17 p.m.

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Robert Ryan, Chair

## TACOMA COMMUNITY COLLEGE

### 2015 Long Range Facilities Master Plan December 9, 2015

#### **BACKGROUND**

The Long Range Facilities Master Plan developed in 2009 was reviewed and updated in 2014. Minor revisions are being proposed to the current 2014 plan in order to align with the Project Request Report (PRR). Program needs and the PRR scoring process have changed slightly since the development of the 2014 Long Range Facilities Master Plan. Part of the PRR scoring process includes reviewing and updating the 2014 Long Range Facilities Master Plan to ensure the project request aligns with the priorities identified.

#### **Long Range Facilities Master Plan Revisions:**

- Remove replacing building 19 as part of the 2015-17 PRR.
- Add replacing building 19 as part of the 2019-21 PRR.
- Capital Analysis Model (CAM) updated with June 2015 data. Replace appendix e.
- The cross campus connection was revised to north of Building 10, updated in all diagrams.
- Gig Harbor Campus Needs updated to reference 2014 Feasibility Study.
- Facilities Condition Survey scores updated for 2015 data.
- Parking count updated.
- Harned Center for Health Careers removed from “current projects” shown as existing in diagrams.
- Regional Stormwater Facility was removed from the Short Term Plan and proposed in the Mid-term Plan.
- 2009 Space Utilization study was deleted. Currently being updated to be included in PRR.

#### **RECOMMENDATION**

The President recommends that the Board of Trustees approve the 2015 Long Range Facilities Master Plan.

## TACOMA COMMUNITY COLLEGE

### **Proposed Project Request Report (PRR) 2015-17 Capital Funding Business & Humanities Center December 9, 2015**

#### **BACKGROUND**

This Project Request Report (PRR) if submitted to the SBCTC by January 4, 2016 allows TCC to compete for major capital project funds. Ten of the thirty-four CTC's are eligible to compete for major capital funds in the 2015-17 biennium. The SBCTC expects 2-3 projects to be funded.

#### **Project Highlights:**

- The PRR proposes constructing a new 69,000 square feet, multi-story building.
- The proposed new building would be constructed in the current location of building 10.
- The project would replace three of the worst buildings on campus: 10, F1 and F2.
- The proposed new building would primarily support business and humanities programs.
- New spaces include classrooms, specialized labs and faculty offices.
- The project identifies areas of need to support student growth.
- This project relates to the TCC Strategic Plan, Institutional Goals and Facilities Master Plan.
- Creates new flexible, modern, technology enhanced teaching spaces.
- Replaces 29,346 existing square feet with 69,000 proposed square feet.
- Project site work will include improved pedestrian access from Mildred St., accessible pedestrian pathways from the west parking lots and infrastructure improvements.
- TCC will request state funding for total project cost of \$36 M.

#### **RECOMMENDATION**

The President recommends that the Board of Trustees approve the Proposed Project Request Report (PRR) 2015-2017 Capital Funding for the Business and Humanities Center



## **TACOMA COMMUNITY COLLEGE**

### **Washington Administrative Code Revision Repeal Chapter 132V-300 - Grievance Procedure—Sexual Harassment, Sex Discrimination and Disability Discrimination**

### **Adopt Chapter 132V-305 - Nondiscrimination and Harassment Policy and Grievance Procedure**

#### **BACKGROUND**

Tacoma Community College reviews portions of the Washington Administrative Code (WAC) on a regular basis. Changes at the federal and state levels regarding Title IX of the Educational Amendments of 1972 (Title IX) and the Department of Education Dear Colleague Letter of 2011; the Violence Against Women Reauthorization Act (VAWA) of 2013 and Washington State's Law Against Discrimination necessitated an update of the College's policy.

These new provisions align the College's processes regarding reported acts of discrimination and harassment involving college employees, students, applicants, and visitors. The revised policy establishes definitions consistent with Title IX and the Department of Education's Dear Colleague Letter of 2011, in particular the definition of consent related to sexual activity, harassment, hostile environment and sexual violence. The new policy also defines a responsible party for reporting sex-base misconduct.

#### **RECOMMENDATION**

The President recommends the Board of Trustees approve the first reading of the Washington Administrative Code Revision to repeal Chapter 132V-300 and adopt Chapter 132V-305.



**WAC 132V-300-010 STATEMENT OF POLICY.** Tacoma Community College is covered by Title IX of the Education Amendments of 1972 prohibiting sex discrimination in education and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination on the basis of a documented disability. The college is committed to protecting the rights and dignity of each individual in the campus community and so will not tolerate discrimination of any kind, at any level.

It is the policy of Tacoma Community College to provide an environment in which students and applicants for admission can attend the college free from sexual harassment or sexual intimidation and discrimination on the basis of a documented disability. Persons found to have engaged in discriminatory acts will be subject to corrective action up to and including termination, suspension or expulsion from the college pursuant to appropriate procedures depending on their status as an employee or a student.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing; or

(2) Submission to or rejection of such conduct by an individual is used as the basis for academic decision affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment.

As an institution of higher education, Tacoma Community College shall ensure that students with documented disabilities are reasonably accommodated with appropriate core services and services necessary to ensure equal success. Such accommodating will be provided in a timely manner.

**WAC 132V-300-020 JURISDICTION.** This chapter shall serve as a Title IX/Section 504 grievance procedure for all enrolled students of and applicants for admission to Tacoma Community College.

**WAC 132V-300-030 GRIEVANCE PROCEDURE.** Internal review and consultative processes have proven to be a desirable means of resolving problems. Any enrolled student, or applicant for admission to Tacoma Community College who believes he/she has been discriminated against on the basis of sex or on the basis of a disability is encouraged to resolve the complaint with the individual believed to have committed the discriminatory act. The dean for student services or designee is available to assist in resolving the complaint. At any point in the grievance process where resolution is obtained the process will be stopped. The process could also be stopped if the complainant makes such a request. Flexibility in the grievance process is important due to the sensitivity of the issues and the individuality of each situation. The following steps are guidelines useful in proceeding with the grievance process:

(1) Step 1: Filing the complaint with the college official.

(a) Sexual discrimination/harassment complaints shall be lodged with the Title IX Officer. Disability discrimination complaints shall be lodged with the 504 Officer.

(b) The complainant shall file a written complaint with the designated college officer describing the specific grievance(s), including dates, times, places, circumstances, and any witnesses. A copy of the written complaint will be provided to the person to whom the grievance is directed, referred to as the respondent.

(2) Step 2: Within ten (10) instructional days of receiving the written complaint, the designated college officer shall arrange a meeting to hear the complaint and initiate an investigation if warranted. It shall be at the discretion of the college official to determine whether the officer will meet with the complainant and the respondent separately or in a single meeting. Throughout the investigation, the college official may call witnesses, including those persons

identified by the complainant and by the respondent, as well as any other persons who may have information relevant to the investigation.

At this step and all subsequent steps in the grievance procedure, the complainant may elect to be advised by an attorney or other advocate in preparing and presenting the grievance. The respondent may choose to be represented by his/her union if a member of a recognized union with the college or may be advised by an attorney in preparing and responding to the grievance. The complainant or respondent shall notify the appropriate college officer at least five (5) instructional days in advance if he/she is being advised by an attorney. In any cases, the college may choose to be assisted by an assistant attorney general.

(3) Step 3: Following the investigation and within thirty (30) calendar days of receiving the written request, the college officer will report his/her findings, conclusions and any actions taken by the college to resolve the complaint in writing to both the complainant and the respondent. This decision is final. The complainant or student respondent may, however, appeal concerns to the student rights and responsibilities hearing committee.

### **WAC 132V-300-035 PROCEDURAL APPEAL TO THE STUDENT RIGHTS AND RESPONSIBILITIES HEARING COMMITTEE.**

Either the complainant or the student respondent may appeal a procedural concern(s) to the student rights and responsibilities hearing committee.

(1) Step 1: The appeal must be submitted in writing through the office of the dean for student services within ten calendar days of written notification of the results of the investigation by the college official.

(2) Step 2: Within ten calendar days of receiving the appeal request, the student rights and responsibilities hearing committee will review the investigation process and report in writing a recommendation to the college official with a copy to both the complainant and the respondent.

(3) Step 3: Within ten calendar days the college official shall review the recommendation of the student rights and responsibilities hearing committee and make a final determination whether to uphold or reopen the investigation. The decision of the college officer shall be final.

