

## Agenda Items

## Information/Action/Presenter

### I. SPECIAL MEETING

**1:00 P.M.**

1. Call to Order Board Chair Tim Cooper
2. Public Comments  
*Public comments are limited to three (3) minutes. Written public comments sent to [president@rtc.edu](mailto:president@rtc.edu) will be read aloud at the meeting. Please e-mail [president@rtc.edu](mailto:president@rtc.edu) before 1:00 P.M. on Wednesday, September 17 to sign up for virtual public comments.*
3. Board of Trustees Board Chair Tim Cooper
  - A. 2023-2024 Board Self-Evaluation
  - B. 2024-2025 Board Goals
    - i. President's Draft Goals
    - ii. Establish Board Goals
  - C. 2025-2026 Board Budget

### II. EXECUTIVE SESSION

- A. An Executive Session will be called to review the performance of a public employee (RCW 42.30.110).
- B. Announcement of time Executive Session will conclude.

### III. REGULAR BOARD MEETING

## Information/Action/Presenter

1. Call to Order 3:00 P.M.
  - A. Notation of Quorum
2. Adoption of Minutes
  - A. June 11, 2025 – Special Meeting Action
  - B. June 18, 2025 – Regular Meeting Action
  - C. July 24, 2025 – Special Meeting Action
  - D. August 11, 2025 – Special Meeting Action
3. Communications Information
  - A. General Information/Introductions
  - B. Correspondence
  - C. Public Comments from the Audience

*Public comments are limited to three (3) minutes. Written public comments sent to [president@rtc.edu](mailto:president@rtc.edu) will be read aloud at the meeting. Please e-mail [president@rtc.edu](mailto:president@rtc.edu) before 3:00 P.M. on Wednesday, September 17 to sign up for virtual public comments.*

- D. Student Leadership
- E. Renton Federation of Teachers
- F. Written Communication Reports

4. Action Items

- A. Student Conduct Emergency Rule Renewal

Vice President Jessica

Gilmore English

- B. President's Contract Addendum

President Yoshiko Harden

5. Discussion/Reports

Information

- A. President's Report

President Harden

- B. Financial/Budget Status

Vice President Jacob Jackson

6. Board of Trustees

- A. Annual Board Meeting Schedule 2025—Draft

First Review

7. Meetings

- A. Regular Board Meeting – October 15, 2025

8. Adjournment

Action

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM:      1. CALL TO ORDER**

**SUBJECT:**

**BACKGROUND:**

<b>BOARD CONSIDERATION</b>
<b>X</b> Information
Action

Board Chair Cooper will carry out the Notation of Quorum and call the meeting to order.

**RECOMMENDATION:**

None.

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 2. ADOPTION OF MINUTES**

**SUBJECT:**

**BACKGROUND:**

The following meeting minutes are attached for approval by the Board of Trustees.

- A. June 11, 2025 – Special Meeting
- B. June 18, 2025 – Special and Regular Meetings
- C. July 24, 2025 – Special Meeting
- D. August 11, 2025 – Special Meeting

**BOARD CONSIDERATION**

Information

**X Action**

**RECOMMENDATION:**

Approval as presented.

**I. STUDY SESSION****1. Call to Order**

Chair Jessica Norouzi called the meeting to order at 9:15 A.M. and noted a quorum.

**2. Public Comments**

There were no public comments

Chair Norouzi thanked everyone in the room for their leadership and commitment to RTC. Serving on the RTC Board is meaningful to Chair Norouzi because of the Board's service to the community. Chair Norouzi thanked Executive Cabinet, noting that it's been a long year. She thanked Board for its guidance and stewardship of newer Board members, and President Yoshiko Harden for stepping into this role as President and making the role her own even though it was a tough year.

President Harden welcomed the group. Last year's retreat was about year one of the Strategic Equity Plan (SEP). President Harden stated that it's been wonderful to have such a great team and exceptional faculty and staff. She thanked the trustees for giving their time and being so engaged. President Harden noted that she is excited to continue work with Be Culture

**3. Campus Climate Survey**

James Whitfield and Kristen Whitfield from Be Culture welcomed the group. The day's objective is to review the SEP to understand progress and look at expected progress for the upcoming year. Trustee Frieda Takamura stated that climate is different this year than it has been previously. Trustee Debra Entenman stated that everyone is being impacted by what is happening outside of the college in many different ways, and the group can't make the assumption that everyone is unhappy with current event. Using reflective language during difficult conversations is important. Everyone has biases and it's interesting how unconscious biases pop up. No work is more important than health.

The group did a brief check-in. Top of mind for the group included budget, transitions, commencement, and positivity. Mr. Whitfield walked the group through the 2023 Campus Climate Assessment. Created by the Higher Education Data Sharing Symposium, the purpose of the survey is to help institutions understand the climate, address harassment, and inform policies. There was a 6.6% response rate, which makes the findings not statistically valid. Thus, this data is input, not research. Two elements must be in place for statistical validity—there needs to be a statistically significant number of respondents from various group as well as a demographic similarity with the group over all for each corresponding group. Executive Director Doris Martinez shared that this is a struggle across colleges.

Key findings of the survey include: diversity improves campus, respondents were satisfied with the campus climate, students were more positive than employees and staff were more positive than faculty, respondents wanted more campus events to create community, and some respondents shared concerns. In 2024, the listening session groups were: faculty, disability, BIPOC employee experience, LGBTQ+, students, and all-college. Generally, respondents said that RTC was welcoming while expressing concerns about favoritism/lack of consistency, physical safety, low confidence in administration's willingness to address issues, and low confidence in the survey and listening sessions. Respondents stated that they wanted to feel supported, but there was no consistent definition of "support".

In 2025, there were four virtual sessions, by group, for students, faculty, staff, and all-college. Faculty participation was extremely low, with students having the most participation and staff participation being close. There was an increased awareness of RTC's purpose and culture expectations. Responses included concerns about follow-through, budget challenges, the socio-political environment, and favoritism. There was appreciation of visible leadership stances. The aspiration gap may have increase because respondents both have good feelings about RTC and high expectations. Students were generally positive. Faculty reported feelings of disrespect, which was deeper for adjunct faculty. An aspect of this is not having a good connection with their department dean, not having space to meet with students, concerns about adjunct faculty after budget announcements, and need for onboarding. The focus of year one of the SEP was on infrastructure to help address concerns about favoritism. RTC is a highly relational environment, and so transparency around structure and consistent and understandable processes was one way to provide employees the tools to navigate work without needing specific relationships. Faculty participation is acutely low at RTC.

Vice Chair Tim Cooper asked about tenure process and how tenured faculty stay engaged in campus activities after receiving tenure. Vice Chair Cooper also stated that he has moved away from using the word "family" and towards "team" after feedback from his team. Mr. Whitfield noted that there are headwinds against bonded human relationships, regardless of the label.

#### 4. Be The Place Strategic Equity Plan Strategic Indicators

Mr. Whitfield walked the group through the strategic indicators, which the Board reviewed during May's Study Session. The goals are Student Success, Equity, Workforce of the Future, and Organizational Effectiveness. The goals seek to be responsive to data gathered in the Campus Climate Survey and listening sessions. The Strategic Indicators were adopted by the Accreditation team. Mr. Whitfield briefed the group on the Strategic Indicators, and invited the Executive Cabinet members present about strategic indicators and their units.

Vice President Lesley Hogan presented the Human Resources (HR) mission and purpose. HR had a retreat last August where they came up with an infographic. HR promotes ongoing professional development and trainings, supports professional development through professional development plans (PDP), refines policies, engages with external stakeholders to build partnerships, aligned the PDPs form with the SEP, and ensures accountability and accessibility. Goal number one included changing the PDP process to include a question about the SEP as well as updating SharePoint, policies, procedures, standard operating procedures, and supervisor training. One challenge in HR is lack of capacity which is an institution-wide challenge. Communication and accountability are both challenges. A total compensation letter includes salary, benefits, college contribution to retirement plan, and so on.

Executive Director John Henry Whatley presented on College Technology Services (CTS). CTS had tremendous turnover in the three years prior to ED Whatley's interim appointment. The CTS unit plan includes integrity of student accounts (enabling multi-factor authentication for students) which was inter-departmental, the remodel of the Building J first floor which was one of the largest CTS infrastructure projects on campus (now, any student can use that space), and translation devices which is in its pilot phase and was developed inter-departmentally. The Service Desk Survey gives CTS the ability to continuously approve and is exceeding its target. This year, CTS is working on revising policies, two of which are in the works (one on generative AI and another on social media). CTS has renegotiated multiple contracts, with savings to the college. The Security Operations Center (SOC) provides campus cybersecurity offsite. CTS is working on staff training and development to ensure practices continue. CTS is considering the data sharing agreement, how data is housed, and accessibility in agreements. Trustee Takamura thanked CTS for their help.

Executive Director Katherine Hedland Hansen presented Communications and Marketing's (C&M) mission. C&M is not only marketing, but also telling stories, engaging students, and much more. C&M uses a Customer Relationship Management System (CRM) for outreach to boost inquiry-to-enrolment conversion. C&M uses campaigns to highlight programs and continue student-centered messaging. C&M finds new markets in order to reach historically underserved students and highlights the SEP. C&M reinforces RTC as a hub for career advancement and uses social media for messaging while implementing website workflow and analyzing data to guide campaign decisions. C&M uses tools to provide branded materials. Challenges and new opportunities include new technology, website improvements, enrollment growth, broader use of the CRM, misinformation about C&M, budget, and employee uncertainty. Trustee Bob Zappone asked about advertising outreach to employers. ED Hansen stated that

both Foundation and Outreach are working on partnerships and C&M has a hand in collaboration.

Executive Director Carrie Shaw stated that the Foundation is a separate charity that has a separate Board with fiduciary oversight. The Foundation is also accountable to donors, the IRS, and more because the Foundation manages private money. The Foundation has its own strategic plan and goals that support the SEP. Goals include increasing fundraising capacity (the Foundation has raised \$2.4M this year), strengthening Board effectiveness (including engagement, influence, and accountability), expanding and deepening industry and community partnerships (which supports SEP goals three and four), and creating a platform for student feedback on scholarships and grants (which supports SEP goal one). One challenge around scholarships is how to manage AI in applications. There are two positions on the Foundation Board for students, and ED Shaw will be part of New Student Orientation (NSO) moving forward. The Foundation is sustaining a partnership with Renton School District to increase enrollment in professional-technical degree programs. The Foundation is also showing measured progress in implementing the Partnership Outreach Program. Staff capacity is a challenge.

Dean Anthony Covington (representing Vice President Jessica Gilmore English) presented on Student Services, which covers many different departments of different sizes. Key Priorities for academic year 2025-2026 include creating of the Funding Center. Many students report funding as a barrier, and the Funding Center would ensure cross-collaboration with staff in a one-stop-shop for students. Another priority is revising the advising model. There are many processes that run through one individual, and creating redundancies is necessary for student success. The number of students is increasing and the number of staff is not, and so Student Services is reviewing models and best practices for work allocation. Student Services is imbedding more tech to help with services. There has been an uptick in fraudulent enrollment. Having more touchpoints for new students can cut down on fraudulent enrollments. Challenges include limited staffing, bad actors who contribute to fraudulent enrollment, determining what work to stop doing, and ensuring spread of information to students about program changes. Vice Chair Cooper asked about fraudulent enrollment. Dean Covington responded that bad actors get financial aid from fraudulent enrollment. Vice Chair Cooper asked about how RTC partners with RSD on funding. Specific legislation has increased FASFA and WASFA, and RTC has an employee dedicated to high school outreach. Trustee Entenman asked about the State Board pre-flagging fraudulent enrollments. Dean Covington stated that because of the state-wide application, the State Board will flag certain actors, but fraudulent enrollments still get through. Chair Norouzi thanked Dean Covington for his presentation and for thinking of student needs in terms of the Funding Center. Student Services works with Foundation on making students aware of Foundation scholarships.



Vice President Stephanie Delaney presented Instruction's department unit plans. Like Student Services, Instruction has many departments to coordinate. Instruction's challenges include that people are tired, stressed, and feeling trauma at the loss of nine departments. This is a barrier to engaging in optimistic change. Deans are overworked. Other institutions have Associate Deans, program shares, faculty who are doing administrative work, and administrative support. At RTC, there are Deans and then faculty. In the context of program viability, almost every program has seen change, all of which need to go to the accrediting body. Instruction's goals have been to enhance student completion rates (making completion paths more efficient), having students participate in Navigate to ensure that students are being flagged when they need help, supporting more at-risk students by connecting them with navigators, and aligning curriculum with needs expressed in Advisory Committees. Some of the program closures were because RTC was not meeting industry needs. Instruction is working to ensure that students are getting opportunities to work out in the world. Instruction has been updating their student internship handbooks to help industry partners understand RTC's expectations for students and help students prepare for the environment they will enter. Instruction has been doing a lot of work around streamlining processes.

Executive Director Doris Martinez stated that many people at RTC want to be involved with campus activities, and so she has been putting together and hosting workgroups, teams, subcommittees and more. When students are not able to attend the New Student Orientation, Student Life works with Student Services to create a sense of belonging to a learning community. ED Martinez has been working on collaborative partnerships. The Unity Center is launching and will be a hub for community conversations. ED Martinez has been engaged in conversations about current events. The Unity Center is located in Building D. Trustee Takamura asked about trainings for culturally competent pedagogy. One of ED Martinez's goals for the coming academic year is to have more institutional trainings.

Vice President Jacob Jackson presented on Business Office, Facilities, and Capital Budget. The Business Office is focusing on updating policies (particularly purchasing and general disbursements policies). Institutional Research has been building infrastructure by refining policies and procedures and strengthening data literacy among campus (specifically, campus leadership). Facilities has been upgrading campus spaces, including building upgrades, to create more welcoming spaces. Staff capacity is a big challenge. ctcLink has presented challenges on the backend. Another challenge has been keeping stakeholders engaged despite transitions. Trustee Takamura asked about the Purchasing Policy. VP Jackson stated that RTC's new policy will be to follow Department of Enterprise Services guidelines. VP Jackson stated that disbursements have changed to be more accommodating to students, but the policy does not reflect this and will be updated. Some policies go to campus

for feedback and input, some policies must go to unions, and for the most part, policies go to Executive Cabinet.

Chair Norouzi expressed how impressed she was by the presentations despite the lack of staff capacity. Trustee Takamura stated that she was also impressed and thanked the group for their support of the SEP. Vice Chair Cooper asked about Cabinet's process of communicating each unit's goals to teams from the bottom up. President Harden stated that it's helpful to know what the Board priorities are. Mr. Whitfield noted that clarity around direction matters a lot for campus accountability. The group discussed bringing the Faculty Senate back.

Trustee Entenman stated that this is her last year on the RTC Board, and she's been seeing her work come to fruition. She noted that it's good for Board membership to turnover and that RTC is in a good place. Chair Norouzi commented that the Board has a fraction of the time that Executive Cabinet has on campus and asked to hear from Executive Cabinet. VP Jackson stated that he appreciates that the Board recognizes that employees are being asked to do more work with less staff. ED Shaw expressed appreciation for when Trustee Takamura specifically notes items from the written reports and calls out specific departments. Trustee Entenman stated that she is proud of all of the work that the Board did during COVID. This community needs RTC. ED Whatley thanked President Harden for her support with the CTS restructure, which included putting systems in place. He also thanked Executive Cabinet for supporting him as the newest Cabinet member. President Harden noted that when she started at RTC, the number one faculty complaint was technology, which is not a complaint anymore. Chair Norouzi asked the group to please send a positive point for share out at the last Board meeting. Mr. Whitfield noted that part of establishing credibility includes naming concerns and challenges.

##### 5. BTP SEP Year 2

The Board discussed implications for the upcoming year. Vice Chair Cooper stated that there is a need to lay out groundwork that hard decisions may need to continue. Trustee Takamura commented that this groundwork needs transparency. President Harden stated that no more programs will be cut. The Governor's budget extended RTC's deficit by \$350K, and so more positions need to be reduced. Impacted employees will be notified on June 30. Mr. Whitfield noted that there are legal and ethical responsibilities, which is a burden that people who have not been in the role may not understand.

Trustee Entenman suggested that every month, trustees attend a city council meeting to introduce themselves and advocate for RTC. Trustee Entenman also suggested that the trustees advocate against consolidation. Vice Chair Cooper stated a need for the Board to also meet with community partners to best determine community needs.

## 6. Managing Transitions

Mr. Whitfield led the group on managing transitions. Change is external, and transitions occur internally. The Kubler-Ross (Kessler) Grief Cycle is a biological reaction of fight or flight followed by the biological reaction of learning and growing. Whenever a change happens, the first thing that tends to occur is denial (shock and avoidance) and anger (frustration and anxiety). These can also occur when you are in favor of the change. When we bargain, we put self at the center of the story. Depression (hopelessness and flight) signals the beginning of acceptance. Depression is a sign of progress—sadness indicates movement to acceptance. Acceptance is where we can begin exploring options, but we can't explore new options if we're trying to replace old things or are otherwise holding on to old things. Finding meaning indicates growth. People transition at different speeds depending on the individual, culture, and when the change becomes real to them.