If desired, inquiries or appeals beyond the institutional level may be directed to:

(i) United States Department of Education, Office of Civil Rights, 915 2nd Avenue, Room 3310, Seattle, Washington 98174-1099.

(ii) United States Equal Employment Opportunity Commission, 909 First Avenue, Suite 404, Seattle, Washington 98104.

(iii) The Washington State Human Rights Commission, 711 South Capitol Way, Suite 402, PO Box 42490, FJ-41, Olympia, Washington 98504-2490.

(iv) City of Tacoma, Human Rights Department, 747 Market Street, Room 808, Tacoma, Washington 98402.

Current telephone numbers for the above agencies are available in the office of the dean for student services.

<b>Initial Adoption Date:</b>	<b>10/93</b>
<b>Prior Revision Dates:</b>	<b>3/94, 12/01</b>
<b>Last Revision Date:</b>	<b>January 28, 2004</b>
<b>Last Reviewed Date:</b>	<b>June 2011</b>

**Chapter 132V-305 WAC**  
**NONDISCRIMINATION AND HARASSMENT POLICY AND GRIEVANCE PROCEDURE**

**POLICY**

NEW SECTION

**WAC 132V-305-010 Statement of policy.** Tacoma Community 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 Amendment 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, Tacoma Community 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.

NEW SECTION

**WAC 132V-305-020 Objective and responsibilities.** Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the college's Title IX coordinator or designee. The college's Title IX coordinator is posted on the college's web site. If the complaint is against the Title IX coordinator, the complainant should report the matter to the president's office for referral to an alternate designee.

The Title IX coordinator or designee:

- (1) Will accept all complaints and referrals from college employees, applicants, students, and visitors;
- (2) Will make determinations regarding how to handle requests by complainants for confidentiality;

(3) Will keep accurate records of all complaints and referrals for the required time period;

(4) May conduct investigations or delegate and oversee investigations conducted by a designee;

(5) May impose interim remedial measures to protect parties during investigations of discrimination or harassment;

(6) Will issue written findings and recommendations upon completion of an investigation;

(7) 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 on the college web site. Hard copies of the complaint form are available at the following locations on campus: Student services administration office, advising and counseling center, and human resources office.

#### NEW SECTION

**WAC 132V-305-030 Definitions.** The following definitions are specific to the terms of this procedure and do not modify or revise similar terms as used in related procedures or collective bargaining agreements.

**Advisor:** A person of the complainant or respondent's choosing who can accompany the complainant or respondent to any related meeting or proceeding.

**College:** Tacoma Community College main campus and any other campus or college facility which may be created by the board of trustees.

**College employee:** any person employed by the college performing assigned administrative or professional responsibilities.

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

**Complaint:** A description of facts that allege violation of the college's policy against discrimination or harassment.

**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.

**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.

**Force:** Use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation and coercion that overcome resistance or produce consent. Sexual activity that is forced is by definition nonconsensual, but nonconsensual sexual activity is not by definition forced.

**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:

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

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

(c) 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.

**Hazing:** Any method of initiation into a student group or any pastime or amusement engaged in with respect to such a group that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student or other person attending any institution of higher education or postsecondary education. Excluded from this definition are "customary athletic events or other similar contests or competitions."

**Hostile environment:** Any situation in which there is harassing conduct that is based on protected class status and 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 or social programs.

The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:

(a) The frequency of the conduct;

(b) The nature and severity of the conduct;

(c) Whether the conduct was physically threatening;

(d) Whether the conduct was directed at more than one person;

(e) Whether the conduct arose in the context of other discriminatory conduct;

(f) Whether the statement is a mere utterance of an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;

(g) Whether the speech or conduct deserves protections of academic freedom or the first amendment.

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

**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 disciplinary sanction.

**Respondent:** Person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.

**Sexual exploitation:** Occurs when one person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: Invasion of sexual privacy, engaging in voyeurism, nonconsensual video or audio taping of sexual activity; sexually based stalking and/or bullying may also be forms of sexual exploitation.

**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.

(a) **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.

(b) **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:

(i) Persistent comments or questions of a sexual nature;

(ii) A supervisor who gives an employee a raise in exchange for submitting to sexual advances;

(iii) ~~An instructor~~ who promises a student a better grade in exchange for sexual favors; PROFESSOR

(iv) Sexually explicit statements, questions, jokes, photos, or anecdotes;

(v) Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body;

(vi) Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences;

(vii) Persistent, unwanted attempts to change a professional relationship to an amorous relationship;

(viii) Direct or indirect propositions for sexual activity;

(ix) Unwelcome letters, e-mails, texts, telephone calls, or other communications referring to or depicting sexual activities.

**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.



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

(b) **Nonconsensual sexual contact** 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.

(c) **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.

(d) **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.

(e) **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.

**Working day:** Any day on which the college is open and can conduct legal business; typically excludes Saturdays, Sundays, and legal holidays.

#### NEW SECTION

**WAC 132V-305-040 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 on the college web site. Hard copies of the complaint form are available at the following locations on campus: Student services administration office, advising and counseling center and human resources office. Any person submitting a discrimination complaint shall be provided with a written copy of the college's nondiscrimination policies and procedures.

#### NEW SECTION

**WAC 132V-305-050 Confidentiality and right to privacy.** Although Tacoma Community College will attempt to honor complainants' requests for confidentiality, it cannot guarantee complete confidentiality.

(1) **Confidentiality requests and sexual violence complaints.** The Title IX coordinator or designee will inform and obtain consent from

the complainant before commencing an investigation of 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 Title IX coordinator or designee will inform the complainant that (a) the college will attempt to honor complainants' requests for confidentiality but cannot guarantee complete confidentiality, and (b) that maintaining confidentiality may limit the college's ability to fully respond to the allegations and, that (c) 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 Title IX coordinator or designee will determine whether the college can honor the request and at the same time maintain a safe and nondiscriminatory environment for all members of the college community, including the complainant.

(2) Factors to be weighed during this determination may include, but are not limited to:

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

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

(4) If the college decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX coordinator or designee will evaluate whether other measures are available to limit the effects of the alleged harassment and prevent similar incidents and implement such measures if reasonably feasible.

#### NEW SECTION

**WAC 132V-305-060 Responsible employees and reporting responsibilities.** (1) The college is obligated to address acts of sex-based misconduct (including sexual harassment and/or retaliation) of which a responsible employee knew or should have known occurred. A "responsible employee" is any employee who:

- (a) Has the authority to take action to redress sex-based misconduct;
- (b) Has been given the duty of reporting incidents of sex-based misconduct or any other misconduct by students; or
- (c) Is a student employed by the college who could reasonably believe that they have this responsibility.

(2) A responsible employee must report to the Title IX coordinator or designee all relevant details about alleged sex-based misconduct (including sexual harassment and/or retaliation) that the com-

plainant or other person has shared. This includes the name of the alleged respondent, if known, the complainant or other person who experienced or witnessed the alleged sex-based misconduct, others involved in the alleged sex-based misconduct, as well as relevant facts, including the date, time, and location. If the complaint is against the Title IX coordinator, or his or her relative attending or working for the college, the complainant should report the matter directly to the president's office for referral to an alternate designee.

(3) A responsible employee should provide the following information to a complainant:

(a) The reporting obligations (discussed in subsection (2) of this section) of the responsible employee;

(b) Complainant's option to request confidentiality and available confidential resources;

(c) Complainant's right to file a Title IX complaint with the college;

(d) Complainant's right to report a crime to local law enforcement.

(4) For convenience of student complaint reporting, there are college-designated responsible employees and contact information on the college's web site.

(5) For a staff complaint of sex-based misconduct (including sexual harassment and/or retaliation) by a student or another staff member, the staff complaint may be reported to the immediate supervisor, with the supervisor report/referral to the Title IX coordinator or designee. A direct report to the Title IX coordinator or designee will be more expeditious in terms of processing the complaint. If the complaint is against the Title IX coordinator, or his or her relative attending or working for the college, the complainant should report the matter directly to the president's office for referral to an alternate designee.