Management needs to be able to set clear expectations in advance. It's important to be proactive about time and space, including onramps and offramps as well as agendas and one-on-one meetings. The first step to management is management of self. This requires understanding where you are on the curve and meeting others where they are. It is harder for the people left on a team than the person who is leaving.

Upcoming changes for RTC include the state budget, as well as possible federal impacts to programs. These both have ripple effects across the larger community. Trustees Takamura and Entenman will be transitioning off of the Board in September. Chair Norouzi stated that the state's onboarding for trustees was helpful to her. Trustee Takamura remarked that it's important that each Board member have opportunities for professional development. Chair Norouzi and Trustee Zappone commented that it was helpful when Trustee Takamura reached out and helped orient them to the community. Chair Norouzi asked about getting employers more involved with advocacy. Trustee Entenman responded that that is what is important about a strong alumni network. Chair Norouzi thanked Trustees Entenman and Takamura for the legacy they have left the Board, the college, and the community. She also thanked the group for all of the hard decisions they've had to make, and Be Culture for being such great teachers. President Harden thanked the group. She expressed gratitude at working with the group together and as individuals.

## 7. Meetings

### A. Special and Regular Board Meeting – June 18, 2025

The next regular Board meeting is scheduled for June 18, 2025, at 3:00 P.M.

## 8. Adjournment

There being no further business, Vice Chair Cooper motioned to adjourn the Board of Trustees meeting at 3:56 P.M. Trustee Zappone seconded, and the motion carried.

## I. STUDY SESSION

### 1. Call to Order

Chair Jessica Norouzi called the meeting to order at 1:08 P.M. and noted a quorum. Chair Norouz thanked the group for attending the Cabinet/Board Retreat last week. Trustee Frieda Takamura stated that the retreat is great for new Board members.

### 2. Public Comments

There were no public comments.

### 3. King County Promise (KC Promise)

Deysi Martinez, King County Promise Director, thanked the group for having her at this meeting. Director Martinez has been at Renton Technical College (RTC) for about 9 months. KC Promise began as a way to support students into postsecondary education. Right now, RTC and Highline College are the only two colleges in the KC Promise. RTC was part of this pilot. This is a partnership-based model that allows funding to follow students instead of institutions. This is separate from Seattle Promise and Renton Promise. The funding comes through the Puget Sound Taxpayer Accountability Program.

There are three main goals of KC Promise: increase college readiness, enrollment, and completion. The Highline promise focuses on serving Black and Brown young men due to notable education disparities. The Promise to Community partnership focuses on opportunity youth (youth who are not enrolled in traditional high school nor in a family-wage job). This is the only program in the nation that serves opportunity youth. Trustee Debra Entenman stated that she began advocating for opportunity youth when she was at Representative Adam Smith's office. Chair Norouzi commented that she first worked with opportunity youth at YearUp, where she was seeking to re-engage this populations. Trustee Takamura asked about Asian-American Pacific Islander (AAPI) community-based organization (CBOs) partnerships. Director Martinez responded that KC Promise is continuing to work to widen partnerships.

There are KC Promise Navigators who are placed in CBOs. Director Martinez also serves as a Navigator. This system helps Navigators coordinate with one another. Education is not always a linear process. However, Navigators connect with campuses via one-on-one services. Once students are here, Navigators help by supporting students through Financial Aid processes (students who complete a financial aid application are more likely to attend classes). Direct student services include meeting twice per quarter for resource mapping, barrier check-ins, and

referrals to services. Navigators work closely with Registration and Financial Aid to help students connect to the correct applications and schedules. There is also an Equity Grant that is disbursed in fall, winter, and spring. Director Martinez works with the RTC Foundation to help connect students to more funding opportunities.

Director Martinez briefed the group on partner collaboration and engagement. CBOs help higher education institutions by bringing expertise on needs and navigating systems. KC Promise Navigators and CBO leadership collaborate on activities, provide relational support.

Students must be between the ages of 16-26 and live in King County or be enrolled in an institution in King County. The application is open to students of all citizenship statuses. Students must be facing barriers to traditional high school completion, be in a GED program or a re-engagement program, and be enrolled in at least 5 credits. Students in apprenticeships may be funded, but it depends on how the student gets to RTC. Trustee Takamura asked about disaggregating data. Director Martinez stated that she would look into this.

Students must attend orientation and the bridge program. Food is provided to students during this orientation. Trustee Entenman asked if students are offered a stipend for orientation. At this time, there is no stipend for student attendance.

Director Martinez gave a rundown of student participation. Some students did not return because they were disconnected from the program. Director Martinez spoke with students who did not return. Respondents reported that there was difficulty with college coursework, finances, and family reasons. One barrier with the Equity Grant is that students must go through the Financial Aid Office. If a student is maxed out on Financial Aid, they will not be able to receive more funding.

Students are considered “persisting” if they enrolled in 2023-2024 and again in 2024-2025 or finished a certification. KC Promise aligns with the Be The Place Strategic Equity Plan through the core values of community, empowerment, and equity. KC Navigators build trust-based relationships in the community, empower students by teaching them how to navigate systems, creating tours for Navigator meetings to help Navigators connect with staff, and provide some financial support to students. Trustee Entenman asked about whether KC Promise is a 501(c)(3) for the purpose of accepting donations. Director Martinez stated that she would look into this.

Students report that the Equity Grant helped cover equipment, books, and help navigating systems. During Summer quarter, Navigators plan the summer bridge program. Additionally, navigation doesn’t stop. Director Martinez plans to visit classrooms to get to know faculty better. Every quarter, Director Martinez holds and

end-of-quarter celebration. At the last celebration, the group discussed current events. The plan is to create more spaces for students to have conversations.

4. Meetings

A. Regular Board Meeting – June 18, 2025 at 3:00 P.M.

The next regular Board meeting is scheduled for June 18, 2025 at 3:00 P.M.

5. Adjournment

There being no further business, Trustee Zappone motioned to adjourn the Board of Trustees meeting 2:44 P.M. Trustee Takamura seconded, and the motion carried.

## **II. REGULAR BOARD MEETING**

1. Call to Order

A. Notation of Quorum

Chair Jessica Norouzi called the meeting to order at 3:02 P.M. and noted a quorum.

Chair Norouzi welcomed the group and thanked everyone for attending. She noted that this is a special community, and the Board is honored to work alongside the RTC community to advocate for doing the work this community needs. Chair Norouzi acknowledged how hard this year has been. The Board has had to make some unfavorable decisions, and those decisions did not feel good because the trustees know how much the lives of those in the community have been affected. She thanked the group for contributing their voices and expressed hope that the Board would hear more from the RTC community. She assured the group that even if the things that individuals shared are not reflected in a final decision, all perspectives shared were considered. At the Board Retreat, the group got to reflect on the incredible work being performed and how that work is advancing the Be The Place (BTP) Plan. Chair Norouzi pulled out a few examples from the great work that the community is doing.

In College Technology Services (CTS), so much work has happened to protect the college and create more safety and access, including cybersecurity advances and launch of a pilot project for real-time translation. Instruction is such a big area that tackles so much, and every program has undergone evaluation. RTC celebrated the first new cohort's Nursing Pinning Ceremony as well as a Networking and Mentoring IT event, which included an app that got picked up by Google. Thank you to Executive Director Doris Martinez for engaging in the challenging work that went into implementation of the BTP Plan and the Unity Center. The Board learned how much work Student Services does from advising, registration, commencement and more! One of the things Chair Norouzi was happy to learn about was the plans for a "one-stop-shop" for student funding. She thanked Student Services for all of their work in spite of all of the fraudulent



enrollments that took time and energy away from meeting students. Kudos to the Foundation for raising \$2.4M! This has been a record-breaking year for increasing opportunities to retain and attract students to RTC. Human Resources (HR) has experienced a challenging year. Marketing took the new branding and ran with it. The campus looks beautiful and has an identity of belonging. Chair Norouzi expressed gratitude for helping develop the new campus identity. Finance and Administration has supported the college through a rough year. The campus looks beautiful and still feels like a vibrant space. It takes a lot of people to make the campus feel this way. As the college goes through the next year, Chair Norouzi stated that she hopes that the college will continue to support each other and maintain grace and empathy.

## 2. Adoption of Minutes

### i. May 21, 2025 – Special Session and Regular Meeting

Trustee Zappone introduced a motion to approve the minutes for the regular meeting held on May 21, 2025. Trustee Frieda Takamura seconded, and the motion carried.

## 3. Communications

### A. General Information/Introductions

- i. Amaury Avalos, the new Unity Center Manager, was introduced. She will be helping launch the Unity Center and is working on programming for the upcoming academic year. Veronica Escalante, Student Resource Manager, was introduced by Vice President Lesley Hogan. Thank you to Veronica for joining the Wellbriety Center.

### B. Correspondence

- i. There was no correspondence.

### C. Public Comments from the Audience

There were no public comments.

### D. Student Leadership

Dr. Mica Hunter, Director of Student Life, gave an update on Commencement. The Associated Student Government (ASG) had an amazing year around building community through collaboration. In Fall, ASG's Welcome Back Week with a Resource Fair connected students to campus resources, and the week ended with a Welcome Back Barbeque. Thank you, Culinary! ASG connected with the Disability Resource Center for Disability Awareness Week. In October, ASG celebrated Indigenous Peoples Day and had an amazing Halloween event that turned into a big party for the whole community. ASG collaborated with the Veteran's Department to honor veterans in November. In Winter, ASG had a Lunar New Year Event. In February, Dr. Dan Johnson, gave a talk about why Black



History Month is February. ASG also had a Tech Fair that was led by student clubs. In Spring Quarter, the Student of Color Conference attendees were led by Gerald Bradford and Le'Onna Lee. There were many events in May, which included Mental Health Month and the Asian American Pacific Islander Luau. The Grad Fair was amazing and connected students looking for transfer to various resources. Thank you to everyone who helped students prepare for graduation. The BAS Networking Event had a great turnout and highlighted tech programs. The Nursing Club hosted the Nursing Pinning Ceremony. Events were well-attended. Last but not least, the community voted on the raven as the RTC mascot.

Commencement is June 24, 2025 and the President's Reception begins at 3:30pm. Please arrive at ShoWare by 5pm. The keynote speaker will be Sal Flores, who also spoke at the Student of Color Conference. Saleea Cornelius will be the student speaker. Volunteers, please show up on time and reach out to Dr. Mica Hunter or Wade Parrott for any questions.

Chair Norouzi thanked the students and Student Leadership for stepping up and making this year joyful.

E. Renton Federation of Teachers

Donna Maher, President of the Renton Federation of Teachers (RFT), gave an update. This has been an extraordinarily hard year, and Board recognition means a lot. Staffing, program development and overall concerns have been voiced from faculty. It's very difficult for the counselors to see all of the people they need to see. RFT has agreed to ask the Board to look at the change and really look at good faith bargaining with the union. Addressing program development, RFT stated there have been programs put on a list for possible development. RFT sincerely wants to work with administration to develop a budget.

F. Written (and video) Communication Reports

Chair Norouzi thanked everyone for their written reports.

4. Action Items

A. WSFE Contract

VP Hogan presented the Washington Federation of State Employees (WFSE) Contract. The clean version of the WFSE Contract will be fully accessible on the website. Some grammatical errors and formatting issues were made. There was a modification as related to position descriptions to streamline the process. There will be notifications of changes. The nondiscrimination policy has been updated. Language around workday/week has been updated. Last year, there was a Memorandum of Understanding (MOU) to update the maximum number

of vacation days, which has been incorporated. There are updates to the performance development process to align with the college. The language regarding benefits eligibility has been updated to update the Washington Administrative Code (WAC). Language has been cleaned up to explain the benefit of the Voluntary Employment Benefits Association (VEBA). Lifelong learning is prioritized by upping amounts offered for professional development and widened the language by allowing professional development outside of a traditional classroom. There is now language that encourages planning and attendance of in-service days. Language around shift differential was updated, and historical language from when this was inherited from the Renton School District was updated to better define pay enhancements and provide better overtime payments. The telework article was also updated. There were also some “housekeeping” items in Amendment One.

Trustee Entenman asked about the telework article. VP Hogan stated that this article states that employees may be allowed to work remotely and either party can change telework with a 10-day notice. Trustee Zappone asked about personal devices for telework. VP Hogan stated that there are RTC-issued laptops and phones can be answered via laptop. Trustee Takamura asked about a process that addresses contingencies that may come from the federal level. VP Hogan stated that the collective bargaining agreement (CBA) has a very scripted process, which benefits union members who can understand what to expect from the CBA. VP Hogan stated that she is confident that RTC Management can partner with union to keep the CBA intact.

*After considering the recommendation presented to the Board, Trustee Zappone moved to approve the Washington Federation of State Employees Contract for 2025-2028 as presented. Trustee Takamura seconded. The motion carried.*

B. AFT-Classified Contract

The American Federation of Teachers (AFT) Contract covers food services, grounds, maintenance, and custodial employees. This group maintains the infrastructure of campus. Thank you to Kendra Van Beek for her work on updating this document. Updates included eliminating redundancies, changing verbiage around the current nondiscrimination policy, enhancements to update the clothing allowance and safety allowances. Seniority rights are now reflected in the job classification and series. Most members of this union are eligible to receive certifications. Job-related licensure will be reimbursable. The holidays are updated. This group does not have the ability to telework, so there are additional benefits including an extra personal day. The vacation accrual amount is streamlined, and the vacation payout is updated. Language was updated to help explain to families how to access pay in the event of a deceased employee. Benefits eligibility was updated. Language was updated to be consistent with

other unions in Article 26. The compensation for multi-language and longevity was updated to the Fair Labors standard. Funding for classes and memberships was made consistent with the WFSE contract. The salary schedule was updated to include the general wage increase.

*After considering the recommendation presented to the Board, Trustee Zappone moved to approve the American Federation of Teachers Contract for 2025-2028 as presented. Trustee Takamura seconded. The motion carried.*

C. FY26 College Budget Approval

Vice President Jacob Jackson presented the FY26 budget. VP Jackson presented the FY26 revenue forecast. The state allocation jumped to \$22.8M in FY26 from \$19.3M. Provisos are monies marked for specific use. Earmarks are expired provisos that the Presidents agreed to continue. The earmarks and provisos are \$9.4M. Capital is \$323,900. The total dollars received from the state are about \$1M less than in FY25. The colleges have been asking for more flexible funding and the legislature did provide that.

This year, RTC budgeted for \$6.2M in tuition. Next year, there will be a 3% tuition increase and a 3% tuition decrease for programs being sunsetted or taught out, so FY25 tuition is budgeted for \$7M. Finance worked with the ASG to increase technology and security fees, and these fees are planned to increase over three years. Running Start completion should be larger than this year, at \$2.3M. There is one position in the Innovation Fund, and so there is a decrease to \$155,000. Total without allocation will be just under a 1.5M increase in revenue.

General Education will finish this year at about 595 FTE due to the Renton Promise. Overall enrollment is a testament to the work that college staff have been doing. College and Career Pathways (CCP) was flat over the last three years and has done a wonderful job increasing enrollment to 946 FTE this year. Professional Technical (Prof Tech) took a significant hit in FY23. A conservative estimate for Prof Tech in FY26 is 1,030 FTE. Supplemental includes apprenticeships. Some of the apprentice partners has decided to pursue different paths, which results in a decrease in supplemental programs. Prof Tech is very conservative with projections, as was CCP. Trustee Zappone stated that the Carpenters have decided to move to a costal model so they are now "Western States Training Trust".

There is about \$446,000 more than last year. 62% of revenue comes from state allocation and 14% comes from tuition. RTC's revenue mix is much more reliant on state dollars than others in the system. The system average for tuition is 19%. While RTC is increasing both fees and grants and contracts, RTC still has lower numbers than the system average.

As related to expenditures, last year, there was \$38.9M in salaries and benefits. The proposed amount for salaries and budgets for FY26 is \$37.4M. A 3% wage and step increase will be provided for all employees. There are two new full-time faculty positions, one in Early Childhood Education, and one in HVAC. The FY26 budget includes identified staffing reductions. Even with the cuts, the college is making strategic investments to grow.

Goods and services will increase by about \$1M due to inflation. Increases costs of food amount to the cost of goods sold. Travel has gone up. Overall, the expenditure budget is increasing about \$122M. The Board has a policy around Board reserves to cover two weeks of operating expenses. Overall, the Board reserve is \$14M. The college has about \$9.5M in reserves, \$12.5M in investments, local dollars that are a set-aside for students, the Scott Donation (which has been used for staffing the remodeling), and \$2.8M in obligated contracts and grants. The total in college reserves is \$1.4M and will go down by about \$800,000.

In 2019-2020, RTC had about \$1M less than the system average, which peaked in 2020-2021. RTC has about \$10M less than the system average. Last year, the budget for revenue was \$47.2M. The proposal for 2026 is \$48.1M. There has been a Presidential taskforce that on system review. Given the new allocation model, the dollars should flow more freely to colleges and will be enrollment-based. This new model will see dollars move between colleges every year. The Presidents will also vote on earmarks and provisos. The changes in allocation model will be in stages and will likely be seen by the colleges in FY27.

Future expenditures include salaries and benefits, costs of goods sold, client services, and more. Overall, FY25 had a deficit budget of \$719,000. FY26 is proposing a \$1,400 surplus, with another surplus in FY27.

Chair Norouzi thanked VP Jackson for going over the budget multiple times with the trustees, which has been very helpful in understanding the budget.

*After considering the recommendation presented to the Board, Trustee Entenman moved to approve the FY26 college budget, as presented. Vice Chair Cooper seconded. The motion carried.*

#### D. FY26 Student Leadership Budget Approval

Dr. Hunter presented the Student Leadership budget. Some of the programs were added to student programs and engagement to ensure equity for funding requests. Dr. Hunter spoke with each group about changes. Requests for funds are now reported on quarterly. Salaries were moved to keep programs and

engagement separate from salaries. Student Leadership is asking for a part-time Club Coordinator to help with training and ensure equity so that students are prepared for club duties and requirements. These funds will come from Women of Merit, Men of Merit, and TAP.

Trustee Entenman asked about “equitable distribution of funds.” Dr. Hunter noted that Men of Merit, Women of Merit, and TAP did not previously need to present to ASG for student funds. There is now a requirement that these groups present to ASG so that students can understand what each program is and how it is growing.

*After considering the recommendation presented to the Board, Trustee Entenman move to approve the FY26 Student Leadership budget, as presented. Vice Chair Cooper seconded. The motion carried.*

## 5. Discussion/Reports

### A. President’s Report

President Harden presented highlights from the year. She greeted the group and thanked attendees. President Harden thanked the community for all they do to support the campus. President Harden acknowledged and thanked her team, Executive Cabinet, Deans and Directors, and others in management. The community is often called to respond to students and with a smile, and that is not an easy job. Without Facilities and Custodial, there would not be a campus to teach on. Without faculty, we wouldn’t be able to do what we do. Thank you to students for trusting us with your goals.

Much of the year in review has been mentioned. Highlights include the ongoing Be The Place (BTP) Implementation Taskforce. This is a new model and Director Lia Homeister and Executive Director Doris Martinez have done a great job. The list of engagement activities is tremendous, as is the collaboration across campus. RTC hosted its first annual Equity Symposium, and campus is excited about the Unity Center. The college had consistent year-over-year increases. VP Jackson has noted that enrollment doesn’t cover the cost of every expense, but enrollment does show that students are choosing to be here.

Renton Promise (RP) had its launch group and found sustained funding for RP through partnerships with the City, legislature, and WSOS. Huge Kudos to Lydia, Rahel, Jessica Gilmore English, and Carrie Shaw. They are carrying the water on this. RTC has many full programs. Outreach has been involved in community engagement. Communications and Marketing has done tremendous work around BTP. President Harden engaged in much work around workforce and trades education. The Foundation had their best year ever, and in a hard

economy. All of the partnership work that Executive Director Shaw has led deserves huge kudos.

President Harden noted that the group talked a lot about the legislative session and is very fortunate that the legislature heard us. Even though it's been tough, it could have been much worse. We are thankful for that. Thank you to Representative Entenman for your work. RTC is still waiting to hear back on federal changes to aid. The Board had a chance to see the first floor of Building J, the Unity Center, and the bookstore remodel and the Allied Health Building remodel are planned to begin next year.

President Harden stated that the leadership meetings and Board and Cabinet Retreats helped build community this year. One item from the campus climate survey that was reported is that the college could do better at celebration. President Harden will continue to celebrate and highlight good work next year. Some of actions taken last year in response to the listening sessions are coming up, and the group is planning for the next listening sessions.

Enrollment for summer and fall quarter is underway with a 35% increase in enrollment when compared to last year. General Education and Prof Tech are up for fall. There are some fraudulent enrollments, but this is a good sign. Executive Cabinet is following the federal budget as it pertains to the college. The state's economic forecast should come out this month. Thank you to the Board for their support and thank you all for what you do.

B. Financial/Budget Status

VP Jackson thanked the Business Office and Institutional Research for all of the work they did to help with the budget.

For month-end in May, RTC is at about 112% of collection. The big difference is tuition. Not all tuition collected is for this academic year, some is for enrollments in summer and fall and those will be moved over to next fiscal year. Fee collection is above what was budgeted and is also reflective of summer and fall. Running Start is above where it was projected and should go up. Enterprise is above where it was projected and should go up, as this includes S&A fees. The Innovation Fund, Scott Fund, and money borrowed from variance made up a total of about \$5M more than expected.

For expenditures, salaries and benefits are under what was anticipated. Goods and services are on track. Cost of goods sold is slightly under where it was projected. Travel is slightly behind due to NCORE being later in the year. There were some equipment purchases. So far student aid disbursement is on track.

While revenue won't increase over the last month, expenses will continue to increase.

VP Jackson shared the cash and investment charts. RTC is maintaining its cash and investment balance throughout the year. The state allocations are already exhausted. The next two payrolls will come out of local funds (cash and investments).

Administrative Services is prepping for construction projects for the next biennium, including the Building I Funding Hub that will be shared with the bookstore. This is planned to have 10 offices for Work First and Financial Aid, so funding will be centrally located. This should be about a 9-month project. The Building J COP architect has been selected for the second and third floors. There will be listening sessions in the fall for this, and the project will likely go out to bid in February. In Fall 2026, these projects should be completed and 90% of Building J will have been remodeled.

## 6. Board of Trustees

### A. Foundation Liaison Report

Trustee Takamura gave an update on the Foundation. The Foundation has been a bright light during this budget shortfall, and it continues to grow under Executive Director Shaw's direction. The continuing growth, especially of alums to give to the college, is very impressive. The explicit coordination of the Foundation and the college BTP plan is crucial in preventing siloing. The Foundation Retreat will be this Friday. Thank you to those who work in the Foundation. This work makes Trustee Takamura proud to be a trustee.

### B. Legislative Action Liaison Report

Trustee Entenman gave an update on the legislation. There was a lot of educating that needed to happen with legislators regarding the Office of Financial Management error. Trustee Entenman stated that she is very proud to be a trustee at RTC, and this will be her last meeting. It's wonderful to see staff and students participate. It's been an honor to serve for 11 years.

President Harden thanked Trustee Entenman for all of her work at all of the tables she sits at. She is thankful for Trustee Entenman's continued worked. Chair Norouzi thanked Trustee Entenman for her 11 years of service and Trustee Takamura for her 8 years of service. She is thankful for their shared wisdom and will continue to fight for RTC's values.



Trustee Zappone thanked Trustees Entenman and Takamura. He is happy to be here despite all of the difficulties. This year's session shows the value of people showing up. Trustee Entenman was there, and people from this college showed up, made phone calls, and sent e-mails. This was important during a bad year. Now, RTC is in a place it hasn't been in before, and the way we can come out of it is by maintaining our sense of purpose. Trustee Zappone counts on the community continue doing the work they are doing. The trustees are engaged in ensuring that RTC is here for the community, and Trustee Zappone takes it as his responsibility to step up where needed.

C. Community Advisory Committee Liaison Report

There were no updates from the Community Advisory Committee.

D. FY26 Election of Officers

*Trustee Takamura introduced a motion to elect Vice Chair Cooper as Board Chair of the Renton Technical College Board of Trustees effective July 1, 2025 and extending through June 30, 2026. Trustee Entenman seconded, and the motion carried.*

*Trustee Entenman introduced a motion to elect Trustee Zappone as Board Vice Chair of the Renton Technical College Board of Trustees effective July 1, 2025 and extending through June 30, 2026. Trustee Takamura seconded, and the motion carried.*

E. FY26 Appointment of RTC Liaisons

*Leave Liaison to the Renton Technical College Foundation Board vacant, pending new trustee recruitment effective July 1, 2025 and extending through June 30, 2026.*

*Appoint Trustee Zappone as the Representative to the Legislative Action Committee, effective July 1, 2025 and extending through June 30, 2026.*

*Appoint Trustee Norouzi as Liaison to the Community and Partnerships Council, effective July 1, 2025 and extending through June 30, 2026.*

7. Meetings

A. Special and Regular Board Meeting – September 17, 2025

The next regular Board meeting is scheduled for September 17, 2025, at 3:00 P.M.

8. Adjournment

*There being no further business, Chair Norouzi motioned to adjourn the Board of Trustees meeting 4:38 P.M. Trustee Frieda Takamura seconded, and the motion carried.*



## I. SPECIAL BOARD MEETING

### 1. Call to Order

Chair Tim Cooper called the meeting to order at 10:12 A.M. and noted a quorum.

### 2. Public Comments

There were no public comments

### 3. President's Furlough

Chair Cooper welcomed the group and opened the floor to questions. Vice Chair Bob Zappone noted that the amendment to the President's contract looks straightforward. President Yoshiko Harden stated that furloughs of five days for exempt employees making over \$110,000 and furloughs of 10 days for Executive Cabinet have been mandated. Employees must complete furloughs by the end of fiscal year 2026 and it's up to employee discretion to complete furloughs. There are strict guidelines on employees not working during furlough days. The estimate on savings to the college is \$142,000. Employees are technically able to apply to unemployment during furlough days. The communication about college impacts was sent to the entire college community on June 30. Trustee Frieda Takamura asked if this is the final budget action. President Harden stated that depending on federal funding, positions that are federally funded may be cut.

*After considering the recommendation presented to the Board, Trustee Debra Entenman stated that the Board appreciates the current budget situation of the college and respects the direction of President Harden and her Executive Cabinet to institute furloughs on themselves and other specific positions on campus. She expressed support for President Harden's participation in the Executive Cabinet-determined furlough schedule of 10 unpaid days to be taken between now and June 30, 2026, at her discretion to help alleviate budget constraints. This motion amends President Harden's contract entered into September 18, 2024 and ending on June 30, 2027 to include a clause reflecting the ten unpaid furlough days. Vice Chair Zappone seconded the motion.*

Chair Cooper asked if the motion will need to be removed in future contracts. Assistant Attorney General Michael Hemker responded that the dates on the addendum won't need to be amended.

*All approved and the motion carried.*

Chair Cooper commented that he knows it's not easy to take on this matter and he appreciates the leadership of President Harden and Executive Cabinet. He

expressed gratitude to the team and their leadership. President Harden commented that it's been a long academic year. The campus has been through a lot of actual and anticipatory stress. President Harden committed to clear communication with regular updates. The original timeline for budget was early June, but it was moved out for various reasons. Responses to the campus communication included surprise, relief in finally knowing, shock. Trustee Takamura asked about attrition. Vice President Lesley Hogan stated that attrition has been less than usual because of the state of colleges in the system.

4. Meetings

A. Special and Regular Board Meeting – September 17, 2025

The next regular Board meeting is scheduled for September 17, 2025, at 3:00 P.M.

5. Adjournment

There being no further business, Vice Chair Zappone motioned to adjourn the Board of Trustees meeting at 10:32 A.M. Trustee Takamura seconded, and the motion carried.

## I. STUDY SESSION

### 1. Call to Order

Chair Tim Cooper called the meeting to order at 12:02 P.M. and noted a quorum.

### 2. Public Comments

There were no public comments

### 3. Update on Federal Funding

President Yoshiko Harden welcomed the group. This meeting to provide the Board with a general update on language around assurances and what Renton Technical College (RTC) is implementing in response to changes in assurances.

Vice President Jacob Jackson briefed the group on grants. Grants received a new grant award notification (GAN) about two weeks ago. Last week, Aileen Miller Assistant Attorney General (AAG) to the State Board of Community and Technical Colleges (SBCTC), held a meeting for the college chancellors, presidents, and business partners. In addition to the Perkins GAN, Adult Basic Education also has a revised GAN which appears to have similar language to the Perkins GAN. The GAN has many links to other documents with embedded terms.

Trustee Frieda Takamura asked about amount of funding these grants could impact. VP Jackson responded that, RTC receives about \$600,000 in Perkins; \$600,000 in Basic Education for Adults (BEA); \$300,000 in Basic Food and Training (BFET); and \$900,000 in Work First. There are some small National Science Foundation (NSF) grants (between \$20,000-100,000). Both BFET and Work First are substantial grants that benefit students with tuition dollars, wrap-around service, housing and food costs. In total, the potential amount in grants is around \$2M.

The initial assurance is signed by the Workforce Training Board, which then distributes funds to the State Board, which then distributes funds to the colleges. It doesn't appear that there is an option to decline dollars. Chair Cooper asked how the loss of dollars translates to impact on the college. Perkins dollars are used for staffing, professional development, and more. BFET partially funds some staff members. Work First funds three positions.

Attorney General Michael Hemker stated that Executive Orders are not new. What is new is having to carefully look at Executive Orders for compliance. In the previous administration, Executive Orders encouraged diversity, equity, and inclusion (DEI). However, the current Executive Orders have rolled those previous orders back and

do not provide definitions. Executive Orders are not a law nor are they a change in law. The Department of Justice (DOJ) is charged with overseeing the administration's policies. While memos have been labeled as "guidance", they include language that implies a more forceful look at institutions. The memo does not include definitions. DEI, on its face, is not unlawful or unconstitutional or discriminatory. However, the memo indicates that DEI is discriminatory. Affirmative Action has been banned in Washington state for quite some time. Additionally, Washington prohibits hiring practices based on gender or race. Currently, the memo states that there will be deeper scrutiny around questions eliciting information on gender, race, geographic location, and more. The DOJ is viewing questions such as "describe a challenging time" to be discriminatory. Advice at this stage is to do a close examination of any areas that deal with race, equity, or diversity. The goal is to be able to honestly and thoughtfully give a response to the State Board that these programs have been evaluated and are not discriminatory and are compliant with federal law. The State Board will then give assurances to the federal government. The Attorney General's Office (AGO) is working on advice for those who sign assurances. At this point, discussion should occur before any assurances are given to the State Board. There should be review on programs.

President Harden stated that RTC met with AAG Hemker immediately after the memo was released. AAG Hemker stated that there has been federal case law that a good faith review and belief of compliance is a defense against criminal action. It doesn't prevent the DOJ from bringing an action, but it does help to have these records of compliance. AAG Hemker cannot represent college staff under criminal actions. The initial impact of declining funds could be more attention brought to Title IV funding.

Trustee Debra Entenman asked about Washington's I-200 law against discrimination in light of the Executive Orders and memo that has been issued. I-200 is a constitutional law, meaning that it is in line with both the state and federal constitution. I-200 is more protective than the constitution. In terms of law, complying with I-200 should make an institution in line with the constitution. However, the difference in the memo is that if an institution gives a privilege to any group, that is a form of discrimination under civil rights laws.

Trustee Entenman asked about the Board's and RTC's legal responsibility and liability. Review of programs and processes is RTC's responsibility. The liability could be a difference in opinion with the federal memo which could lead to a civil rights investigation. The likelihood of the DOJ immediately pursuing criminal action is small. The DOJ has currently shifted their interest to public 4-year institutions.

Washington is a target because it is more of a sanctuary state, but an area of focus remains transgendered individuals and sports.

Trustee Frieda Takamura asked about individual liabilities and how much individual liability could come back to the college. It is possible to go after an institution for criminal charges. If there is a blatant charge that is out of compliance with state and federal laws, an institution could face fines. The current investigations against the University of California—Los Angeles (UCLA) are not in the phase of charges. However, the likelihood of a similar investigation to RTC appears small because the DOJ is going after UCLA on charges of antisemitism. Without encampments or large actions on campus, it's unlikely that RTC will be on the DOJ's radar.

Trustee Takamura asked about loss of federal grants. AAG Hemker responded that the DOJ could pull one grant and then use that to investigate pulling other grants. VP Jackson noted that most of RTC's grants come from the Department of Health and Human Services.

President Harden stated that VP Jackson and Executive Director Doris Martinez are pulling together a taskforce that will review and document how programs are in compliance as well as ensure that those signing off on assurances have contacted the appropriate person(s) prior to signing. Nate Humphrey, the new State Board Executive Director, is pulling together guidance to ensure that each college is acting uniformly. Trustee Takamura thanked President Harden to bringing the college together and speaking about this matter with transparency.

AAG Hemker stated that if, for some reason, the college decides not to take federal funding, it's important that the college talk to the State Board about possible ramifications. Chair Cooper asked if the college is not taking federal funding. President Harden stated that the college plans to accept federal funding.

Trustee Entenman commented that it's important for the college to stand together and it's naïve to believe that community colleges will not be a target. Once members of the administration realize that community and technical colleges train a significant number of people color, community and technical colleges will become a target. These are interesting times. Do not underestimate the power of intolerance. President Harden stated that the colleges are all in their particular contexts, and each is assessing their full context. The guidance has been that each college must make their own risk assessments.

Chair Cooper asked if there will be another update. President Harden stated that there will be another update at the next Board meeting or study session unless there is news before then..

4. Meetings

A. Special and Regular Board Meeting – September 17, 2025

The next regular Board meeting is scheduled for September 17, 2025, at 3:00 P.M.

5. Adjournment

*There being no further business, Trustee Takamura motioned to adjourn the Board of Trustees meeting at 12:48 P.M. Trustee Entenman seconded, and the motion carried.*

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM:      3. COMMUNICATIONS**

**SUBJECT:**

**BACKGROUND:**

- A. General Information/Introductions
- B. Correspondence
- C. Public Comments from the Audience
- D. Associated Student Government
- E. Renton Federation of Teachers
- F. Written (and video) Communication Reports

**BOARD CONSIDERATION**

**X**    Information

Action

**RECOMMENDATION:**

None.