## PROCEDURE

### NEW SECTION

#### **WAC 132V-305-070 Investigation procedure, notice and appeal.**

Upon receiving a discrimination complaint, the Title IX coordinator or designee will assess the complaint and determine the appropriate steps to take, if any. The Title IX coordinator or designee shall be responsible for commencing and overseeing all investigations. Investigations may be conducted by the Title IX coordinator or designee. If the investigation is assigned to someone other than the Title IX coordinator or designee, the Title IX coordinator or designee shall inform the complainant and respondent of the appointment of an investigator.

(1) **Interim measures.** The Title IX coordinator or designee may impose interim measures to protect the complainant and/or respondent pending the outcome of the investigation. Interim measures may in-

clude, but are not limited to, imposition of no contact orders, re-scheduling 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.

(2) **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 working 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 Title IX coordinator or designee who shall consider the findings and recommendations and determine, based on a preponderance of the evidence, whether a violation of the nondiscrimination 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. The Title IX coordinator or designee will issue a decision in writing to each party and to the appropriate student services administrator or appointing authority. 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 will be consistent with the student conduct code or college employment policies and collective bargaining agreements.

(3) **Written notice of decision to the parties and request for reconsideration.** The complainant shall be informed in writing of the decision and of actions taken or recommended to resolve the complaint, if any, that are directly related to the complainant, such as a recommendation that the respondent 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 decision 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.

(4) **Informal dispute resolution.** Informal dispute resolution processes, including mediation, may be used to resolve complaints, when appropriate. Informal dispute resolution shall not be used to resolve complaints without the complainant's and the respondent's written agreement. If the parties agree to engage in formal dispute resolution, all timelines and limitations herein shall be tolled until a party or the Title IX coordinator or designee provides written notice that they have discontinued mediation which they are free to do at any time. In no event shall informal dispute resolution processes be used to resolve complaints involving allegations of sexual violence.

(5) **Final decision/reconsideration.** Either the complainant or the respondent may seek reconsideration of the decision by the Title IX coordinator or designee. Requests for reconsideration shall be submitted in writing to the Title IX coordinator or designee within seven working days of receiving the decision. Requests must specify which portion of the decision should be reconsidered and the basis for reconsideration. If no request for reconsideration is received within

seven working days, the decision becomes final. If a request for reconsideration is received, the Title IX coordinator or designee shall respond within ten working days that the request is denied or granted. If the request for reconsideration is granted, the Title IX coordinator or designee shall issue an amended decision within ten additional working days from the date that the request for reconsideration was granted. Any amended decision is final and no further reconsideration is available unless provided herein.

(6) **Appeal for disciplinary action.** If formal sanctions or disciplinary action is imposed as a result of a finding of violation of this policy, a respondent may file an appeal. Appeals should succinctly state the basis of the appeal, such as findings not supported by the evidence, sanction is substantially disproportionate to the severity of the violation, due process was violated.

(7) **Student appeal.** A student respondent may appeal sanctions or disciplinary action imposed under this policy in accordance with WAC 132V-121-070. The complainant will receive notice of the appeal and may submit either his/her own appeal or a written response to the student respondent's appeal within ten working days, which will be considered by the student conduct appeal board. *Professor*

(8) **Represented employee grievance.** A ~~faculty member~~ or represented staff member may file a grievance under the applicable collective bargaining agreement.

(9) **Nonrepresented classified staff employee appeal.** Nonrepresented classified staff may file an appeal with the personnel resources board under WAC 357-52-020.

(10) **Nonrepresented employee review.** Nonrepresented employees may request review of disciplinary action through the supervisory chain of command to the college president within twenty working days of the imposition of discipline. This includes student workers if the discipline imposed resulted from conduct that occurred during the performance of student employment and includes a loss in pay as a sanction (nothing prohibits the Title IX coordinator or designee and/or investigator from referring findings against a student employee to the chief student conduct officer or designee for additional review under the code of student conduct). The request for review must be a signed, written document articulating the grounds for review. The responsible supervisor will respond to the request for review within twenty working days of receipt. If the findings and/or discipline is upheld, the college president's decision will constitute final action and there is no further appeal within the college.

(11) **Volunteer or visitor review.** A volunteer or visitor respondent may request review by the college president of sanctions imposed in response to findings under this policy.

#### NEW SECTION

**WAC 132V-305-080 Publication of antidiscrimination 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.

NEW SECTION

**WAC 132V-305-090 Limits to authority.** Nothing in this procedure shall prevent the college president or designee from taking immediate disciplinary action in accordance with Tacoma Community College policies and procedures, collective bargaining agreements, and federal, state, and municipal rules and regulations.

Nothing in this policy or procedure limits the college from considering applicable policies of the college when investigating complaints. For complaints involving students, nothing in this policy or procedure limits the college from evaluating the conduct of any student under the code of student conduct.

NEW SECTION

**WAC 132V-305-100 Nonretaliation, intimidation and coercion.** Retaliation by, for or against any participant (including complainant, respondent, witness, Title IX coordinator or 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 Title IX ~~or EEO~~ coordinator <sup>OR</sup> immediately.

*OR  
Designee*

NEW SECTION

**WAC 132V-305-110 Criminal complaints.** Discriminatory or harassing conduct may also be, or occur in conjunction with, criminal conduct. Criminal complaints may be filed with appropriate law enforcement authorities.

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.

NEW SECTION

**WAC 132V-305-120 Other discrimination complaint options.** Discrimination complaints may also be filed with the following federal and state agencies:

- (1) Washington State Human Rights Commission;
- (2) U.S. Department of Education Office for Civil Rights;
- (3) Equal Employment Opportunity Commission.

**TACOMA COMMUNITY COLLEGE**  
**CORE INDICATORS of MISSION FULFILLMENT**

Mission:

**TCC creates meaningful and relevant learning, inspires greater equity,  
and celebrates success in our lives and our communities**

Core Themes:

- 1. Create Learning    2. Achieve Equity    3. Engage Community    4. Embrace Discovery**

Core themes are mission-based institutional goals. TCC measures its effectiveness toward reaching these goals by assessing indicators organized under strategic objectives. These measurements are TCC's core indicators and reflect the core values of our institutional mission.

Mission fulfillment targets for the core indicators are derived from four-year data trends and reflect the institution's aspirations toward meeting its goals. Mission fulfillment targets are established for each indicator by TCC's executive staff and are monitored annually.

Each fall quarter the TCC community receives a report of the College's progress toward achieving its institutional goals and objectives as measured by its success in meeting mission fulfillment targets of the core indicators. This core indicator report is used at the unit level in annual academic program planning and administrative unit planning which occur in the fall, and at the institutional level in the operational and budgetary planning which occur in the spring.

Core indicators which fall below mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. The annual core indicator report and the annual operational plan provide the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a four-year (2013/14 - 2016/17) commitment to institutional objectives and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment. The core indicators are complimented by the annual operational plan indicators and a set of diverse data sets which include assorted TCC data dashboards, survey results, Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Technical Colleges (SBCTC) data.

**KEY**

Status	Description
●	At or above 50% of mission fulfillment target
▲	Meets mission fulfillment but is below 50% of target
◆	Falls below mission fulfillment target

**Core Theme 1: Create Learning**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
1.A: College Readiness	1.A.1: SAI* Basic Skills Points in math, listening or reading on CASAS, or earns a GED/HS diploma	1,772	1,634	--	--	1,651 - 2,851	◆
	1.A.2: SAI* points for students completing highest level of developmental education:						
	o English	1,944	1,362	--	--	944 - 1,529	●
	o Math	5,375	5,306	--	--	2,216 - 3,438	●
	1.A.3: HD 101; successful completion rates	78%	76%	--	--	75% - 80%	▲
	1.A.4: Successful completion rates of last developmental course and first college course within year						
	o English	65%	65%	--	--	45% - 65%	●
	o Math	54%	53%	--	--	45% - 60%	●
1.B: Student Retention	1.B.1: Quarterly and Annual SAI* cohort retention rates:						
	o Transfer (Fall to Winter)	77%	77%	--	--	70% - 80%	●
	o Transfer (Fall to Spring)	68%	68%	--	--	60% - 70%	●
	o Transfer (Fall to Fall)	48%	--	--	--	45% - 55%	--
	o Workforce (Fall to Winter)	80%	77%	--	--	70% - 80%	●
	o Workforce (Fall to Spring)	71%	67%	--	--	60% - 70%	●
	o Workforce (Fall to Fall)	54%	--	--	--	45% - 55%	--
	1.B.2: SAI* points for students completing:						
	o 15 college level credits	2,771	2,734	--	--	1,912 - 2,552	●
	o 30 college level credits	2,237	2,194	--	--	1,461 - 2,114	●
o 45 college level credits	1,519	1,390	--	--	986 - 1,392	●	

\* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model.