**Administration and Finance Report**  
**Renton Technical College Board of Trustees**  
**September 17, 2025**

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## **Financial Report**

For month ending August, we are about 17% through the year. Revenue collection is about 22%. Tuition and fees are up by \$900k from August 2024. It should be noted that tuition and fee collection is still well below our enrollment/tuition/fees prior to the pandemic 19-20 and enrollment is still well below our District Enrollment Allocation Base. Scholarship and Student Loan Received is up \$800k from last year. We have drawn down \$4.7M this year compared to \$5.2M in state allocation last year. This is due to the reduction in state allocation from the Legislature.

Expenses are about 13%. Expenses are about \$6.3M through August compared to this time last year of \$7M last year. Salary and benefits are about \$5.4M, which is about the same as this time last year. This is mainly due to the timing of layoffs, vacation and sick leave buyouts, as well as retirement incentives. We should start to see the salary savings next month. Goods and Other Services are flat for month ending August compared to last year.

Our ending cash and investment balances are about \$20.1M.

## **Business Office**

The Business Office has conducted a reorganization.

- A Student Financials Manager position created, and Aurelia Turcan has moved into this role, supervising student financials staff in the business office.
- The print shop/mailroom position has been reduced to part-time, allowing Cameron Moyer to assist with cashiering part-time.
- The Accounting Manager role has also been revamped, to reduce the number of staff supervised and allow for more focus on accounting.

## **Food Services & Rentals**

- August 2025 total revenue \$58,448.04
- August 2024 total revenue \$62,700.31  
Decreased in revenue \$4,252.27  
percentage decrease -6.78%



## Context and Analysis

August revenue dropped 6.78% from the prior year, reflecting a decrease of \$4,252.27. As a result of significant increases in food costs we experienced a 6.78% reduction in revenue. These rising expenses have directly affected our profitability.

## Facilities & Grounds

- Retirements
  - Mark Daniels, Director – Facilities and Grounds Services, retired from RTC after 34 years of service.
  - Robert Coggin, Custodian III, retired after 34 years of service.
- Hired positions
  - Custodian I
    - Noah Sherren
    - Meaza Brehanu
    - Brian Canady
  - Maintenance Mechanic III
    - Dao Vo
- Open positions
  - Facilities and Grounds Manager
  - Custodian III

## Capital

Minor Capital projects for Current Biennium (2023-2025):

- **2025-240 – Building J Second and Third Floor Remodel Study (SWL Architects)**
  - SWL conducted walkthroughs of the building to verify existing conditions.
- **2025-555 - Building L Conversion**
  - Lighting in the Mechatronics lab has been replaced and additional outlets have been added.
  - Cleaning and painting in Mechatronics is ongoing
  - The classrooms have been reconfigured from three small classrooms to two large classrooms.
    - Electrical outlets have been added
    - Networking ports have been added
- **2024-551 - Transformer Replacement project**
  - A pre-bid walk occurred on August 12. There were an additional \$118K of costs identified.
- **2025-551 - Bookstore Conversion**
  - We received the 50% Construction Documents on August 3
  - Bidding is expected to open on December 11
- **Building B Inclined Platform Lift**
  - The PO was issued on August 13. The contractor has requested drawings from the manufacturer, and once received, will schedule an on-site appointment to go over the electrical with ANM.



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**College Technology Services**  
**Renton Technical College Board of Trustees**  
**September 17, 2025**

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## **College Technology Services (CTS)**

### **Fall Quarter**

CTS is enthusiastically welcoming new and continuing students for the Fall term. In preparation, there have been some classrooms relocated, updated technology, as well as Be The Place mousepads added to our learning spaces on campus.

CTS will continue to support new student orientation (NSO) and has support coverage throughout the day and into the evening to support 7:00 A.M.-7:30 P.M. Monday-Thursday and 7:00 A.M.-5:00 P.M. Fridays. Evening enrollments are growing and CTS is here to support!

### **Technology News & Updates**

David Sooter, Associate Director of Technology Support Services and IT Accessibility Coordinator, is leading an Accessibility Taskforce, working closely with college stakeholders to ensure RTC meets Title II accessibility requirements by April 2026.

Microsoft support has reached end of life for Windows 10, and the last few remaining Windows 10 devices will be upgraded or replaced.

CTS will partner with the Learning Resource and Career Center (LRCC) to bring a Tutor.com subscription to our students for live, one-to-one tutoring sessions. The initial pilot is estimated at 300 hours.

### **Technology Improvements**

CTS completed an 18-month replacement cycle project of all instructor PCs in all classrooms. In addition, CTS is currently installing new instructor PC monitors in the classrooms.

New copy machines in Buildings B, C, I and J arrived this month and are ready for faculty and staff use.

### **Upcoming**

Building L technology set up

SharePoint Relaunch

October Cyber Security Awareness Month

**Communications and Marketing Report**  
**Renton Technical College Board of Trustees**  
**September 17, 2025**

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## ENROLLMENT MARKETING

Marketing campaigns and Customer Relationship Management (CRM) Communications continue to contribute to enrollment growth. Campaigns included overall enrollment campaigns, as well as separate email and marketing campaigns targeting hands-on career training, Registered Nurse, Machining, Medical Assistant, and Direct Transfer degrees. All performed above industry standard and generated hundreds of usable leads. Data from the CRM shows marketing campaigns and follow-up emails led to 410 applications and 250 enrollments across programs.

## COMMUNICATIONS and PROJECTS

The Department of Communications and Marketing launched a new, improved [SharePoint site](#) to simplify the process for getting in touch with us, requesting projects, and accessing the tools we created to serve the college community. Fall Professional Development sessions will focus on Strategic Enrollment and Equity Management, Marketing tools, and CRM opportunities.

C&M continues to advance the mission, vision, and values of the college and the Be The Place Strategic Equity Plan in visible ways, including designing new full-window decals at Downtown Renton, framed posters in more campus locations, and ordering notebooks at the request of Dr. Harden with the Be The Place logo. Staff are collaborating with the Office of DEI to design branded materials for the Unity Center launch and with the Office of Student Life on launching the new Ravens mascot later this year.

## NEWS and Web

New web content includes updates to the Transfer pages, Program pages, and others. News posts included:

[Congratulations to the Class of 2025!](#)

[Art show features creativity in the RTC Community](#)

[First grads finish jail's high school equivalency program](#)

RTC in the news included:

[Young minds shine at Washington Business Week in Renton](#)

(There was coverage of the event and protests at the college, with the Renton Police providing comments, not the college.)

## SOCIAL MEDIA

Engagement continues to grow due to the creation of engaging content, including trending videos cultivated by Creative Director Evyson Beasley.

### Highlights:

- Across platforms, engagement over the summer is up 119% over the same period last year.
- Video is winning, with views nearly doubling over the last year:
  - a. July 2025: +45.7%
  - b. August 2025: +102.7%
  - c. Total: +92.1%
- Followers grew by a total of 4.5 over the previous year.

**Diversity, Equity, and Inclusion Report**  
**Renton Technical College Board of Trustees**  
**September 17, 2025**

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**Diversity, Equity & Inclusion Council**

The Diversity, Equity & Inclusion Council (DEIC) will resume its first meeting of the 2025-26 academic year on Monday, October 13, 2025. DEIC meetings are held the 2<sup>nd</sup> Monday of each month in FLEX format on Zoom and C-111 from 2:30-4pm.

2025-2026 DEIC Meeting Schedule

- Monday, October 13, 2025
- Monday, November 10, 2025
- Monday, January 12, 2026
- Monday, February 2, 2026
- Monday, April 13, 2026
- Monday, May 4, 2026

No meeting College Governance Meetings are held December, March and June.

Below are the following DEIC committees for the 25-26 academic year:

- Accessibility Advisory Committee
- Campus Climate & Data Equity Committee
- Empowering Indigenous Voices Committee
- Professional Development & Training Committee

DEIC will be participating in the College Governance Fair on Tuesday, September 17. As part of Fall Kickoff festivities for faculty and staff, the fair is an opportunity for employees to learn about RTC's Shared Governance and the councils that support it. Executive Director of DEI and DEIC Chair Doris Martinez will be there to recruit and answer any questions prospective members may have.

**Diversity, Equity & Inclusion (DEI) – Unit Updates**

- **Fall Welcome Week Starting September 22:** The Office of Student Leadership and Programs in partnership with the Unity Center will host a number of events during Welcome Week, starting Monday, September 22nd. This series of events are designed to introduce campus services and resources for both new and returning students. A calendar of events is forthcoming.

- **Unity Center Opening September 22:** After nearly 2.5 years of planning, designing and community input, the Division of DEI is thrilled to officially open the Unity Center to the RTC community on the first day of classes, Monday, September 22, 2025. Led by Unity Center Manager Amaury Avalos, the Unity Center will serve as a hub where students will build community, learn about campus resources and participate in array of campus programming. The Unity Center will host a formal campuswide Grand Opening Celebration on Tuesday, October 14<sup>th</sup> from 2-5pm.
- **Faculty & Staff of Color Conference (FSOCC):** The Division of DEI is coordinate logistics and provide RTC employees an opportunity to attend the 2025 30<sup>th</sup> Annual Faculty and Staff of Color Conference in Vancouver, WA. The Conference will be held October 29-31, 2025. The RTC application is live and will close on Monday, September 22<sup>nd</sup> 12pm. This extended deadline gives faculty an additional weekend to complete the application.
- **Washington State Council of Unions and Student Programs (CUSP) Leadership Conference:** RTC's Associated Student Government (ASG) members attended the CUSP Leadership Conference at Green River College, September 3-5, 2025. Led by Dr. Mica Hunter, Director of Student Life, ASG student leaders participated in various leadership workshops and networked with student government leaders across the Washington State Community and Technical Colleges.



**Human Resources**

**Renton Technical College Board of Trustees**

**June 2025 Report**

**The following personnel actions occurred during June 2025 and are presented for the Board of Trustees' information.**

<b>AFT</b>	<b>Effective Date</b>	<b>Position</b>	<b>Department</b>
<b><u>-Hires</u></b>			
Brian Canady	6/18/2025	Custodian I / Swing Shift (rehire)	Custodial
<b><u>WFSE</u></b>	<b>Effective Date</b>	<b>Position</b>	<b>Department</b>
<b><u>-Separations</u></b>			
Yueh-Lin Chen	6/2/2025	Library Specialist	Library
Linda Carleton	6/18/2025	CCE Marketing Assistant	Construction Center of Excellence
<b><u>Prof Tech</u></b>	<b>Effective Date</b>	<b>Position</b>	<b>Department</b>
<b><u>-Hires</u></b>			
Ashley Hines	6/23/2025	Library Coordinator	Library
<b><u>-Separations</u></b>			
Rebecca Chase	6/30/2025	CCP Program Manager	College & Career Pathways
<b><u>Exempt</u></b>	<b>Effective Date</b>	<b>Position</b>	<b>Department</b>
<b><u>-Hires</u></b>			
Amaury Avalos	6/2/2025	Unity Center Manager	Diversity, Equity & Inclusion
Nou Lee	6/16/2025	Workforce Service Delivery Coordinator	Workforce Education & Grants
<b><u>-Separations</u></b>			
Kathleen Tessier	6/2/2025	Opportunity Grant Case Manager	Workforce Education & Grants
Roy Carroll	6/30/2025	BAS Program Manager	Information Technology
Teresa Trillo	6/30/2025	Dean of Nursing	Nursing
Chris Carter	6/30/2025	Dean of Health & Human Services	Health & Human Services
<b><u>RFT</u></b>	<b>Effective Date</b>	<b>Position</b>	<b>Department</b>
<b><u>-Hires</u></b>			
Nomita Yadav	6/3/2025	Adjunct Faculty	General Education
Onyii Nwude	6/3/2025	Adjunct Faculty	Health & Human Services
Roseann Berg	6/5/2025	Adjunct Faculty	General Education
Greg Asher	6/24/2025	Adjunct Faculty	General Education
Mahdokht Chahichi	6/24/2025	Adjunct Faculty	General Education
Sharon Rivera	6/24/2025	Adjunct Faculty	General Education
<b><u>-Separations</u></b>			
Barbara Fuller	6/27/2025	Full-Time Faculty	Advanced Manufacturing



Michele Lesmeister	6/27/2025	Full-Time Faculty	College & Career Pathways
Kaushal Sharma	6/27/2025	Full-Time Faculty	Construction Management
Lhoucine Zerrouki	6/30/2025	Full-Time Faculty	Computer Science
Eugene Shen	6/30/2025	Academic / Career Counselor	Student Services
Colleen Bassham	6/30/2025	Academic / Career Counselor	Student Services

	Monthly Total Hires	% of Diverse Hires YTD
Full-Time	3	60%
Part-Time	6	49%



## Human Resources

### Renton Technical College Board of Trustees

#### July 2025 Report

**The following personnel actions occurred during July 2025 and are presented for the Board of Trustees' information**

AFT	Effective Date	Position	Department
-Hires			
Meaza Brehanu	7/11/2025	Custodian I / Swing Shift	Custodial
WFSE	Effective Date	Position	Department
Prof Tech	Effective Date	Position	Department
-Hires			
Gentle Hollie	7/19/2025	Campus Security Officer /Part-Time	Security
Exempt	Effective Date	Position	Department
-Hires			
Jolita Perez	7/1/2025	Clinical Placement Coordinator ( <i>position change</i> )	Health & Human Services
Zefire Skoczen	7/7/2025	Interim Dean of Health & Human Services ( <i>position change</i> )	Health & Human Services
Amber Kovach	7/16/2025	Capital Projects Manager ( <i>position change</i> )	Facilities
Pablo Alanis	7/16/2025	Director of Food Service Operations ( <i>position change</i> )	Food Services
Andrea Samuels	7/16/2025	Dean of Instructional Support ( <i>position change</i> )	Instruction
-Separations			
Clevell Roseboro II	7/15/2025	Associate Dean of the Library	Library
RFT	Effective Date	Position	Department
-Hires			
Joshua Emery	7/1/2025	Adjunct Faculty ( <i>position change</i> )	Computer Science
Bao Dao	7/1/2025	Adjunct Faculty ( <i>position change</i> )	Continuing Education
Michael Biell	7/1/2025	Adjunct Faculty ( <i>position change</i> )	Engineer Design Tech
Naser Chowdhury	7/1/2025	Adjunct Faculty ( <i>position change</i> )	BAS Applied Dev.
Zachary Rubin	7/1/2025	Adjunct Faculty ( <i>position change</i> )	BAS Computer Network
Kristin Tollefson	7/17/2025	Adjunct Faculty	Art

	Monthly Total Hires	% of Diverse Hires YTD
Full-Time	1	100%
Part-Time	2	50%



## Human Resources

### Renton Technical College Board of Trustees

#### August 2025 Report

**The following personnel actions occurred during August 2025 and are presented for the Board of Trustees' information**

AFT	Effective Date	Position	Department
<b>-Hires</b>			
Dao Vo	8/4/2025	Maintenance Mechanic III	Facilities
Noah Sherren	8/13/2025	Custodian / Swing Shift	Custodial
<b>-Separations</b>			
Robert Coggin	8/15/2025	Custodian III	Custodial
WFSE	Effective Date	Position	Department
<b>-Hires</b>			
Carol Estrada	8/1/2025	Accounts Payable Specialist ( <i>position change</i> )	Business Office
Cameron Moyer	8/16/2025	Cashier / Print Shop & Mailroom Operator ( <i>position change</i> )	Business Office
<b>-Separations</b>			
Linda Fisher	8/29/2025	Auto Customer Service Motor Pool Specialist	Automotive
Prof Tech	Effective Date	Position	Department
Exempt	Effective Date	Position	Department
<b>-Hires</b>			
Kendra Van Beek	8/1/2025	Associate Director of Employee & Labor Relations / Talent Management ( <i>position change</i> )	Human Resources
Ebony Jackson	8/1/2025	Associate Director of Operations & Compensation/Leave Administration ( <i>position change</i> )	Human Resources
Wade Parrott III	8/1/2025	Executive Director of Innovation & Strategic Partnerships ( <i>position change</i> )	Administration
Crystal Dumo	8/1/2025	Human Resources Generalist ( <i>position change</i> )	Human Resources
Aurelia Turcan	8/16/2025	Student Financials Manager ( <i>position change</i> )	Business Office
<b>-Separations</b>			
Jada Cloy	8/1/2025	Human Resources Generalist	Human Resources
Stephanie Wolfe	8/4/2025	DRS Accommodation Retention Specialist	Disability Services
Timohty O'Donnell	8/29/2025	Associate Dean of Culinary Arts / Director of Food Services	Culinary
Bo Dong	8/29/2025	Career Services Manager	Learning & Resource Career Center

RFT	Effective Date	Position	Department

	Monthly Total Hires	% of Diverse Hires YTD
Full-Time	2	67%
Part-Time	0	50%

**Office of Innovation and Strategic Partnerships**  
**Renton Technical College Board of Trustees**  
**September 17, 2025**

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The Office of Innovation & Strategic Partnerships was recently established under the President's Office to advance community engagement, workforce development, and innovative programming at Renton Technical College. The office is currently staffed by Wade Parrott III (formerly Associate Dean of Student Engagement & Retention) as Executive Director, and Susan DeWitt as Administrative Assistant.

The office is focused on three core areas:

1. **Community Partnerships:** Building on the work initiated by Foundation Executive Director Carrie Shaw and the Strategic Partnership Task Force, we are strengthening existing partnerships and cultivating new ones that align with the college's mission and vision.
2. **Continuing Education (CE):** Overseeing RTC's non-credit and customized training programs. This includes maintaining offerings that meet community demand, while also exploring new and innovative courses, events, and workshops designed to generate revenue and meet emerging workforce needs.
3. **President's Community Advisory Committee (CAC):** Convening and facilitating the President's CAC to provide strategic advice and strengthen external partnerships. The CAC serves as:
  - a. A strategic advisory body to the President of RTC.
  - b. A source of insight on economic development trends, workforce shifts, and community priorities in Renton and the broader region.
  - c. A catalyst to help the college anticipate and respond to future opportunities through collaborative partnerships and program innovation.
  - d. A supporter of career-connected learning, workforce development, and regional economic vitality.

**Progress to Date (First Month)**

- Continuing Education (CE): Updated the CE website to align with the college's new webpage template/branding and added contact information for CE staff.

Began tracking CE enrollments more closely to identify marketing and outreach strategies to support courses with lower enrollment.

- Community Advisory Committee (CAC): In partnership with the President and with guidance from Trustee Norouzi, began outlining the committee's charter, goals, and quarterly meeting schedule. Initial work has also focused on identifying key community leaders, businesses, and educators to serve as inaugural members.
- Community Partnerships: Began reviewing and prioritizing the recommendations created by Carrie Shaw and the Strategic Partnership Task Force to guide the next phase of partnership development.



Institutional Research and Effectiveness  
Renton Technical College Board of Trustees  
September 17, 2025

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## Strategic Planning & Accreditation

- The **NWCCU Ad Hoc** visit is scheduled for October 21 (virtual). The Accreditation Team is on track with recommendation improvements and reporting requirements.
- Preparations for the **Fall Unit & Budget Planning** cycle are complete, with college-wide engagement set to begin during Fall Professional Development Day.

## Equity & Campus Climate

- The **2025 Campus Climate Listening Sessions Report** has been published.
- This year's priority is a **college-wide climate survey** to strengthen equity and inclusion efforts.

## Student Learning & Assessment

- Faculty will participate in an **assessment workshop** during Fall Professional Development Day.
- **Academic Program Reviews** begin this month.

## Data & Reporting

- Analysis of the **Washington Student Experience Survey** was shared with instructional and student services leadership.
- New and refreshed reports and dashboards now support:
  - Student completion tracking/program management
  - Outreach and recruitment through high school data
  - Program development via labor market data
- Partnerships with **Renton School District** and **GEAR UP (UW)** continue to drive enrollment collaborations.
- Federal reporting cycles (**FVT/GE, IPEDS**) are on schedule for fall deadlines.

## ctcLink & Process Improvements

- RTC completed testing for the **system-wide Travel & Expense process alignment**, informing statewide efficiencies.
- Fraud prevention measures are being advanced in alignment with statewide registrar processes.
- Internal improvements include:

- Completion of the Adjunct Faculty Contract Task Force
- Implementation of the new Student Financial Responsibility Agreement (SFRA) intake processes
- Strengthened data integrity in program/plan management

### **Ongoing Projects**

- IR&E continues advancing **EAB Navigate** and **CRM implementation** to improve student success and engagement.





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## **Instruction**

### **Renton Technical College Board of Trustees**

**September 17, 2025**

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## **Instruction September Report**

During the 2024-25 Academic Year, Instruction completed the Program Review cycle. This work could not have happened without the great work of Project Manager, Hayley Chang and Faculty member Yun Moh. The Board approved the funding for these temporary positions last year.

Today's report is an audio update, podcast style, of the work done in the last year. You'll hear the voices of Hayley Chang and our eLearning Administrator Will Cram.

Instruction is grateful for the Board's support of this important work.

[Instruction September Program Review Podcast.](#)

You may also wish to view the [Program Viability Closeout Report](#)

# PROGRAM VIABILITY

## PROJECT CLOSEOUT REPORT

RENTON TECHNICAL COLLEGE  
3000 ne 4<sup>th</sup> ST  
Renton, WA 98056

Rtc.edu

VERSION 0.0.1

07/09/2025

VERSION HISTORY

VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR

PREPARED BY	Hayley Chang	TITLE	Instruction Project Manager	DATE	7/3/2025
APPROVED BY	Andrea Samuels	TITLE	Associate Dean of Instruction	DATE	7/11/2025

PROJECT PARTICIPANTS AND RESPONSIBILITIES

NAME	ROLE	RESPONSIBILITIES
Dr. Stephanie Delaney	VP of Instruction	
Andrea Samuels	Associate Dean of Instruction	Provides executive oversight and leadership for the Program Viability project team, facilitating cross-campus collaboration and connections between committees and departments as needed. Delivers strategic team support and guidance while managing project scope expansion and ensuring alignment with institutional priorities.

NAME	ROLE	RESPONSIBILITIES
Hayley Chang	Instruction Project Manager	Plans, organizes, and executes curriculum development projects from initiation to completion, including defining project scope, creating implementation timelines, and managing budgets and cross-functional teams. Provides strategic support to Deans, Curriculum Committee, and Curriculum and Schedule Manager in implementing program changes while coordinating faculty training and development initiatives.
Yun Moh	Faculty Curriculum Development Consultant	Leads curriculum review and redesign portion of the project. Collaborating with faculty to transform Canvas-based courses and learning experiences. Manages faculty development training workshops to enhance instructional design capabilities and Canvas proficiency.
Will Cram	Canvas E-Learning Admin	Oversees data collection and analysis within the project while conducting research on Canvas tools and platform optimization. Coordinates faculty development initiatives focused on Canvas training and implementation support.

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## 1. FINAL PROJECT SUMMARY

### Program Viability Initiatives:

- Completed
  - Spring 25 Course Review for Syllabi: 50% of courses used the updated template.
  - Snippets: Canvas Template & Course Design Introduction Workshops - Multiple sessions held.
  - Organize Accessibility Resource Canvas Course
  - Identify Programs Needing Curriculum Development Funds: 4 new programs identified.
  - Baking Program Canvas Courses: 23 new Canvas Courses
  - New Program Offerings for RTC: Programs selected by Deans and moved forward to Cabinet. New project launching to research and implement programs.
- In-Progress
  - Culinary, and Autobody Canvas Courses: Some courses pending updating/creation.
  - Canvas Course Creation for New Programs: Pending new project

### Project Deliverables

- Completed
  - Canvas Templates & Course Design Snippets
  - Syllabus Template Updates
  - Canvas Courses Created · 3 programs built (Property Maintenance, Baking, Anesthesia), 2 more in progress (Autobody, Culinary).
  - New Program Offerings for RTC
  - June 26th PD Day · Focused on accessibility and Canvas templates.
  - Accessibility Tools Identified · Including Gemini, Acrobat Pro, OCR, Ally, and TidyUP in Canvas.
  - Accessibility PD Friday (June 6)
- In-Progress / Ongoing
  - Program Level Changes: 20 programs approved by Curriculum Committee: awaiting SBCTC and NWCCU approvals.
  - All New Faculty to Take Accessibility for All: Ongoing Initiative
  - New Program Project: To be detailed in a future report.
- Not Completed
  - Pilot Accessibility for All Course · Reviewed but not piloted. Moved straight into launching.
- Key Themes
  - Accessibility: Strong focus on improving accessibility in course materials and faculty training.
  - Curriculum Revisions and Development: Multiple new programs are being developed or revised.
  - Canvas Integration: Continued efforts to standardize and enhance course delivery via Canvas.

- Faculty Support: Workshops and templates provided to support faculty in course design.

## 1.1 CONTENT SUMMARY

### 1.1.1 SCOPE

#### SCOPE

The **Program Viability** project is focused on evaluating, updating, and enhancing academic programs at RTC (Renton Technical College) to ensure they meet institutional standards and industry relevance. The scope includes:

#### 1. Curriculum Review & Development

- Review current programs at RTC to determine program changes for viability.
- Identifying and supporting programs needing curriculum development funding.
- Implementing program-level changes and submitting them for external approval (SBCTC & NWCCU).

#### 2. Canvas Course Integration

- Creating and updating Canvas courses for various programs (e.g., Culinary, Baking, Autobody, Property Maintenance).
- Standardizing course design using templates.

#### FINAL SCOPE

The **Program Viability** project is focused on evaluating, updating, and enhancing academic programs at RTC (Renton Technical College) to ensure they meet institutional standards, industry relevance, and accessibility requirements. The scope includes:

#### 1. Curriculum Review & Development

- *Reviewing existing course syllabi for compliance with updated templates.*
- Review current programs at RTC to determine program changes for viability.
- Identifying and supporting programs needing curriculum development funding.
- Implementing program-level changes and submitting them for external approval (SBCTC & NWCCU).

## 2. Canvas Course Integration

- Creating and updating Canvas courses for various programs (e.g., Culinary, Baking, Autobody, Property Maintenance).
- Standardizing course design using templates and workshops.
- Supporting faculty with workshops and resources for Canvas course development.

## 3. Accessibility Enhancements

- Organizing and piloting accessibility resources and tools (e.g., OCR, Ally, TidyUP, Acrobat Pro).
- Hosting professional development (PD) days focused on accessibility.
- Requiring new faculty to complete "Accessibility for All" training.

## 4. Faculty Support & Professional Development

- Hosting workshops on syllabus updates and course design.
- Providing templates and instructional design support.

### DESCRIPTION OF CHANGE

#### Overview

The Program Viability project underwent significant scope expansion during its lifecycle, evolving from a focused curriculum and Canvas integration initiative to a comprehensive program enhancement effort that includes accessibility compliance and faculty development components.

#### Major Scope Additions

##### 1. Accessibility Enhancements (New Scope Area)

An entirely new scope area was added to address institutional accessibility requirements:

- **Accessibility Tools Implementation:** Added organization and piloting of accessibility resources including OCR, Ally, TidyUP, and Acrobat Pro
- **Professional Development Integration:** Incorporated accessibility-focused PD days into the project deliverables
- **Training Requirements:** Established mandatory "Accessibility for All" training for new faculty members

##### 2. Faculty Support & Professional Development (New Scope Area)

A dedicated faculty support component was introduced to ensure successful project implementation:

- **Workshop Development:** Added responsibility for hosting workshops on syllabus updates and course design
- **Resource Provision:** Expanded to include providing templates and instructional design support beyond the original Canvas focus

#### Scope Enhancements to Existing Areas

##### Curriculum Review & Development

- **Added:** Review of existing course syllabi for compliance with updated templates, expanding beyond program-level reviews to course-level compliance

##### Canvas Course Integration



- **Enhanced:** Standardizing course design expanded to include workshops in addition to templates
- **Added:** Direct faculty support through workshops and resources for Canvas course development

### **Impact Assessment**

The scope changes represent approximately a 60% expansion of the original project, transforming it from a primarily technical curriculum and Canvas integration effort into a holistic program enhancement initiative that addresses compliance, accessibility, and faculty development needs. These additions align with institutional priorities for accessibility compliance and faculty support while maintaining the original focus on program viability and industry relevance.

### 1.1.2 SCHEDULE

INITIAL SCHEDULE with Key Milestone Dates	ACTUAL SCHEDULE with Key Milestone Dates	EXPLANATION OF VARIANCE
Initial Program Viability Plan or Proposal – 12/3/2024	Initial Program Viability Plan or Proposal – 12/3/2024	
Programs to Meet with Curriculum Committee By 2/27/2025	Programs to Meet with Curriculum Committee by 3/6/2025	Expanded to include Advanced Manufacturing.
Submit Curriculum Changes to SBCTC and NWCCU – 3/31/2025	Submit Curriculum Changes to SBCTC and NWCCU – 3/31/2025	Awaiting final approval
Programs to implement changes for Fall 2025	Programs still pending approval by SBCTC and NWCCU	SBCTC and NWCCU continue to request additional documents for new programs or expanding programs.

### 1.1.3 PROJECT OUTCOMES

INITIAL GOALS AND DELIVERABLES	ACTUAL GOALS AND DELIVERABLES	EXPLANATION OF VARIANCE
100% of prof-tech instructional programs complete the Program Viability process.		
100% of prof-tech programs will engage in program level revisions (review, research, plan, and implement changes)	20 out of 37 submitted program-level revisions	
100% of active courses will be reviewed for WA Checklist compliance and accessibility. a. Per quarter - 22 of future quarter courses reviewed and rebuilt for compliance and accessibility b. 40 - 50 courses reviewed for WA Checklist Compliance	Provide tools and training for faculty to review courses for accessibility and meeting WA Checklist Standards. Templates provided that meet the requirements. Faculty self-review of courses through PD Fridays and in-service days.	Downsizing of the project team. Adapted to the capabilities of the new team and allowed for faculty training to ensure long term compliance and knowledge on accessibility and the WA Checklist.
Initial program viability plan or proposal by December 3, 2024		
Preliminary categorization report by Dec. 27, 2024		
Draft Communication Plan by Dec. 20, 2024	Weekly meetings and monthly reports and emails to stakeholders.	

INITIAL GOALS AND DELIVERABLES	ACTUAL GOALS AND DELIVERABLES	EXPLANATION OF VARIANCE
Program Revision Feedback by Jan. 17, 2025		
Create Program Viability Taskforce		
Submit first round curriculum change requests via SBCTC, DOE, NWCCU, RTC by Jan 6, 2025 - March 30, 2025 for Fall 2025 starts.		
Submit Second Round curriculum changes May 2025 - March 30, 2026.		
N/A	Syllabus Template Updated and Launched to Faculty	Expanded project to include RTC Standard Syllabus Template to meet WA Checklist.
N/A	Training faculty on Accessibility and Accessibility Tools	Department of Education and Justice requirement

### **Communication Approach**

The Program Viability project employed a multi-layered communication strategy designed to ensure stakeholder engagement, facilitate change management, and support the expanded scope of accessibility compliance and faculty development initiatives.

### **Primary Communication Methods**

#### **1. Workshop-Based Communication**

- **Faculty Workshops:** Conducted hands-on workshops for syllabus updates, course design, and Canvas development to ensure direct knowledge transfer
- **Professional Development Days:** Utilized institutional PD days (Fridays and Inservice) as communication platforms for accessibility training and project updates
- **Training Sessions:** Implemented mandatory "Accessibility for All" training sessions as both educational and communication touchpoints

#### **2. Template and Resource Distribution**

- **Standardized Templates:** Provided consistent communication through standardized course design templates and syllabus formats
- **Instructional Design Support:** Offered one-on-one consultation sessions to communicate project requirements and provide personalized guidance
- **Resource Libraries:** Created centralized repositories for project materials, ensuring consistent messaging and easy access

#### **3. Digital Platform Integration**

- **Canvas Course Updates:** Used the Canvas platform itself as a communication vehicle, demonstrating best practices through example courses
- **Accessibility Tool Pilots:** Communicated project value through hands-on demonstrations of OCR, Ally, TidyUP, and Acrobat Pro tools

### **Stakeholder-Specific Communication**

#### **Faculty Communication**

- Interactive workshops and training sessions
- Direct instructional design support and consultation with faculty curriculum development consultant
- Resource provision and template sharing
- Email communication on updates and changes
- Peer-to-peer learning opportunities during PD days

#### **Administrative Communication**

- Budget and resource allocation discussions for curriculum development funding

#### **External Stakeholder Communication**

- Formal submissions to State Board for Community and Technical Colleges (SBCTC)

- Accreditation communications with Northwest Commission on Colleges and Universities (NWCCU)
- Industry alignment validation for program viability assessments through Advisory Committee Review

### **Communication Effectiveness Measures**

The strategy emphasized hands-on, experiential communication methods that allowed stakeholders to engage directly with project deliverables, ensuring both understanding and buy-in for the expanded scope areas of accessibility compliance and faculty development support.

## 1.2 LESSONS LEARNED

### **Lesson:** Faculty Engagement Drives Project Success

- **What Happened:** The expansion to include dedicated faculty support and professional development became critical for project adoption
- **Impact:** What started as a technical curriculum update became a change management initiative
- **Future Application:** Plan for faculty development alongside change management components in any curriculum-related project

### **Lesson:** Workshops Are More Effective Than Documentation Alone

- **What Happened:** The shift from email and online only notification to virtual workshop-based training indicated initial communication methods were insufficient
- **Impact:** Higher faculty engagement and better adoption of new processes
- **Future Application:** Build interactive training components into project plans from the beginning rather than adding them reactively. Present materials to IPIDS team prior to launching to all faculty to gather feedback and implementation concerns.

### **Lesson:** External Approval Processes Take Longer Than Expected

- **What Happened:** SBCTC and NWCCU approval processes extended project timelines
- **Impact:** May have contributed to scope expansion as other work continued during approval waits
- **Future Application:** Build substantial buffer time for external approval processes and plan interim activities
- **Recommended:** Review internal processes and submission processes prior to submitting material to external bodies.

### 1.3 PROJECT PERFORMANCE SUMMARY

This section details how well the team communicated, collaborated, and performed tasks throughout the project.