--This data is provided through SBCTC and is usually one year behind.

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**Core Theme 1: Create Learning, continued...**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
1.C: Persistence to Degree	1.C.1: SAI* Quant Point Completions of math courses required for prof/tech or transfer degrees	1,884	1,831	--	--	1,047 - 1,477	●
	1.C.2: SAI Completion Point	1,235	1,204	--	--	895 1,175	●
	1.C.3: IPEDS Graduation and Transfer-out rate **						
	o Graduation Rate, within three years	21%	27%	--	--	15% - 20%	●
	o Transfer-out rate, within three years	18%	20%	--	--	20% - 25%	▲
	o Transfer success (Graduation & Transfer-out) rate, within three years	39%	47%	--	--	35% - 45%	●
	Note: workforce success is located in 3.E.						
1.D: Program Level Student Learning Outcomes	1.D.1: Develop and assess learning outcomes						
	o Programs that submitted program learning outcomes	77%	85%	--	--	95% - 100%	●
	o Courses learning objectives assessed	143	75	--	--	100 - 150	◆
	o Instructors submitting course learning objectives	88	35	--	--	50 - 100	◆
1.E: Career and Academic Preparation	1.E.1: Annual workforce training enrollment	5,641	5,661	--	--	5,000 - 6,000	●
	1.E.2: Annual workforce and general studies degrees awarded	1,171	1,174	--	--	850 - 1000	●
	1.E.3: TCC graduates passing licensure/certification examinations on first attempt:						
	o DMS	100%	100%	--	--	85% - 95%	●
	o HIM	88%	91%	--	--	85% - 95%	●
	o Paramedic	100%	100%	--	--	85% - 95%	●
	o RN	72%	75%	--	--	85% - 95%	◆
o Radiologic Science	100%	100%	--	--	85% - 95%	●	
o Respiratory Care	100%	85%	--	--	85% - 95%	▲	

\* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model.

\*\*U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Graduation Rates component and Fall Enrollment component. (2011 Cohort reported in 14-15).

**Core Theme 1: Create Learning, continued...**

<i>Core Objective</i>	<i>Indicators of Achievement</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>Mission Fulfillment Target</i>	<i>Status</i>
<b>1.F: Student Educational Plans</b>	1.F.1: Invest in student development designed to clarify personal and academic goals and complete plans for attainment.	81%	80%	--	--	75% - 85%	●
<b>1.G: DLO Academic Assessment Projects</b>	*1.G.1: Demonstrate student attainment of Degree Learning Outcomes (DLOs):						
	Percentage of students that met the outcome (individual)	75%	87%	--	--	50% - 75%	●
	Percentage of students that met the outcome (community)	NA	85%	--	--	50% - 75%	●
	Percentage of students that met the outcome (environment)	NA	52%	--	--	50% - 75%	▲

\* One Degree Learning Outcome is assessed each year: Critical Thinking & Problem Solving in 12-13, Living & Working Cooperatively in 13-14, Responsibility & Ethics in 14-15, Core of Knowledge in 15-16, and Communication/Information Technology in 16-17.

## Core Theme 2: Achieve Equity

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.A: Student Scholarships	2.A.1: Annual number of scholarships awarded by TCC Foundation	146	195	--	--	140 - 170	●
	2.A.2: Annual amount of scholarship funds awarded by TCC Foundation	\$278,000	\$333,000	--	--	250,000 - 300,000	●
2.B.: Diversity of TCC Students	2.B.1: New Student Annual enrollment:*						
	○ African American	455	415	--	--	400 - 500	●
	○ Asian/ Pacific Islander	479	537	--	--	400 - 500	●
	○ Latino/a	87	80	--	--	50 - 150	●
	○ Native American	57	57	--	--	50 - 80	●
	○ White	2,062	2,212	--	--	2,000 - 2,800	●
	○ Other/Multi-Race/Unknown	826	883	--	--	800 - 900	●
	● Received Need Based Financial Aid	1,382	1,380	--	--	1,125 - 1,350	●
● Reported Disability	264	237	--	--	200 - 300	●	
2.C: Degree and Certificate Completion by Race/Ethnicity	2.C.1: 4 year completion rate, Workforce (SAI**):						
	○ African American	17%	20%	--	--	20% - 30%	▲
	○ Asian/Pacific Islander	36%	32%	--	--	20% - 30%	●
	○ Latino/a	37%	19%	--	--	20% - 30%	◆
	○ Native American***	11%	35%	--	--	20% - 30%	●
	○ White	32%	31%	--	--	20% - 30%	●
	○ Other/Multi-Race/Unknown	30%	14%	--	--	20% - 30%	◆
	2.C.2: 4 year completion rate, Transfer (SAI**):						
	○ African American	18%	20%	--	--	20% - 30%	▲
	○ Asian/Pacific Islander	16%	30%	--	--	20% - 30%	●
	○ Latino/a	17%	24%	--	--	20% - 30%	▲
	○ Native American***	14%	18%	--	--	20% - 30%	◆
	○ White	27%	23%	--	--	20% - 30%	▲
	○ Other/Multi-Race/Unknown	23%	16%	--	--	20% - 30%	◆

\* Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County

\*\*Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2010 Cohort reported in 14-15) this includes both full-time and part-time students.

\*\*\* The population size (N) is very small for these groups, so the percentages are exceptionally variable.

Core Theme 2: **Achieve Equity, continued**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.D: Degree and Certificate Completion by Enrollment Status	2.D.1: 4 year completion rate, Workforce (SAI*):						
	o Full-Time	37%	34%	--	--	20% - 30%	●
	o Part-Time	18%	23%	--	--	20% - 30%	▲
	o Combined	30%	29%	--	--	20% - 30%	●
	2.D.2: 4 year completion rate, Transfer (SAI*):						
	o Full-Time	26%	28%	--	--	20% - 30%	●
	o Part-Time	18%	21%	--	--	20% - 30%	▲
	o Combined	23%	25%	--	--	20% - 30%	●
2.E: Student Learning Outcomes, Engagement, and Support	2.E: Use technology to increase learning, access, affordability and support for all students						
	2.E.1: Student savings from OER vs textbooks	\$634,090	\$636,200	--	--	\$ 350,000 - 450,000	●
	2.E.2: Student enrollments in OER courses	5,450	6,362	--	--	3,500 - 4,500	●
	2.E.3: Student enrollments in Canvas courses:						
	o African American	4,822	4,356	--	--	3,000 - 4,000	●
	o Asian/ Pacific Islander	4,837	5,206	--	--	2,500 - 3,500	●
	o Latino/a	754	685	--	--	350 - 500	●
	o Native American	441	393	--	--	300 - 400	●
	o White	20,798	21,278	--	--	17,000 - 19,000	●
	o Other/Multi-Race/Unknown	12,705	14,265	--	--	7,000 - 8,000	●
	o Male	16,008	16,953	--	--	12,000 - 17,000	●
o Female	28,346	29,200	--	--	20,000 - 25,000	●	
2.E.4: Local Tacoma Public School % of graduates that enroll in TCC**	30%	30%	--	--	25% - 30%	●	
2.E.5: Local Peninsula Public School % of graduates that enroll in TCC**	24%	26%	--	--	23% - 28%	●	

\* Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2009 Cohort reported in 13-14) this includes both full-time and part-time students.

\*\* Local Public School District % of Graduates reported after second year graduation (2012 graduates reported in 13-14))

**Core Theme 2: Achieve Equity, continued**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.F: Student and Employee Engagement and Satisfaction	2.F.1: Meeting/exceeding national mean for CCSSE*:						
	o Academic challenge	53.2	NA	NA	--	50 - 60	
	o Active and collaborative learning	55.7	NA	NA	--	50 - 60	
	o Student-faculty interaction	52.1	NA	NA	--	50 - 60	
	o Support for Learners	51.7	NA	NA	--	50 - 60	
	2.F.2: Satisfaction scores for SSI**:						
	o Responsivenss to Diverse Populations	NA	NA	--	--	4.2 - 5.6	--
	o Instructional Effectiveness	NA	NA	--	--	4.2 - 5.6	--
	o Support for Learners	NA	NA	--	--	4.2 - 5.6	--
	o Academic Advising/Counseling	NA	NA	--	--	4.2 - 5.6	--
	o Campus Climate	NA	NA	--	--	4.2 - 5.6	--
o Student Centeredness	NA	NA	--	--	4.2 - 5.6	--	
o Academic services	NA	NA	--	--	4.2 - 5.6	--	
2.F.3: PACE Factor							
o Teamwork	NA	NA	--	--	3.0 - 4.0	--	
o Student Focus	NA	NA	--	--	3.0 4.0	--	
2.G: Diversity of TCC Employees	2.G.1: Diversity of TCC Employees***						
	o African American	7%	7%	--	--	6% - 14%	
	o Asian/Pacific Islander	7%	7%	--	--	5% - 12%	
	o Latino/a	2%	2%	--	--	6% - 14%	
	o Native American	1%	1%	--	--	1% - 2%	
	o White	83%	83%	--	--	50% - 75%	
2.H: Personal and Professional Development	2.H.1: Workshops offered for personal and professional development activities.						
	Professional Development Days	<i>new</i>	21	--	--	15 - 20	
	Professional Development Framework	<i>new</i>	61	--	--	30 - 60	
	2.H.2: Employee participation in personal and professional development activities:						
	Professional Development Days (duplicated)	<i>new</i>	261	--	--	150 - 200	
Professional Development Framework (duplicated)	<i>new</i>	195	--	--	100 - 150		

\*CCSSE is the Community College Survey of Student Engagement, administered every three years to randomly selected classes.

\*\*SSI is the Student Satisfaction Inventory, administered every three years to randomly selected classes of.

\*\*\*Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County

### Core Theme 3: Engage Community

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.A: Community Partnerships to Increase Access, Learning, and Completion	3.A.1: Successful course completion rates:						
	o Fresh Start students	62%	64%	--	--	55% - 65%	●
	o Running Start students	83%	82%	--	--	75% - 85%	●
	3.A.2: Annual revenue for the TCC Foundation	\$2,722,856	\$2,060,083	--	--	1,500,000 - 2,500,000	●
	3.A.3: Participation of community members in TCC Foundation events	1,200	1,200	--	--	1,000 - 1,400	●
3.A.4: Annual Basic Skills Enrollments at community based sites (Key Peninsula, Madison, First Creek, Fife)	237	265	--	--	220 - 270	●	
3.B: Campus Infrastructure & Accessibility	3.B.1: Annual gross expenditures:						
	o Total expenses and deductions	66,366,971	65,202,396	--	--	64,000,000 - 66,000,000	●
3.C: Cultural Contributions to the Tacoma Community	3.C.1: Cultural programs for the community:						
	o Art gallery events	32	30	--	--	25 - 35	●
	o Public music performances	16	17	--	--	10 - 20	●
	o Public sports events	131	132	--	--	125 - 135	●
	3.C.2: Student Life sponsored cultural programming	30	25	--	--	15 - 30	●
3.D: Industry Partnerships	3.D.1: Perceived quality in performance of TCC's prof/tech graduates in the workplace (5 pt. scale; program advisory)	<i>new</i>	<i>new</i>	--	--	4.0 - 5.0	
	3.D.2: Number of programs reviewed and updated	<i>new</i>	<i>new</i>	--	--	20% - 25%	
3.E: Economic Contributions to the Tacoma Community	3.E.1: TCC Labor Market Placement*						
	o Employed TCC graduates (completed degrees or certificates)**	680	--	--	--	500 - 600	●
	o Percentage employed full-time (30+ hours)	54%	--	--	--	45% - 55%	●
	o Median wage (full-time only)	36,799	--	--	--	25,000 - 40,000	●
	o Percentage employed in Pierce County	36%	--	--	--	35% - 45%	▲

\*Note: TCC Labor Market Data is data provided through SBCTC with linked data from employment security.

\*\* - This data is provided through SBCTC and is usually one year behind. It represents students that do not return to TCC.

**Core Theme 4: Embrace Discovery**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
<b>4.A Support of Employee Learning and Innovation</b>	4.A.1: New gather, capture and/or share processes (operational plan)	<i>new</i>	13	--	--	10 - 15	
	4.A.2: New money awarded (operational plan)	<i>new</i>	\$ 42,000	--	--	\$ 35,000 - \$ 45,000	
<b>4.B. Return on Investment</b>	4.B.1: Number of Activities funded in the Operational Plan	<i>new</i>	55	--	--	50 - 60	
<b>4.C Enhance Employee Learning and Development</b>	4.C.1: Perceived Learning						
	○ Increase in Knowledge	<i>new</i>	3.81	--	--	3.0 - 4.0	
	○ Skill Development	<i>new</i>	3.38	--	--	3.0 - 4.0	
	○ Attitudinal Impact	<i>new</i>	3.78	--	--	3.0 - 4.0	
	○ Level of Understanding	<i>new</i>	3.43	--	--	3.0 - 4.0	
	4.C.2: Motivation to Use						
	○ Plan to Use in Work Situations	<i>new</i>	3.86	--	--	3.0 - 4.0	
○ Job Improvement with Use	<i>new</i>	3.38	--	--	3.0 - 4.0		
○ Intend to Use	<i>new</i>	3.65	--	--	3.0 - 4.0		

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Consistent with Tacoma Community College's updated planning process, the college intends to bring a review of the prior year to Board of Trustees each December. The intent is to inform highlights of the year as well as progress towards realization of the 2014 – 2018 TCC strategic plan priorities. In future years, the annual report will be published for external audiences and marketing.

**Presidential Transition.** 2015 marked an important transitional year as TCC bid farewell to its longtime president, Dr. Pamela Transue, and welcomed Dr. Sheila Ruhland as its ninth president.

**ctcLink.** While the ultimate go live date for the ctcLink conversion to PeopleSoft did not take place until AY 2016, TCC was in a readiness posture for two initial go live dates in November 2014 and February 2015, both of which were delayed. While TCC has not established concrete costs due to lost time and effort, employee morale and wellness, sunk costs, and productivity costs due to delayed infrastructure maintenance in the IT area, the estimated impact in each of these areas has been significant.

One year into the 2014 – 2018 TCC strategic plan, the college is well on its way to fulfilling the priorities set forth by the Board of Trustees in accepting the plan. The specific priorities highlighted in this year's annual report will continue to be strengthened and expanded in coming years and the college will continue to advance the overall strategic plan, highlighting specific priorities in each year so that, at the end of the four year plan cycle, TCC can confidently demonstrate its fulfillment.

Create Learning Achieve	L1	L2	L3	L4	L5	L6	L7		
Equity	E1	E2	E3	E4	E5	E6	E7	E8	E9
Engage Community	C1	C2	C3	C4	C5	C6			
Embrace Discovery	D1	D2	D3	D4					
	AY 15 16 17 18								

### Create learning

TCC assessed that 2015 was right time to begin establishing applied baccalaureate degrees that enhance the socioeconomic opportunity for students in our service area. The **Health Information Management applied baccalaureate degree** was approved on May 7, 2015 by the State Board for Community and Technical Colleges making it the first apply baccalaureate degree offered by TCC. To finalize implementation of this Bachelor's of Applied Science (BAS), the college sought TCC Board approval and Northwest Commission on Colleges and Universities (NWCCU) accreditation substantive change approval in AY2016, the results of which will be communicated in the next annual report.

With an increased emphasis on degree completion, TCC saw its first time, full time student graduation (21%-->27%), transfer (18%-20%), and graduate and transfer (39%-->47%) rates within three years of beginning increase between 2014 and 2015.

### Achieve equity

*To develop and sustain efforts to make college more accessible and affordable* is demonstrated by the significant increase in support for student scholarships between 2014 and 2015. In 2014, 146 students were recipients of over \$278,000. In 2015, 195 students were recipients of over \$333,000.



Fall 2014, the first quarter for TCC Gig Harbor's Harbor Institute lifelong learning program, was a success. It created a strong foundation for forward momentum. Providing interest-based continuing education for highly educated community members and retirees, the Harbor Institute is providing access to members of the community who previously had little reason to visit the Gig Harbor center. The program began with 9 scheduled classes with an average enrollment of 10+ students per class. The Institute has since mushroomed in enrollments and topics.