The Program Viability Team met weekly and implemented Microsoft Planner for communication and collaboration. This was a tool that was not originally utilized and will be utilized more moving forward. The team communicated and collaborated effectively ensuring the project moved forward even with the added scope.

**Recommended:** Improved process collaboration and communication between Program Viability Taskforce, Schedule and Curriculum Management Team, Assessment Committee, and Curriculum Committee.

#### **Team Communication and Collaboration**

##### **Meeting Cadence and Structure**

- **Weekly Meetings:** The project team maintained consistent weekly meetings throughout the project lifecycle
- **Regular Communication:** Routine meeting schedule provided stable communication framework despite scope changes
- **Adaptive Collaboration:** Team successfully adapted to accommodate additional scope areas as they were identified

#### **Tool Implementation and Process Improvement**

##### **Microsoft Planner Integration**

- **Mid-Project Implementation:** Microsoft Planner was introduced during project execution to enhance task management and visibility
- **Communication Enhancement:** The tool significantly improved team coordination and project tracking capabilities
- **Future Utilization:** Recognized as a valuable addition that will be standard practice for future projects
- **Lesson Learned:** Project management tools should be established from project initiation rather than implemented reactively

#### **Cross-Functional Coordination Challenges**

**Identified Coordination Gaps** The project revealed opportunities for improved collaboration between key institutional groups:

- **Program Viability Taskforce:** Core project team requiring better integration with related committees
- **Schedule and Curriculum Management Team:** Critical for curriculum changes and program implementation
- **Assessment Committee:** Essential for program evaluation and viability determinations
- **Curriculum Committee:** Key stakeholder for approval processes and academic standards

#### **Impact on Project Performance**

- Initial coordination gaps may have contributed to scope expansion as requirements became clearer through inter-committee communication
- Enhanced collaboration protocols needed to prevent duplicated efforts and ensure comprehensive planning

## **Team Performance Assessment**

### **Strengths Demonstrated**

- **Adaptability:** Successfully managed 60% scope expansion while maintaining project momentum
- **Communication Resilience:** Maintained effective collaboration despite evolving requirements
- **Tool Adoption:** Quick integration of new project management tools to improve performance
- **Stakeholder Management:** Effectively coordinated with multiple internal and external stakeholders
- **Data Collection:** Quick work by e-learning admin to gather data necessary to make decisions and understand tools within the Canvas LMS.

### **Areas for Improvement Identified**

- **Initial Cross-Committee Coordination:** Earlier engagement with all related committees could have prevented some scope additions
- **Project Management Tool Selection:** Standard project management tools should be established at project initiation
- **Stakeholder Mapping:** More comprehensive initial stakeholder analysis to identify all coordination requirements

## **Performance Impact of Scope Changes**

### **Positive Outcomes**

- Team demonstrated flexibility and maintained quality standards despite significant scope expansion
- Enhanced collaboration tools and processes improved overall project management capabilities
- Regular meeting cadence provided stability during periods of scope evolution

### **Lessons for Future Performance**

- Early establishment of comprehensive stakeholder coordination protocols
- Standard implementation of project management tools from project inception
- Regular assessment of inter-committee communication needs throughout project lifecycle

## **Recommendations for Future Project Performance**

1. **Standardize Project Management Tools:** Implement Microsoft Planner or equivalent tools at project initiation
2. **Establish Cross-Committee Coordination:** Create formal communication protocols between institutional committees
3. **Maintain Meeting Discipline:** Continue weekly meeting cadence as a best practice for complex institutional projects



4. **Early Stakeholder Integration:** Conduct comprehensive stakeholder mapping during project planning to identify all coordination requirements tributed to scope expansion as other work continued during approval waits
  - **Future Application:** Build substantial buffer time for external approval processes and plan interim activities

**Lesson:** Cross-Functional Projects Require Diverse Expertise

- **What Happened:** Project grew to encompass curriculum, technology, accessibility, and professional development
- **Impact:** Required team members with varied skill sets and potentially additional subject matter experts
- **Future Application:** Assemble diverse project teams early or establish clear pathways to bring in additional expertise

### **Resource Management Lessons**

**Lesson:** Scope Creep Can Be Positive When Aligned with Institutional Goals

- **What Happened:** 60% scope expansion strengthened the project's institutional value
- **Impact:** Better long-term outcomes but required careful resource management
- **Future Application:** Establish clear criteria for evaluating scope changes based on strategic alignment, not just project constraints

### **Recommendations for Future Projects**

1. **Comprehensive Initial Assessment:** Include compliance, accessibility, and change management assessments in project initiation
2. **Faculty-Centric Design:** Plan curriculum projects with faculty development as a core component, not an add-on
3. **Integrated Accessibility:** Make accessibility a standard requirement rather than a separate initiative
4. **Flexible Resource Planning:** Build contingency for scope expansion when working on foundational institutional capabilities
5. **Early Stakeholder Engagement:** Involve all affected parties in scope definition to reduce mid-project additions

## 1.5 CRITICAL THINKING REVIEW

This section highlights the team's approach to problem-solving in various situations throughout the project.

### **Collaborative Brainstorming Sessions**

- **Method:** In-person group brainstorming sessions became a cornerstone of the team's problem-solving approach
- **Application:** Used to address complex challenges around accessibility implementation and faculty support strategies
- **Outcome:** Enhanced team learning and consensus-building on solution pathways

### Hands-On Tool Evaluation Process

- **Challenge:** Determining which accessibility tools (OCR, Ally, TidyUP, Acrobat Pro) would best serve faculty needs
- **Critical Thinking Approach:** Conducted collaborative work-through sessions where team members tested tools in real-world scenarios
- **Decision Framework:** Evaluated tools based on ease of use, effectiveness, and integration with existing workflows
- **Result:** Data-driven tool selection that prioritized faculty adoption and practical implementation

### Specific Problem-Solving Examples

#### Challenge 1: Faculty Resistance to New Processes

- **Problem:** Initial template-only approach to standardization showed limited faculty adoption
- **Critical Analysis:** Team recognized that compliance without engagement would not achieve long-term goals
- **Solution Development:** Brainstormed transition from documentation-based to workshop-based delivery model
- **Implementation:** Added faculty workshops and hands-on training sessions to project scope
- **Outcome:** Significantly improved faculty buy-in and process adoption

#### Challenge 2: Accessibility Tool Integration Complexity

- **Problem:** Multiple accessibility tools with overlapping functions created confusion about implementation strategy
- **Critical Thinking Process:**
  - Conducted systematic evaluation sessions with each tool
  - Mapped tool capabilities against specific faculty needs
  - Analyzed integration requirements with existing Canvas infrastructure
- **Collaborative Decision-Making:** Team worked through various implementation scenarios to determine optimal tool combinations
- **Result:** Clear implementation pathway that maximized tool effectiveness while minimizing faculty learning curve

#### Challenge 3: Scope Expansion Management

- **Problem:** Additional accessibility and faculty development requirements emerged mid-project
- **Decision Framework:** Assessed new requirements against:
  - Institutional strategic priorities
  - Available resources and timeline
  - Impact on core deliverables
  - Long-term project value
- **Outcome:** Strategic acceptance of scope expansion that strengthened overall project impact

## 2. FUTURE DIRECTIONS

### **Immediate Next Steps (0-6 Months)**

#### **Accessibility Implementation Rollout**

- Finalize mandatory "Accessibility for All" training curriculum and implement for all new faculty
- Establish ongoing accessibility compliance monitoring processes

#### **Faculty Development Program Expansion**

- Scale workshop model to additional program areas beyond initial pilot programs
- Develop Canvas course design workshops based on initial successes
- Create peer mentorship program pairing experienced faculty with new adopters

#### **Process Standardization**

- Implement Microsoft Planner as standard project management tool for all curriculum-related initiatives
- Establish formal cross-committee coordination protocols identified during project execution
- Compliance reporting for accessibility enhancements

### **Medium-Term Initiatives (6-18 Months)**

#### **Program Viability Assessment Framework**

- Develop systematic program evaluation criteria based on project learnings
- Create regular program review cycle incorporating accessibility and industry relevance standards
- Establish data collection processes for ongoing program viability monitoring

#### **Technology Integration Enhancement**

- Expand Canvas course standardization to all RTC programs
- Continue integrating accessibility tools into standard course development workflow
- Develop automated compliance checking processes where possible

#### **Faculty Support Infrastructure**

- Create resource library and knowledge management system for ongoing faculty development
- Implement faculty feedback system to continuously improve support processes

### **Long-Term Strategic Goals (18+ Months)**

#### **External Recognition and Partnerships**

- Leverage improved program quality for enhanced industry partnerships

#### **Sustainability and Continuous Improvement**

- Establish sustainable funding mechanisms for ongoing faculty development
- Create regular program review and enhancement cycles
- Develop metrics and assessment tools for measuring long-term project impact

#### **Risk Mitigation for Future Initiatives**

#### **Stakeholder Engagement**

- Implement early and continuous engagement with all related committees
- Establish clear communication protocols to prevent coordination gaps
- Create regular review points to assess stakeholder satisfaction and needs

## **Technology Evolution Management**

- Plan for regular tool evaluation and potential replacement cycles
- Maintain flexibility in technology choices to adapt to changing needs
- Establish vendor relationship management for critical accessibility tools

## **Success Metrics and Evaluation**

### **Short-Term Indicators**

- Faculty completion rates for accessibility training
- Canvas course compliance with accessibility standards
- Tool utilization rates and user satisfaction scores

### **Long-Term Outcomes**

- Program viability assessments and industry alignment scores
- Student accessibility accommodation success rates
- External accreditation and compliance audit results
- Faculty retention and satisfaction in professional development programs

## **Recommendations for Implementation**

1. **Phased Approach:** Implement future directions in manageable phases to prevent overwhelming faculty and staff
2. **Stakeholder Buy-In:** Secure administrative commitment and resources before launching new initiatives
3. **Change Management:** Apply lessons learned about faculty engagement to all future technology and process changes
4. **Continuous Assessment:** Establish regular review points to assess progress and make necessary adjustments
5. **Knowledge Transfer:** Document all processes and decisions to ensure institutional knowledge retention

APPENDICES

APPENDIX	ITEM
A	<a href="#">Syllabus Template</a>
B	<a href="#">RTC Canvas Templates - Accordions</a>
C	<a href="#">RTC Canvas Template - Tabs</a>
D	<a href="#">RTC Canvas Template - Expanders</a>
E	<a href="#">PD Inservice – June 26, 2025</a>
F	<a href="#">Accessibility for All – Faculty Training Course</a>





**Student Services**

**Renton Technical College Board of Trustees**

**September 17, 2025**

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**Refresher: Student Conduct Code and Title IX revisions**

Matt Wurz, Executive Assistant to the Vice President of Student Services & Dean of Student Success shares next steps in adopting revised rules for Title IX in this brief video:

<https://rtc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4bf901ab-1011-4453-ba96-b340017beb2a>

The proposed revisions are in response to a January District Court decision which vacated the 2024 Title IX final rule which amended the Title IX Education Amendments of 1972. We had only just completed the 2024 revisions in November of last year. Those revisions included updating the full conduct code to match the model code created by the Attorney General's Office in collaboration with the Student Services Commission.

We will be preserving non-Title IX related updates as well as modifying some of our own procedures to ensure both respondents and complainants can benefit from an equal, fair, and compassionate process. We made these revisions collaborating closely with our Assistant Attorney General, Michael Hemker, and the Attorney General's Office and thank them for their support.

A public hearing will be held on Monday, October 6, 2025 at 2:00 P.M. in C-110 and on Zoom. The changes to the code and a notice for the public hearing can be found on our website's Rule-Making page. A hearing summary will be compiled and made available to the campus community by email and on the website, as well as provided to the Board of Trustees. We expect to ask the Board to approve the permanent rule change during the October regular meeting the week after the hearing.

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 4. ACTION**

**SUBJECT:**

**BOARD CONSIDERATION**

Information

**X Action**

**BACKGROUND:**

A. Student Conduct Emergency Rule Renewal

Vice Presidents Jessica Gilmore English and Lesley Hogan will present a renewal of changes to the Student Conduct Code Emergency Rule as required to comply with Title IX.

B. President's Contract Addendum

President's contract addendum or other action items that may be necessary to be taken as a result of matters considered in the Executive Session.

**RECOMMENDATION:**

Approve as requested.





**Memorandum**  
Office of Student Services

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To: Renton Technical College Board of Trustees

From: Jessica Gilmore English, Vice President of Student Services, Deputy Title IX Coordinator  
Lesley Hogan, Vice President of Human Resources, Title IX & ADA Coordinator

Date: September 17, 2025

RE: 2025 Title IX Changes to Student Conduct Code Emergency Rule Renewal

Renton Technical College enacted an emergency rule in May 2025 to modify the Student Conduct Code & Hearing Procedures to comply with the Title IX Education Amendments of 1972 as before the 2024 Final Rule which was vacated in the U.S. District Court decision of *Tennessee, et al v. Cardona*, issued on January 9, 2025. Concurrently, the College initiated the permanent rule-changing process but expects it to conclude after the May 2025 emergency rule expires. This renewal will ensure Title IX compliance does not lapse as the permanent rule-making process concludes.

**Next Steps**

The Emergency Rule renewal will take effect September 18<sup>th</sup>, 2025, and will expire January 16<sup>th</sup>, 2026, after the permanent rule change process concludes. A public hearing on the permanent rule change is scheduled for October 6<sup>th</sup>, 2025, from 2:00pm-3:00pm in C-110 and on Zoom. A summary of the hearing will be publicized before

Therefore, Student Services provides the suggested motion below:

I move that the Renton Technical College Board of Trustees approve the extension, as presented in the Board materials, to the Student Conduct Code and Hearing Procedures in Chapter 495E-110 WAC, and that these rules shall become effective on September 18, 2025, because the rule extension is necessary to comply with federal Title IX law and related federal regulations.

Attachments (1):

RTC 2025 Title IX Conduct Code Changes

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-010 Authority.** The board of trustees, acting pursuant to RCW 28B.50.140(14), delegates to the president of the college the authority to administer disciplinary action. Administration of the disciplinary procedures is the responsibility of the vice president of student services or their designee. Except in cases involving allegations of (~~sex discrimination, including sex-based harassment,~~) sexual misconduct, the student conduct officer, or delegate, shall serve as the principal investigator and administrator for alleged violations of this code.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-010, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-010, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-010, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-030 Prohibited student conduct.** The college may impose disciplinary sanctions against a student or student group, who commits, attempts to commit, aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct, which include, but are not limited to, the following:

(1) **Abuse of others.** Assault, physical abuse, verbal abuse, threat(s), intimidation, or other conduct that harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property unless otherwise protected by law.

(2) **Abuse in later life.**

(a) Neglect, abandonment, economic abuse, or willful harm of an adult aged 50 or older by an individual in an ongoing relationship of trust with the victim; or

(b) Domestic violence, dating violence, sexual assault, or stalking of an adult aged 50 or older by any individual; and

(c) Does not include self-neglect.

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

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

(b) Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person, or artificial intelligence, in completing an academic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.

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

(d) Deliberate damage includes taking deliberate action to destroy or damage another's academic work or college property in order to gain an advantage for oneself or another.

(e) Academic consequences for academic dishonesty or abetting in academic dishonesty may be imposed at the discretion of a faculty member up to and including a failing grade for the course. Students should refer to each faculty course syllabus. Further academic consequences may follow consistent with the provisions in any program handbook. Incidents of academic dishonesty may also be referred to the

student conduct officer for disciplinary action consistent with this chapter in addition to the academic consequences identified above.

(4) **Other dishonesty.** Any other acts of dishonesty. Such acts include, but are not limited to:

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

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

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

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

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

(a) Instruction, research, administration, disciplinary proceeding, or other college activities, including the obstruction of

the free flow of pedestrian or vehicular movement on college property or at a college activity; or

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

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

(7) **Property violation.** Damage to, misappropriation of, unauthorized use or possession of, vandalism, or other nonaccidental damaging or destruction of college property or the property of another person. Property for purposes of this subsection includes computer

passwords, access codes, identification cards, personal financial account numbers, other confidential personal information, intellectual property, and college trademarks.

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

(9) **Weapons.** Possession, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device, or any other weapon apparently capable of producing bodily harm is prohibited on the college campus and during college programming and activities, subject to the following exceptions:

(a) Commissioned law enforcement personnel or legally authorized military personnel while in performance of their duties;

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

(c) The president may grant permission to bring a weapon on campus upon a determination that the weapon is reasonably related to a

legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

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

(10) **Hazing.**

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

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

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

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

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

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

(ii) Humiliation by ritual act;

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



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

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

(c) "Hazing" does not include customary athletic events or other similar contests or competitions.

(d) Consent is not a valid defense against hazing.

(11) **Alcohol.** The use, possession, manufacture, delivery, sale, or distribution of alcoholic beverages or paraphernalia (except as permitted by federal, state, and local laws and applicable college policies), or being observably under the influence of any alcoholic beverage or public intoxication on college premises or at college-sponsored events. Alcoholic beverages may not, in any circumstance, be used by, be possessed by, or distributed to any person not of legal age.