On March 10, 2015, TCC celebrated "OER Week," which focuses on access and affordability for students by reducing textbook costs using open educational resources (OER). By developing OER expertise in both Elearning (instructional design) and the library (identification and selection of great resources), TCC has been able to save over 12,000 students (duplicated) over \$1.2 million dollars by the end of AY2015

In fall, 2014, TCC opened the H. C. Joe Harnett Center for Health Careers to students. Providing a transdisciplinary, simulated hospital environment that facilitates cutting-edge healthcare instruction, the hearted center provides opportunity for informal learning, simulation, skills building, and community building, all the while ensuring that students are building what they need to be ready for the workplace and transfer. With over 69,000 ft. and four levels it is estimated that over 2500 students and staff learn in this facility daily.

### **Engage community**

In 2015, TCC focused on developing its relationships with international partners. In the summer of 2015, Dr. Sheila Ruhland visited partners in China with James Newman, director of international programs. TCC and BYPC officially signed a Memorandum of Understanding (MOU) on July 7, 2015 to provide opportunities for faculty and students. President Liang LuQi and Dr. Ruhland met briefly prior to the signing to discuss our colleges and forthcoming opportunities. After joining a team at the Community College for International Development conference, Dr. Tod Treat joined James in visits to partners in Japan, Hong Kong, and South Korea. Short-term cohorts from the University of Kitakyushu and Kunsan National University, the international programs office developed a STEM focused short-term program with a new partner in Denmark. The development of international strategic partnerships is part of TCC's Sister City Strategy intended to expand capacity in terms of both inbound and outbound student mobility, faculty and staff development, and curriculum integration to advance cultural competency. Additional curriculum strategies to advance cultural competency have been met by addition of more language diversity through Arabic and Chinese in 2014-2015 (continued with German in 2015-2016 and French anticipated starting 2016-2017). Domestic and international students alike benefit by TCC's student diversity and expansive curricular offerings.

### **Embrace discovery**

The Division of Organizational Learning and Effectiveness implemented its Professional Development Framework (PDF) in AY2015. The Professional Development Framework fulfills an opportunity identified by the college to develop and utilize internal expertise. In 2015, 113 faculty invested over 2000 hours toward facilitating and learning as part of the PDF. The PDF does not include the substantial investment in faculty and staff professional travel to state board, commissions, conferences, and seminars. Over 100 full-time faculty traveled to a professional development event supported by the college. Learning through professional travel is utilized as part of the professional development framework and other institutional/divisional opportunities to share what they have learned.

## **TCC Strategic Plan 2014-2018**

**TCC Mission:** TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

**TCC Vision:** Tacoma Community College is recognized as a spirited leader in emphasizing and documenting student learning. We are known for our commitment to innovation and excellence, our inclusive community, and our technology integration. We achieve this through the collective dedication and recognition of our college family and the generous support of our community.

### **Create Learning**

*We design and implement learning-focused instructional methods that respond to student and community needs. We prepare TCC learners to make ethical and positive contributions to our communities.*

- L1. Create multiple, inclusive and equitable learning environments that support the needs of our diverse student population.
- L2. Structure and promote comprehensive learning and support services to optimize all forms of student success.
- L3. Support student success through enhanced readiness, persistence, and retention along TCC's Pathway to Completion, contributing to the Complete College America national goals.
- L4. Develop and assess learning outcomes to ensure students transition successfully with the necessary knowledge and skills for further education and responsible citizenship in a global society.
- L5. Ensure College curricula meet current and emerging workforce competencies, transfer requirements, and the educational goals of our students.
- L6. Invest in student development designed to clarify personal and academic goals and complete plans for attainment.
- L7. Demonstrate student attainment of Degree Learning Outcomes (DLOs):
  - Core of Knowledge,
  - Communication,
  - Information/Information Technology,
  - Living & Working Cooperatively
  - Valuing Diversity,
  - Critical Thinking and Problem Solving, and
  - Responsibility & Ethics.

## **Achieve Equity**

*We embrace the variety of cultures, learning styles and life experiences of our larger community. Our community involvement and innovative curriculum create personal, academic and professional pathways to increased opportunities.*

- E1. Develop and sustain efforts to make college more accessible and affordable.
- E2. Increase access for all members of the community.
- E3. Increase completion rates for diverse populations in all academic programs, with emphasis on those that lead to higher wage employment.
- E4. Use technology to increase learning, access, affordability and support for all students.
- E5. Develop and maintain a comprehensive outreach system that connects and engages our diverse community.
- E6. Explore, develop, and maintain classroom environments that enhance student learning, ensuring readiness for transfer and workforce.
- E7. Cultivate a campus environment that celebrates, encourages, and empowers the cultural richness of our community and world.
- E8. Attract, support and retain exceptional and diverse faculty and staff.
- E9. Foster a climate that values and celebrates divergent perspectives and works to achieve social justice.

## **Engage Community**

*TCC faculty, staff, and students seek and actively participate in local, national, and international partnerships that fuel college and community growth.*

- C1. Foster lasting relationships with individuals connected to TCC: alumni, community volunteers and donors.
- C2. Ensure TCC's physical and virtual environment and processes are welcoming and easily navigated.
- C3. Encourage and support the community to engage the campus through the arts and community services.
- C4. Encourage and support community engagement by students, faculty and staff.
- C5. Contact and educate prospective students and their families about college opportunities and careers paths.
- C6. Develop strong relationships and partnerships with local employers, including active program advisory committees.

## **Embrace Discovery**

*We continuously explore, evaluate, and scale innovative solutions to enhance learning, equity, and community.*

- D1. Enhance institutional knowledge sharing through a repository of TCC effective and promising practices.
- D2. Ensure sufficient resources to support successful innovations.
- D3. Demonstrate intention in learning and investment in order to maximize results while encouraging risk taking.
- D4. Invest in faculty and staff personal and professional growth designed to enhance institutional capacity and improve student achievement.

*Updated June 2, 2014*

## PRESIDENT'S MONTHLY MEETING/ACTIVITY REPORT

### November 19 – December 9, 2015

COLLEGE / DISTRICT	COMMUNITY	STATE/REGIONAL	NATIONAL
Nov. 19 – Campus Food Services Meeting; Tamyra Howser, Debbi Olson	Dec. 2 – Multicultural Advisory Council Meeting	Dec. 2 – SBCTC Board Meeting with Bill Ryberg and Dick Hol	
Nov. 19 & 20 – Initial Interviews for Vice President for Administrative Services position: Beth Brooks, Krista Fox, John Falskow, Clay Krauss, Rachel Payne, Elizabeth Lewandowski, Jason Prenovost, Nora Price, Tod Treat	Dec. 3 – Rotary Scholarship Committee Meeting and Rotary 8 Luncheon Meeting		
Nov 30 – Bookstore Operations: Tamyra Howser, Debbi Olson	Dec. 7 – Meeting with Michael Mirra. Executive Director, Tacoma Housing Authority;		
Nov 30 – Board Agenda Meeting: Bob Ryan	Dec. 7 – Tacoma Public Officials Holiday Reception at Museum of Glass with Bill Ryberg		
Dec. 1 & 2 – Finalist Interviews for Vice President for Administrative Services	Dec. 8 – South Sound Together monthly meeting		
Dec. 1 – College Council Meeting	Dec. 9 –Pierce County Skills Center, Rainier Bldg. Dedication, Puyallup with Tod Treat		
Dec. 1 – ctclink meeting Dick Hol, Tamyra Howser			
Dec. 1 – Visit from International Programs VIP Delegation from Puyang, China. SUN Yongzhen, Vice Mayor, Puyang, ZHU Shize, Director Education Bureau of Puyang City, WANG Qingshai, Headmaster, Puyang Foreign Language School, James Newman, TCC Director of International Program.			
Dec. 3 – Equity and Diversity Council Meeting			
Dec. 4 – President's Cabinet Retreat, Fircrest Golf Club			
Dec. 8 – Legislative Council Meeting			
Dec. 8 – Faculty Leadership Meeting, Valerie Morgan-Krick, Charlene Gore, Dave Howard, Tod Treat, Mary Fox			

**PRESIDENT'S CABINET REPORTS TO THE BOARD OF TRUSTEES**

**December 2015**

**Administrative Services Report**

**Instruction Report**

**Student Services Report**

**College Advancement Report**

**Human Resources & Legal Affairs**



> **Own Your Future**

## **REPORT TO THE BOARD OF TRUSTEES**

December 2015

### **ADMINISTRATIVE SERVICES**

ctcLink – The business office and IT staff continue to work toward stabilization of the ctcLink system.