(12) **Cannabis, drug, and tobacco violations.**

(a) **Cannabis.** The use, possession, growing, delivery, sale, or being visibly under the influence of cannabis or the psychoactive compounds found in cannabis and intended for human consumption, regardless of form, or the possession of cannabis paraphernalia on

college premises or college-sponsored events. While state law permits the recreational use of cannabis, federal law prohibits such use on college premises or in connection with college activities.

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

(c) **Tobacco, electronic cigarettes, and related products.** The use of tobacco, electronic cigarettes, and related products in any building owned, leased, or operated by the college or in any location where such use is prohibited, including 25 feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased, or operated by the college. The use of tobacco, electronic cigarettes, and related products on the college campus is restricted to designated smoking areas. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, vaporizers, and snuff. There are designated smoking areas on campus.

(13) **Discriminatory harassment.**

(a) Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, not otherwise protected by law, that is directed at a person because of such person's protected status and that is sufficiently severe, persistent, or pervasive so as to:

(i) Limit the ability of a student to participate in or benefit from the college's educational and/or social programs and/or student housing;

(ii) Alter the terms of an employee's employment; or

(iii) Create an intimidating, hostile, or offensive environment for other campus community members.

(b) Protected status includes a person's race; color; creed/religion; national origin; presence of any sensory, mental or physical disability; use of a trained service animal; sex, including pregnancy; marital status; age; genetic information; sexual orientation; gender identity or expression; veteran or military status; HIV/AIDS and hepatitis C status; or membership in any other group protected by federal, state, or local law.

(c) Discriminatory harassment may be physical, verbal, or nonverbal conduct and may include written, social media, and electronic communications not otherwise protected by law.

(14) **Harassment or bullying.** Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

(a) Harassing conduct may include, but is not limited to, physical, verbal, or nonverbal conduct, including written, social media, and electronic communications not otherwise protected by law.

(b) For purposes of this code, "bullying" is defined as repeated or aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.

(c) For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, context, and duration of the comments or actions.

(15) **Retaliation.** Harming, threatening, intimidating, coercing, or other adverse action taken against any individual for reporting,

providing information, exercising one's rights or responsibilities, participating, or refusing to participate, in the process of responding to, investigating, or addressing allegations or violations of federal, state, or local law, or college policies.

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

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

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

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

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

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

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

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

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

~~(iii) **Sexual violence.** "Sexual violence" includes nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence,~~

~~incest, statutory rape, domestic violence, dating violence, and stalking.~~

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

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

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

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

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

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

~~(I) The length of the relationship;~~

~~(II) The type of relationship; and~~

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



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

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

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

~~(ii) For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.~~

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

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

~~(c) **Title IX retaliation** means intimidation, threats, coercion, or discrimination against any person by a student, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in a sex discrimination investigation, proceeding, or hearing under this part, including during an informal resolution process, during a Title IX investigation, or during any disciplinary proceeding involving allegations of sex discrimination.))~~ **Sexual misconduct.** The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence. Sexual harassment prohibited by Title IX is defined in the supplemental procedures to this code. (Supplemental Title IX student conduct procedures.)

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

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

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

(iii) Creates an intimidating, hostile, or offensive environment for other campus community members.

Sexual harassment does not need to be sexual in nature 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 and/or student housing.

(B) Quid pro quo harassment occurs when an individual, in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

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

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

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

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

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

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

(v) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.55.010.

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

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

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

(I) The length of the relationship;

(II) The type of relationship; and

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

(vii) Sexual exploitation. Taking nonconsensual or abusive sexual advantage of another for the respondent's own advantage or benefit, or to benefit or take advantage of anyone other than the one being exploited, when the behavior does not otherwise constitute one of the other sexual misconduct offenses described herein. Examples of sexual exploitation may include, but are not limited to:

(A) Invading another person's sexual privacy;

(B) Prostituting another person;

(C) Nonconsensual photography and digital or video recording of nudity or sexual activity, or nonconsensual audio recording of sexual activity;

(D) Unauthorized sharing or distribution of photographs or digital or video recording of nudity or sexual activity, or audio recording of sexual activity, unless otherwise protected by law;

(E) Engaging in voyeurism. A person commits voyeurism if they knowingly view, photograph, record, or film another person, without that person's knowledge and consent, while the person being viewed, photographed, recorded, or filmed is in a place where the person has a reasonable expectation of privacy;

(F) Knowingly or recklessly exposing another person to a significant risk of sexually transmitted disease or infection; or

(G) Causing the nonconsensual indecent exposure of another person.

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

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

(B) Suffer substantive emotional distress.

(d) For purposes of this chapter, "consent" means 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 they are 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.

(17) **Indecent exposure.** The intentional or knowing exposure of a person's genitals or other private body parts when done in a place or manner in which such exposure is likely to cause affront or alarm. Breastfeeding or expressing breast milk is not indecent exposure.

(18) **Misuse of electronic resources.** Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes, but is not limited to:

(a) Unauthorized use of such resources or opening of a file, message, or other item;

(b) Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item;

(c) Unauthorized use or distribution of someone else's password or other identification;

(d) Use of such time or resources to interfere with someone else's work;

(e) Use of such time or resources to send, display, or print an obscene or abusive message, text, or image;



(f) Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources;

(g) Use of such time or resources in violation of applicable copyright or other law;

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

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

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

(20) **Safety violations.** Nonaccidental, reckless, or unsafe conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of the campus community, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.

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

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-030, filed 11/25/24, effective 11/30/24. Statutory Authority: 2022 c 209 § 4(1) and RCW 28B.50.140. WSR 23-22-005, § 495E-110-030, filed 10/18/23, effective 10/19/23. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-030, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-030, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-040 Corrective action, disciplinary sanctions, and terms and conditions.** (1) One or more of the following disciplinary sanctions may be imposed upon students or upon college-sponsored

student organizations, athletic teams, or living groups found to have violated the student conduct code.

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

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

(c) **Disciplinary probation.** Formal action placing specific conditions and restrictions upon the student's continued attendance depending upon the seriousness of the violation and which may include a deferred disciplinary sanction. If the student subject to a deferred disciplinary sanction is found in violation of any college rule during the time of disciplinary probation, the deferred disciplinary sanction which may include, but is not limited to, a suspension or a dismissal from the college, shall take effect immediately without further review. Any such sanction shall be in addition to any sanction or conditions arising from the new violation. Probation may be for a

limited period of time or may be for the duration of the student's attendance at the college.

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

(e) **Dismissal.** The revocation of all rights and privileges of membership in the college community and exclusion from the campus and college-owned or controlled facilities without any possibility of return. There will be no refund of tuition or fees for the quarter in which the action is taken.

(2) Disciplinary terms and conditions that may be imposed in conjunction with the imposition of a disciplinary sanction include, but are not limited to, the following:

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

(b) **Professional evaluation.** Referral for drug, alcohol, psychological, or medical evaluation by an appropriately certified or

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

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

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

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

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

(e) **Education.** Participation in or successful completion of an educational assignment designed to create an awareness of the student's misconduct.

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

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

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-040, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, §

495E-110-040, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-040, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-060 Definitions.** The following definitions shall apply for purpose of this student conduct code:

(1) "Business day" means a weekday, excluding weekends and college holidays.

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

(3) (~~"Complainant" means the following individuals who are alleged to have been subjected to conduct that would constitute sex discrimination:~~

~~(a) A student or employee; or~~

~~(b) A person other than a student or employee who was participating or attempting to participate in the college's education program or activity at the time of the alleged discrimination.))~~ A "complainant" is an alleged victim of misconduct.

(4) "Conduct review officer" is the vice president of student services or other college administrator designated by the president to be responsible for receiving and for reviewing or referring appeals of student disciplinary actions in accordance with the procedures of this code.

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

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

(7) "Filing" is the process by which a document is officially delivered to a college official responsible for facilitating a



disciplinary review. Unless otherwise provided, filing shall be accomplished by:

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

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

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

(8) "Pregnancy or related conditions" means:

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

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

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

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

(10) "Relevant" means related to the allegations of (~~sex discrimination~~) misconduct under investigation. Questions are relevant when they seek evidence that may aid in showing whether the

alleged ((~~sex discrimination~~)) misconduct occurred, and evidence is relevant when it may aid a decision maker in determining whether the alleged ((~~sex discrimination~~)) misconduct occurred.

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

(12) "Respondent" is a student who is alleged to have violated the student conduct code.

(13) "Service" is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:

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

(b) Sending the document by email and by certified mail or first-class mail to the party's last known address.

Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail, whichever is first.

(14) "Student" includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered "students" for purposes of this chapter.

(15) "Student conduct officer" is a college administrator designated by the president or vice president of student services to be responsible for implementing and enforcing the student conduct code.

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

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

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

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

(b) Supportive measures may include, but are not limited to: Counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of campus; restriction on contact applied to one or more parties; a leave of absence; change in class, work, housing, or

extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs ((~~related to sex-based harassment~~)).

(19) "The president" is the president of the college. The president is authorized to:

(a) Delegate any of their responsibilities as set forth in this chapter as may be reasonably necessary; and

(b) Reassign any and all duties and responsibilities as set forth in this chapter as may be reasonably necessary.

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-060, filed 11/25/24, effective 11/30/24. Statutory Authority: 2022 c 209 § 4(1) and RCW 28B.50.140. WSR 23-22-005, § 495E-110-060, filed 10/18/23, effective 10/19/23. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-060, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX

of Education Amendments of 1972. WSR 15-11-013, § 495E-110-060, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-070 Initiation of disciplinary actions.** (1) Any member of the college community may file a complaint against a student or student group for possible violations of the student conduct code.

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

(a) ((~~Sex discrimination~~)) **Sexual misconduct**, including ((~~sex-based~~)) **sexual harassment**. The college's Title IX coordinator or designee shall review, process, and, if applicable, investigate complaints or other reports of ((~~sex discrimination~~)) **sexual misconduct**, including ((~~sex-based~~)) **sexual harassment** that occurs during an "educational program or activity" as defined in WAC 495E-110-250. Allegations of ((~~sex discrimination~~)) **non-Title IX sexual misconduct**, including ((~~sex-based~~)) **sexual harassment**, by a student shall be addressed through the student conduct code. Allegations

involving employees or third parties associated with the college will be handled in accordance with college policies.

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

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

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

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

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

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

(6) Both the respondent and the complainant in cases involving allegations of ~~((sex discrimination))~~ non-Title IX sexual misconduct shall be provided the same procedural rights to participate in student discipline matters, including the right to participate in the disciplinary process and to appeal any disciplinary decision.

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



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

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

(10) Within 10 business days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting their decision, the specific student conduct code provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal. Except in cases of sexual misconduct falling under Title IX jurisdiction, this

period may be extended at the sole discretion of the student conduct officer, if additional information is necessary to reach a determination. The student conduct officer will notify the parties of any extension period and the reason therefore.

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

(a) Exonerate the respondent and terminate the proceedings.

(b) Impose a disciplinary sanction(s), with or without conditions, as described in WAC 495E-110-040.

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

(12) In cases involving allegations of ~~((sex discrimination, the student conduct officer shall review the investigation report provided by the Title IX coordinator, and determine whether, by a preponderance of the evidence, there was a violation of the student conduct code; and if so, what disciplinary sanction(s) and/or remedies will be recommended. The student conduct officer shall, within five business days of receiving the investigation report, serve respondent, complainant, and the Title IX coordinator with a written~~

~~recommendation, setting forth the facts and conclusions supporting their recommendation. The time for serving a written recommendation may be extended by the student conduct officer for good cause.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

~~measures, the party may seek review in accordance with the college's Title IX investigation procedure.~~

~~(i) If the respondent is found responsible for engaging in sex discrimination, the Title IX coordinator shall also take prompt steps to coordinate and implement any necessary remedies to ensure that sex discrimination does not recur and that complainant has equal access to the college's programs and activities))~~ sexual misconduct, the student conduct officer, on the same date that a disciplinary decision is served on the respondent, will serve a written notice informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including disciplinary suspension or dismissal of the respondent. The notice will also inform the complainant of their appeal rights.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-070, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-070, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-070, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-080 Appeal from disciplinary action.** (1) (~~Except as specified for cases involving allegations of sex discrimination, as set forth in WAC 495E-110-070(12),~~) The respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within 21 calendar days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal, and the student conduct officer's decision shall be deemed final.

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

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

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

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

(6) Imposition of disciplinary action for violation of the student conduct code shall be stayed pending appeal, unless respondent has been summarily suspended.

(7) The student conduct committee shall hear appeals from:

(a) The imposition of disciplinary suspensions in excess of 10 instructional days;

(b) Dismissals; and

(c) ~~((Sex discrimination, including sex-based harassment cases;~~  
~~and~~

~~(d)))~~ Discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president.

(8) A conduct review officer shall conduct a brief adjudicative proceeding for appeals of:

(a) Suspensions of 10 instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands; and

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

(9) Except as provided elsewhere in these rules, warnings and dismissals of disciplinary actions are final action and are not subject to appeal.

(10) In cases involving allegations of non-Title IX sexual misconduct, the complainant has the right to appeal the following actions by the student conduct officer following the same procedures as set forth above for the respondent:

(a) The dismissal of a non-Title IX sexual misconduct complaint;  
or

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

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

(12) Except as otherwise specified in this chapter, a complainant who timely appeals a disciplinary decision or who intervenes as a party to the respondent's appeal of a disciplinary decision shall be afforded the same procedural rights as are afforded the respondent.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-080, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX



of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-080, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-080, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-090 Brief adjudicative proceedings—Initial**

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

(2) The parties to a brief adjudicative proceeding are the respondent (~~(and)~~), the student conduct officer, and in cases involving sexual misconduct, the complainant. If the complainant chooses, a nonattorney advisor may attend in their place. Before

taking action, the conduct review officer shall conduct an informal hearing and provide each party:

(a) An opportunity to be informed of the agency's view of the matter; and

(b) An opportunity to explain the party's view of the matter.

(3) The conduct review officer shall serve an initial decision upon the respondent and the student conduct officer within 10 business days of consideration of the appeal. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within 21 calendar days of service of the initial decision, the initial decision shall be deemed the final decision.

(4) In cases involving allegations of sexual misconduct, the conduct review officer, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection. The notice will also inform the complainant of their appeal rights.

(5) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension in excess of 10 instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-090, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-090, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-090, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-100 Brief adjudicative proceedings—Review of an initial decision.** (1) An initial decision is subject to review by the president, provided the respondent files a written request for review with the conduct review officer within 21 calendar days of service of the initial decision.

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

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

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

(5) If the president upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more

than 10 instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

(6) In cases involving allegations of sexual misconduct, the president, on the same date as the final decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. The notice will also inform the complainant of their appeal rights.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-100, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-100, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-100, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-110 Student conduct committee.** (1) The student

conduct committee shall consist of five members:

(a) Two full-time students appointed by the student government;

(b) Two faculty members appointed by the president; and

(c) One faculty member or administrator (other than an administrator serving as a student conduct or conduct review officer) appointed by the president at the beginning of the academic year.

(2) The faculty member or administrator, appointed on a yearly basis, shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee.

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

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

(5) For cases involving allegations of ((sex-discrimination)) sexual misconduct, including ((sex-based)) sexual harassment, members

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

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-110, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-110, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-110, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-120 Student conduct committee—Prehearing. (1)**

Proceedings of the student conduct committee shall be governed by the Administrative Procedure Act, chapter 34.05 RCW.

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

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

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



(4) Upon request filed at least five calendar days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.

(5) The committee chair may provide to the committee members in advance of the hearing copies of (a) the conduct officer's notification of imposition of discipline (or referral to the committee), and (b) the notice of appeal (or any response to referral) by the respondent. If doing so, however, the chair should remind the members that these "pleadings" are not evidence of any facts they may allege.

(6) The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.

(7) The student conduct officer shall provide reasonable assistance to the respondent and complainant in procuring the presence

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

(8) Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

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

(10) The committee will ordinarily be advised by an assistant attorney general or their designee. If the respondent and/or the

complainant is represented by an attorney, the student conduct officer may be represented by an assistant attorney general.

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

~~((12) In cases involving allegations of sex discrimination, the complainant has a right to participate equally in any part of the disciplinary process, including appeals. Respondent and complainant both have the following rights:~~

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

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

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

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

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

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

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

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

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

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

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

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

~~(b) **Extensions of time.** The chair may, upon written request of any party and a showing of good cause, extend the time for disclosure of witness and exhibit lists, accessing and reviewing evidence, or the hearing date. The party requesting an extension must do so no later than 48 hours before any date specified in the notice of hearing or by the chair in any prehearing conference. The written request must be served simultaneously by email to all parties and the chair. Any party may respond and object to the request for an extension of time no~~

~~later than 24 hours after service of the request for an extension. The chair will serve a written decision upon all parties, to include the reasons for granting or denying any request. The chair's decision shall be final. In exceptional circumstances, for good cause shown, the chair may, in their sole discretion, grant extensions of time that are made less than 48 hours before any deadline.~~

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

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

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

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

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-120, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-120, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-120, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-130 Student conduct committee hearings—**

**Presentations of evidence.** (1) Upon the failure of any party to

attend or participate in a hearing, the student conduct committee may either:

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

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

(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.

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

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



(5) The student conduct officer (unless represented by an assistant attorney general) shall present the case for imposing disciplinary sanctions.

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

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

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

impermissible. The chair will retain for the record copies of any written questions provided by any party.