Project Request Report (PRR) – The Project Request Report for the new building is being presented to the Board at the December meeting for its approval.

Harned Center for Health Careers – Commissioning of systems is now complete and the building has been officially turned over. We are finalizing the package to be bid for building signage.

Building 20 - Health & Wellness Center – Contractor has completed pouring foundations and retaining walls and has begun constructing the walls around the new gym.

Building 7 ADA Ramp – The ramp contractor is working on various outstanding items including painting, railings, and the punch list. The landscaping contractor has mobilized to begin landscaping work to include temporary irrigation, installing trees and other plantings, and spreading bark all around the ramp site.

Building 7 Writing Tutoring Center – Facilities is coordinating with staff and the furniture vendor to order replacement chairs in the center for students and staff.

Building 9 Phase II Multimedia – A purchase order has been issued to the state contracted AV vendor to begin ordering equipment and scheduling installation for the combinable space. The goal is to equip the rooms with multimedia by end of January 2016.

Building 11 CASA – Facilities is working with staff and the furniture vendor to furnish new tables and chairs for CASA labs.

Emergency Management – Campus staff met with vendors experienced in the implementation of mass notification systems on college campuses and are working with them to arrange a site visit to a nearby college campus with an integrated mass notification system.

Facilities, Grounds and Custodial are completing FEMA IS-100 and IS-700 training, from the Emergency Management Institute to better prepare our department in the actual event of a crisis on campus.

The IT Department worked with Marketing and Communications to create a plan aimed at making the TCC Website more resilient during times of potential emergency.

TCC Nursing Application – TCC IT has worked with Nursing to enhance the Allied Health online application process, which will be ready for use December 1<sup>st</sup>.

IT Scheduled Maintenance – The IT Department took advantage of Veterans Day campus closure to perform proactive maintenance on TCC information systems and services. Work was done on the core campus network as well as database services supporting TCC computer applications.

State IT Classification Study – TCC represented higher education institutions in Olympia during a focus group for the IT Job Classification study being conducted by the State of Washington Offices of Financial Management and Chief Information Officer. The study will provide insight and recommendations as to the most effective classification structure for the body of work and to meet State agencies and higher educational needs.

City of Tacoma IT Site Visit – TCC hosted IT personnel from the City of Tacoma for a collaborative technology tour. TCC and Tacoma IT personnel had a robust discussion regarding current network and telephony technology implementations among local, public entities.

**Instructional Administrative Report  
Academic and Student Affairs  
Tod Treat, Executive Vice President**

**December 9, 2015**

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*Math, Science and Engineering Division – Mike Flodin, Dean*

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**Science**

Chemistry instructors **Mark Allen, Jeff Engle, Katie Gulliford, Adrian Singh and Lauren Wugalter** attended the annual Washington College Chemistry Teachers Association conference Oct. 8-10 in Leavenworth, WA. They attended sessions on pedagogy, research, chemical demonstrations, and other topics to improve their teaching.

Nutrition instructor **Julie McClellan** was a guest speaker to a fifth-grade class at Boze Elementary School in Tacoma November 24. Julie spoke to the students about nutrition and its impact on learning as part of a program on “What Makes a Healthy Environment for Plants and People.”

Biology instructor **Shaun Henderson** attended the Water Systems Teacher Symposium in Bellevue November 7. Grades 6-12 and community college educators from around the state interacted with water experts in science, engineering, policy and economics. The goal of the symposium was to translate knowledge and resources into problem based learning units that motivate students in solving community challenges related to conserving water resources.

Biology instructor **Kim Harrington** attended the Association of American Colleges and Universities' conference *Crossing Boundaries: Transforming STEM Education* in Seattle November 12-14. The conference was focused on the links among STEM higher education, inclusive excellence, a competitive workforce and a scientifically literate citizenry. Kim presented at a workshop on utilizing National Science Foundation money as a seed to institutional transformation.

Science instructor **Phil Hunter** reports Chemistry and engineering student **Vincent Ly** participated in the U.S. Department of Energy's Community College Internship program last summer. He spent ten weeks working in the Environmental Molecular Science Laboratory at the Pacific Northwest National Labs in Richland. His project involved using an atom probe tomography instrument to map the three dimensional structure and composition of materials at the atomic scale. Vincent not only learned to prepare the samples using nanotechnology techniques, but he also used this cutting edge instrument to analyze them.



Chemistry instructor **Jeff Engle** reports his student **Daniel Phung** worked as an intern for the Center for Urban Waters in Tacoma last summer. Daniel's research focused on the detection of contaminants of emerging concern, specifically the detection of human fecal bacteria. He used quadrupole time of flight mass spectrometry to detect and analyze contaminants in various waterways across the South Puget Sound Region. It is hoped that the data he helped to collect can be used to identify sources of pollution and prevent their further release.

# **STUDENT SERVICES HIGHLIGHTS**

## **December 2015**

**Submitted by Mary Chikwinya**

### **Continuing Education**

The first annual Write in the Harbor Regional Conference for Writers was a very successful with over seventy individuals registered for the November 6-7 event at the Gig Harbor Campus. The keynote was acclaimed author Garth Stein, and author Mark Lindquist was master of ceremonies. The conference attracted all kinds of writers at all levels and provided workshops on writing craft, publishing, editing, and marketing. Two students were able to attend free of charge due to a generous donation, and TCC employees and students were offered a discounted rate. Conference participants offered many compliments to the staff and to the college for providing this kind of event to the community. The support of the TCC Foundation is much appreciated, as well as the support of many community sponsors.

### **Gig Harbor Campus**

The Gig Harbor Garden Tour Association donated another \$3400 to support the Adult Basic Skills program at the Red Barn Youth Center on the Key Peninsula.

### **Office of Student Engagement (OSE)**

The three ASTCC executive officers attended the Student Legislative Academy, a two-day statewide training held November 20-21 in Olympia that provides an opportunity for Washington State student leaders in the community and technical college system to come together and learn about legislative issues in the state. The Academy focuses on legislative messaging and communicating with legislators in conjunction with other CTC constituents. Academy attendees learned to:

- Build legislative and lobbying communication
- Understand the advocacy process
- Contextualize student involvement in the legislative process
- Prepare for the upcoming legislative session

Students have been gathering at the Legislative Academy for over 13 years and have spent countless hours learning, networking, and changing the CTC higher education experience for Washington State students.

Program Coordinator Edwina Fui represented TCC as a workshop facilitator at the "First People's Conference" hosted at Green River Community College on November 17. Focused on retention, Edwina spoke to students about the roles of social and cultural identity in establishing legacy and pursuing success.

In collaboration with International Programs, OSE hosted three days of programming to celebrate International Education Week and the diverse cultures represented at TCC. Students joined in to demonstrate their talents and educate the campus through a fashion show, music and dance, and informational displays.

In collaboration with the student veterans club, OSE created a Veterans Wall of Honor in the Student Center and displayed photographs of veterans from the TCC community throughout November, honoring their service.

On December 4 and 5 OSE staff participated as community partners in the Race and Pedagogy Initiative's 10-year Anniversary Planning Summit. The Race and Pedagogy Initiative (RPI) is a collaboration of the University of Puget Sound and the South Sound community that integrates intellectual assets of the campus into a mutual and reciprocal partnership with local community experience and expertise, and pursues the vision of educating students and teachers at all levels to think critically about race and to act to eliminate racism.

TACOMA COMMUNITY COLLEGE  
TACOMA COMMUNITY COLLEGE FOUNDATION

# BOARD OF TRUSTEES REPORT

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## COLLEGE ADVANCEMENT

Development & TCC Foundation

Marketing & Communications

Alumni Relations

December 2015

(Report covering the period of November 2015)



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6501 S. 19TH STREET  
TACOMA, WA 98466



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## DEVELOPMENT & TCC FOUNDATION

Compiled by: Bill Ryberg, Vice President for College Advancement

- The Save the Date for the 4<sup>th</sup> annual Reach Higher luncheon was distributed in November for the February 4, 2016 event. More than \$25,000 in event sponsor support has been raised, surpassing prior year support. More sponsors are anticipated as we work towards the \$60,000 goal for the event.
- The Foundation will be hosting a special TCC Art Gallery reception honoring the work of local artist Barbara Smith from 4-7 p.m on Friday, January 8, 2016. Barbara Smith, who has numerous works of art displayed at TCC, will be present at the reception.
- The Foundation's year end ask via direct mail will drop on December 1, 2015. The request will be for people to give to the 50<sup>th</sup> anniversary "one last time" in 2015!
- The Foundation's annual wall calendar (2016 version) will be mailed to more than 4,000 recipients at the end of December. The calendar is a nice way for TCC to stay on top of mind throughout the year.
- Planning for the Tacoma Wine Classic continues. April Brown has been acquired as the auctioneer (she worked the 2013 TWC event) and the planning committee has been engaged with April in planning a great event on May 7, 2016!
- The Foundation will again assist with the PB&J project launched by TCC students during finals week in December. The Foundation is providing financial support for the PB&J and materials.

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## MARKETING & COMMUNICATIONS

- Produced and published the Quarterly Preview, which was distributed to 130,000 households through Pierce, Kitsap and King counties.
- Produced updates regarding the ctcLink integration, which continues to be a daily focus for marketing and communications team. The commitment to provide critical updates to both students and staff were achieved through a variety of traditional and social media efforts.
- Provided communication support for the first Write in the Harbor event, which had excellent attendance. Included social media (#WITHGarthStein), internal story coverage and media coverage.
- Finalized suspended operations communication plan.
- Produced multiple deliverables, including campus banners to replace the 50th anniversary and faded mission statement banners; holiday luncheon invites; and refreshed publications for college departments, including Financial Aid, Workforce and Fresh Start.
- Continued to show strong presence in our social media and website efforts:
  - Twitter: Our TCC tweets have generated more than 48K impressions (the number of times our content appeared in someone's social feed).
  - Facebook: 78,038 total reach (The number of people who were served any activity from our page)
  - TCC website:
    - 79,102 users (the number of people who visited the website during the month)
    - 202,460 sessions (a single visit to the website, which could include multiple pages)

- 518,272 pageviews (the total number of pages viewed - repeated views of a single page are counted)
- Developed plans for website backup for extreme emergencies across three departments: IT, Campus Security, Marketing.
- Provided PR and photography support for “Joe Batt: In The Cloud” Gallery art show (Our photo is in the Tacoma Weekly Review, another may be in the upcoming Weekly Volcano review)
- Provided PR support & design (postcards, brochures, price list, e-vite, banner, web graphics) for upcoming Barbara Lee Smith Gallery exhibit

**REPORT TO THE BOARD OF TRUSTEES**  
December 2015  
**HUMAN RESOURCES and LEGAL AFFAIRS**

**Human Resources and Legal Affairs**

Human Resources continues to work to implement PeopleSoft and is improving daily in our understanding and ability to work within the system. The payroll which closed on November 19, 2015, was delayed due to a glitch in the system involving the payroll for a TCC employee. This prevented Spokane from closing their payroll until after 11pm. Our payroll staff continues to work long hours in order to ensure that TCC employees receive their paychecks.

A big thank you should be extended to all employees who are involved, impacted and working on the implementation of PeopleSoft through CTCLink. This project has revealed the dedication of TCC employees at all levels and shows that each and every employee has contributed to the process in some way or another.

November was open enrollment month for benefits. Employees have been enrolling on-line during the month.

**Events/Training attended in November:**

SBCTC-HRMC Fall Meeting in Bellingham, attended by Beth Brooks

Understanding and Navigating Generational Differences – WSBA-CLE, attended by Beth Brooks

**November Hires in Neogov:**

Part-time Faculty	0
Part-time Hourly	22
Admin and Professional	1
Classified	1
Faculty	0
	<hr/>
	24 Total Hires

**New job postings for November:**

Full time Faculty:	0
Part time Faculty:	2
Administrative and Professional:	2
Classified:	4
Part time hourly:	4
	<hr/>
	12 New job postings

Total number of job openings on TCC Website: 94  
Total number of applications received in November: 600

Currently we are working on the following issues:

- WFSE Grievance -1
- Director's review of a reclassification -1
- Disciplinary Action pending -4
- FMLA requests pending- 15
- ADA request pending-1
- EEOC and Tort complaint received -1
- Tort Complaint – 1



**Tacoma Community College  
Recruitment/Employment Actions  
December 2015  
Report to the Board of Trustees**

Activity	Employee Name	Gender & Ethnicity	Veteran Status	Position Title	Department	Position Type	Recruitment Status/Date of Hire
<b>New Positions</b>				Social Sciences Professor			
				Written Communications Professors (3 positions)			
				Education Transfer Professor			
				Physical Science/Engineering Professor			
				Math Professor			
				Biology Professor			
				IT Professor			
				Librarian			
				International Admissions Coordinator			
				Customer Services Coordinator (Gig Harbor Campus)			
				Access Services Manager			
				HR Consultant			
				Application Developer			
<b>Vacancies</b>				ABE GED Professor	WCCW/MCCCW	Faculty	Recruiting
				Administrative Assistant 3	CASA/MECA	Classified	Selecting
				Administrative Assistant 3	Communications and Transitional Services	Classified	Selecting
				Administrative Assistant 3	Invista	Classified	Anticipated
				Administrative Assistant 3	Health, Business, Professional Services	Classified	Interviewing
				Assistant Director	International Student Programs	Exempt	Anticipated
				Assistant Director	Outreach and Recruitment	Exempt	Anticipated
				Assistant Manager	Early Learning Center	Exempt	Selecting
				Associate Registrar	Enrollment Services	Exempt	Anticipated
				Communication Studies Professor	Communication and Transitional Studies	Faculty	Interviewing
				Computer Science Professor	Math, Science and Engineering	Faculty	Anticipated
				Custodian - 3 positions	Custodial Services	Classified	Selecting
				Customer Service Specialist	Financial Aid	Classified	Anticipated
				Cyber and Networking Professor	Health, Business, Professional Services	Faculty	Recruiting
				Database Administrator	Information Systems	Exempt	Recruiting
				Director of Conduct, Compliance and Partnerships	Student Services	Exempt	Recruiting
				Early Childhood Program Spec 1 (2 positions)	Early Learning Center	Classified	Selecting
				Engineering Professor	Math, Science and Engineering	Faculty	Anticipated
				Executive Assistant	Administrative Services	Exempt	Anticipated
				General Ledger Accountant	Financial Services	Classified	Selecting
				IT Specialist 3	Information Systems	Classified	Anticipated
				Maintenance Mechanic 4	Facilities and Grounds	Classified	Recruiting
				Nursing Professor	Nursing	Faculty	Recruiting
				Paralegal Professor	Health, Science and Professional Services	Faculty	Anticipated
				Payroll and Benefits Manager	Human Resources	Exempt	Recruiting
				Program Assistant	Communication and Transitional Studies	Classified	Anticipated
				Program Assistant	Fresh Start	Classified	Screening
				Program Coordinator	Invista	Classified	Interviewing
				Program Specialist 2	Enrollment Services	Classified	Interviewing
				Re Entry Program Navigator	Counseling, Advising, WRT & Career Services	Exempt	Recruiting
				Transitional Studies Pre-College Math Professor	Communication and Transitional Studies	Faculty	Interviewing
				Vice President	Administrative Services	Exempt	Interviewing
<b>New Hire</b>	Traugott, Jamie	F5		Manager for Advising	Counseling, Advising, WRT & Career Services	Exempt	11/30/15
<b>New Hire</b>	Wright, Angela	F2		Customer Service Specialist 1	Financial Aid	Classified	11/09/15
<b>Separation</b>	Duckworth, Andy	M5		Project Director - CTC Link	Administrative Services	Exempt	11/30/15
<b>Separation</b>	Ernst, John	M5		IT Specialist 2	Information Systems	Classified	10/30/15
<b>Separation</b>	Godso, Malika	F2		Program Coordinator	Invista	Classified	11/06/15
<b>Separation</b>	Tran, Chi	M1		Custodian 1	Facilities and Grounds	Classified	11/20/15
<b>Staff Profile</b>					Ethnicity Key:		
Administrative	32				1=Asian		
FT Classified	141				2=Black/African American		
PT Hourly	315				3=Native American		
FT Faculty	136				4=Hispanic		
PT Faculty	301				5=Caucasian		
Professional	86	Includes FT/PT Temporary					
<b>Total</b>	<b>1011</b>						