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

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

(i) Spousal/domestic partner privilege;

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

(iii) Clergy privileges;

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

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

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

(d) The chair shall exclude and the committee shall not consider questions or evidence that relate to the complainant's sexual interests or prior sexual conduct, unless such question or evidence is offered to prove someone other than the respondent committed the

alleged conduct, or is evidence of specific instances of prior sexual conduct with the respondent that is offered to prove consent to the alleged ~~((sex-based harassment))~~ sexual misconduct. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged ~~((sex-based harassment))~~ sexual misconduct or preclude determination that ~~((sex-based harassment))~~ sexual misconduct occurred.

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

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-130, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-130, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-130, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-140 Student conduct committee—Initial decision.**

(1) At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.

(2) Within 20 calendar days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with RCW 34.05.461 and WAC 10-08-210. The initial decision shall include

findings on all material issues of fact and conclusions on all material issues of law, including which, if any, provisions of the student conduct code were violated. Any findings based substantially on the credibility of evidence, or the demeanor of witnesses, shall be so identified.

(3) The committee's initial order shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or conditions (if any) as authorized in the student code. If the matter is an appeal by the party, the committee may affirm, reverse, or modify the disciplinary sanction and/or conditions imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or conditions as authorized herein.

(4) The committee chair shall cause copies of the initial decision to be served on the parties and their attorneys, if any. The notice will inform all parties of their appeal rights. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.

(5) In cases involving ~~((sex-based harassment, the initial decision shall be served on all parties simultaneously, as well as the~~

~~Title IX coordinator~~) ) allegations of non-Title IX sexual misconduct,  
the chair of the student conduct committee, on the same date as the  
initial decision is served on the respondent, will serve a written  
notice upon the complainant informing the complainant whether the  
allegations of sexual misconduct were found to have merit and  
describing any disciplinary sanctions and/or conditions imposed upon  
the respondent for the complainant's protection, including suspension  
or dismissal of the respondent. The complainant may appeal the student  
conduct committee's initial decision to the president subject to the  
same procedures and deadlines applicable to other parties. The notice  
will also inform the complainant of their appeal rights.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-140, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-140, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-140, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-150 Appeal from student conduct committee initial**

**decision.** (1) Any party, including a complainant in ((~~sex-based harassment~~)) sexual misconduct cases, may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within 21 calendar days of service of the committee's decision. Failure to file a timely appeal constitutes a waiver of the right and the decision shall be deemed final.

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

(a) Procedural irregularity that would change the outcome;

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

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

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

president or a designee((7)) and serve it on all parties. Failure to file a timely response constitutes a waiver of the right to participate in the appeal.

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

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

(6) In cases involving allegations of ~~((sex-based harassment, the president's decision must be served simultaneously on the complainant, respondent, and Title IX coordinator))~~ non-Title IX sexual misconduct, the president, on the same date that the final decision is served upon the respondent, shall serve a written notice informing the complainant of the final decision. This notice shall inform the complainant whether the sexual misconduct allegation was found to have merit and describe any disciplinary sanctions and/or conditions imposed upon the



respondent for the complainant's protection, including suspension or dismissal of the respondent.

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

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-150, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-150, filed 4/28/21, effective 5/29/21. Statutory Authority: RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-150, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 24-24-035, filed 11/25/24, effective 11/30/24)

**WAC 495E-110-160 Summary suspension.** (1) Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible, while an investigation and/or formal disciplinary procedures are pending.

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

(a) Has violated any provision of the code of conduct; and

(b) Presents an immediate danger to the health, safety or welfare of members of the college community; or

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

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

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

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

(b) The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and

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

(5) The conduct review officer shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension.

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

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

(c) If the respondent fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.

(d) As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.

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

(6) In cases involving allegations of (~~sex discrimination~~) sexual misconduct, the complainant shall be notified that a summary suspension has been imposed on the same day that the summary suspension notice is served on the respondent. The college will also provide the complainant with timely notice of any subsequent changes to the summary suspension order.

[Statutory Authority: RCW 28B.50.140(13). WSR 24-24-035, s 495E-110-160, filed 11/25/24, effective 11/30/24. Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-160, filed 4/28/21, effective 5/29/21. Statutory Authority:

RCW 28B.50.140(13), Violence Against Women Act of 1994, and Title IX of Education Amendments of 1972. WSR 15-11-013, § 495E-110-160, filed 5/8/15, effective 6/8/15.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-225 Sexual misconduct proceedings.** Both the respondent and the complainant in cases involving allegations of sexual misconduct subject to Title IX jurisdiction shall be provided the same procedural rights to participate in student discipline matters, including the right to participate in the initial disciplinary decision-making process and to appeal any disciplinary decision.

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-225, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-240 Prohibited conduct under Title IX.** Pursuant to

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

For purposes of this supplemental procedure, "sexual harassment" ~~((encompasses the following conduct))~~ means conduct on the basis of sex that satisfies one or more of the following:

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

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

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

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any

object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

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

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

(d) Statutory rape. ~~((Consensual))~~ Nonforcible sexual intercourse between someone who is ~~((eighteen))~~ 18 years of age or older and someone who is under the age of ~~((sixteen))~~ 16.

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

common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW ((~~26.50.010~~)) 26.55.010.

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

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

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

(i) The length of the relationship;

(ii) The type of relationship; and

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

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



[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-240, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-260 Initiation of discipline.** (1) Upon receiving ((the)) a Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

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

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s);  
(~~and~~)

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

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

(ii) An advisor may be an attorney; and

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

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

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-260, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-280 Rights of parties.** (1) The college's student conduct procedures, WAC 495E-110-120, and this supplemental procedure shall apply equally to all parties.

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

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

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

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-280, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-290 Evidence.** The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

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

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

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

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

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

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

ask questions directly of one another. The advisors will be responsible for questioning all witnesses on the party's behalf.

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

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

- (a) Spousal/domestic partner privilege;
- (b) Attorney-client and attorney work product privileges;
- (c) Privileges applicable to members of the clergy and priests;
- (d) Privileges applicable to medical providers, mental health therapists, and counselors;
- (e) Privileges applicable to sexual assault and domestic violence advocates; and
- (f) Other legal privileges identified in RCW 5.60.060.

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-290, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-300 Initial order.** In addition to complying with WAC 495E-110-140, the student conduct committee will be responsible for conferring and drafting an initial order that:

- (1) Identifies the allegations of sexual harassment;
- (2) Describes the ~~((grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices))~~ procedural steps taken from receipt of the formal complaint through the determination, including any notifications to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
- (3) Makes findings of fact supporting the determination ~~((of responsibility))~~;
- (4) Reaches conclusions ~~((as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX))~~ regarding responsibility by applying the conduct code to the facts;

(5) Contains a statement of, and rationale for, the ~~((committee's determination of responsibility for each allegation))~~ result as to each allegation, including a determination regarding responsibility;

(6) Describes any disciplinary sanction or conditions imposed against the respondent, ~~((if any))~~ rising from the committee's determination that the respondent violated the conduct code;

(7) ~~((Describes to what extent, if any, complainant is entitled to))~~ Determines whether remedies designed to restore or preserve complainant's equal access to the college's educational programs or activities will be provided by the college;

(8) Describes the process for appealing the initial order to the college president; and

(9) The committee chair will serve the initial order on the parties simultaneously.

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-300, filed 4/28/21, effective 5/29/21.]

AMENDATORY SECTION (Amending WSR 21-10-038, filed 4/28/21, effective 5/29/21)

**WAC 495E-110-310 Appeals.** (1) (~~The parties shall have the~~

~~right to appeal from the initial order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and time frames set forth in WAC 495E-110-150.~~

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

~~(3)) All parties, including the student conduct officer in their capacity as a representative of the college, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the president's office within 21 calendar days of service of the initial order or notice of dismissal that the appealing party is challenging and must contain argument as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to~~



appeal and the initial order or notice of dismissal shall be deemed final.

(2) Upon receiving a timely appeal, the president's office will serve a copy of the appeal on all parties, who will have 10 business days from the date of service to submit written responses to the president's office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the president's office shall serve copies of the responses to the other parties.

(3) Parties receiving a copy of the responses shall have five business days in which to submit a written reply addressing issues raised in the responses to the president's office.

(4) The president or their delegate, based on their review of parties' submissions and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal is affirmed or denied, or if the disciplinary sanctions and conditions imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.

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

(6) All administrative decisions reached through this process may be judicially reviewed pursuant to applicable provisions of chapter 34.05 RCW including, but not limited to, the timelines set forth in RCW 34.05.542.

[Statutory Authority: Title IX of Education Amendments of 1972 and RCW 28B.50.140. WSR 21-10-038, § 495E-110-310, filed 4/28/21, effective 5/29/21.]

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 5. DISCUSSION/REPORTS**

**SUBJECT:**

**BACKGROUND:**

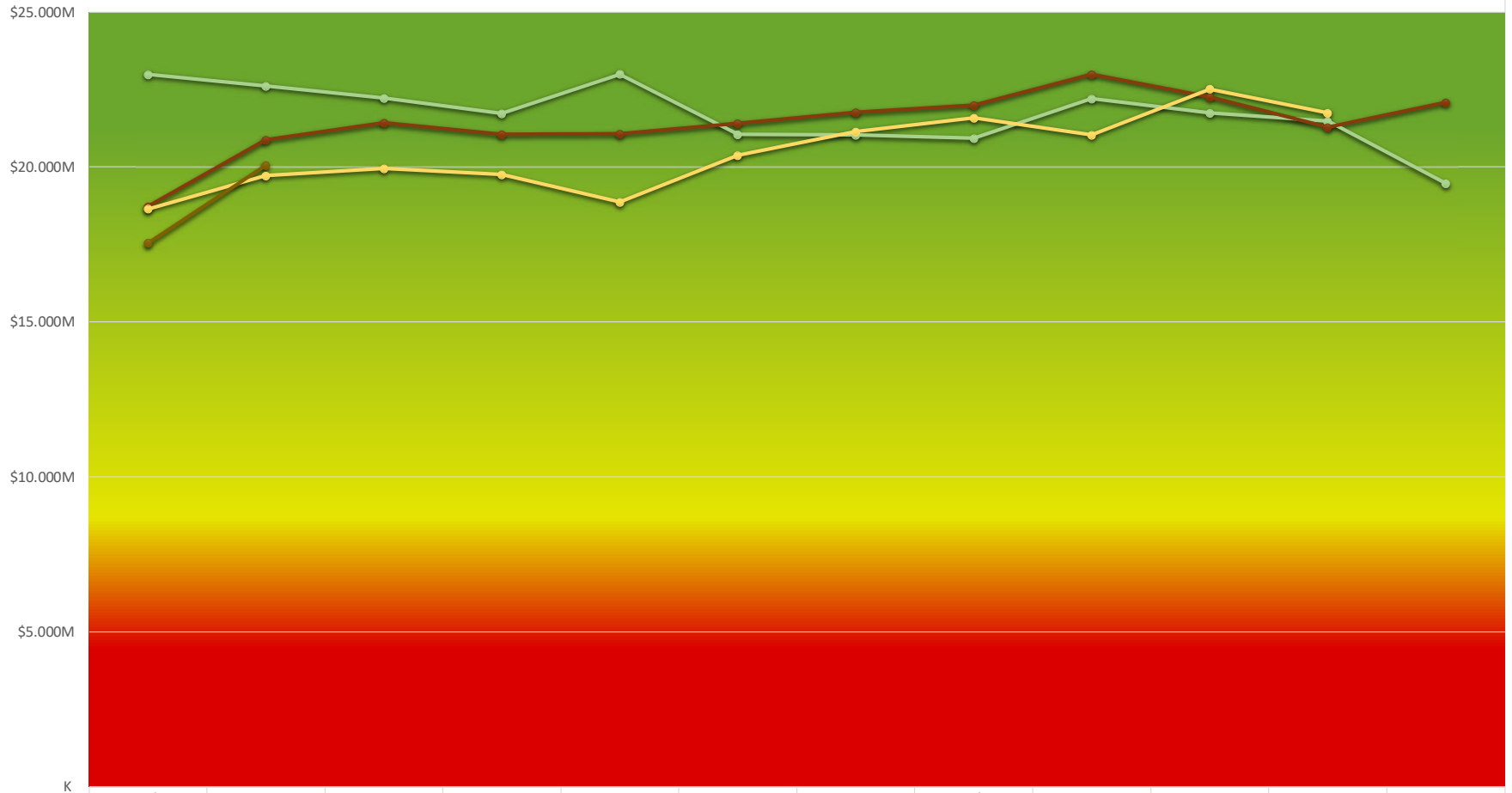
- A. President's Report  
Dr. Harden will provide a report subsequent to the June 18, 2025 Board meeting.
- B. Financial/Budget Status  
Vice President Jackson will provide a report of the budget.

<b>BOARD CONSIDERATION</b>	
<b>X</b>	Information
	Action

**RECOMMENDATION:**

None.

**RTC Month End Cash and Reserves Balances - FYR 2223 to 2526**

[illegible]

**RENTON TECHNICAL COLLEGE**  
**MONTHLY OPERATIONS REPORT**  
**FISCAL YEAR 2025-26**  
**For the Month of August 2025**

	August 2025 - Actual	Year to Date - August 2025 - Actual	Prior Year to Date - August 2024 - Actual	Variance - Increase (Decrease)
Beginning Cash Balance	12,743,295	3,533,343	9,427,232	(5,893,889)
Add - Revenues:				
Tuition & Fees - Funds 060 148 149 561	567,681	4,917,770	3,906,989	1,010,781
Grants and Contracts	1,025,036	1,599,490	987,715	611,775
Donation Received	-	-	-	-
Student Government	41,171	390,695	321,238	69,457
Bookstore	2,858	2,858	4,717	(1,859)
Security/Parking	13,855	137,426	88,996	48,430
Culinary Arts - Food Services	47,457	101,491	93,989	7,502
Housing	-	-	-	-
Interest Income	39,177	76,472	124,632	(48,160)
Rental Income - Excluding 569	39,016	91,293	69,146	22,147
Scholarship and Student Loan Funds Received	368,835	1,566,618	774,497	792,121
CRRSA	-	-	-	-
CARES Deferred FY20	-	-	-	-
Net Operating Revenues	<b>2,145,086</b>	<b>8,884,113</b>	<b>6,371,919</b>	<b>2,512,194</b>
Add - State Allocation				
State Allocation - VPA Expenses	3,059,010	4,774,555	5,165,648	(391,093)
Capital Allocation Fund 057	3,393	3,393	2,395	997
Capital Allocation Fund 060	4,650	4,650	2,025	2,625
Total State Funding	<b>3,067,052</b>	<b>4,782,598</b>	<b>5,170,069</b>	<b>(387,471)</b>
Total Revenues	<b>5,212,138</b>	<b>13,666,710</b>	<b>11,541,988</b>	<b>2,124,723</b>
Less - Expenses:				
Salaries	2,053,893	4,112,037	4,385,632	(273,595)
Benefits	727,043	1,459,435	1,418,876	40,558
Contracts	-	-	-	-
Goods and Other Services	1,047,413	1,323,445	1,371,380	(47,935)
Cost of Goods Sold	15,848	31,959	30,259	1,700
Travel	4,826	8,465	10,768	(2,303)
Equipment	18,372	18,372	14,856	3,516
Computer Equipment	-	-	-	-
Financial Aid	249,668	1,669,541	1,420,349	249,192
Debt Service	-	-	859	(859)
Bad Debt	-	-	-	-
Total Expenses	<b>4,117,063</b>	<b>8,623,253</b>	<b>8,652,979</b>	<b>(29,727)</b>
Net Operating Surplus (Deficit)	<b>1,095,075</b>	<b>5,043,458</b>	<b>2,889,009</b>	<b>2,154,449</b>
Other Sources (Applications) of Cash:				
Changes in Petty Cash; Accts. Receivable & Accts. Payable; Inventory	268,071	2,571,253	(5,164,942)	7,736,195
Decrease/ (Increase) in Investments & Bond Amortization	(3,037,583)	(79,196)	(104,611)	25,415
Payment of Bldg, Innovation Fee, and VPA Advance to State	(97,964)	(97,964)	(82,383)	(15,581)
Land Purchase	-	-	-	-
Total Other Sources (Applications) of Cash	<b>(2,867,476)</b>	<b>2,394,093</b>	<b>(5,351,936)</b>	<b>7,746,028</b>
Adjustments to Cash - Posting Errors	-	-	-	-
Ending Cash Balance	<b>10,970,894</b>	<b>10,970,894</b>	<b>6,964,305</b>	<b>4,006,588</b>
Add College Reserves:				
Local Government Investment Pool (LGIP)	21,860	21,860	10,077,840	(10,055,980)
Investment Bonds held in trust by US Bank	10,182,484	10,182,484	2,684,839	7,497,645
Total Reserves	<b>10,204,344</b>	<b>10,204,344</b>	<b>12,762,679</b>	<b>(2,558,335)</b>
Total Cash and College Reserves	<b>21,175,238</b>	<b>21,175,238</b>	<b>19,726,984</b>	<b>1,448,254</b>
	<b>Actual %</b>	<b>Year to Date</b>	<b>Prior Year to Date</b>	<b>Variance</b>
Total Current State Allocation	100%	32,300,343	34,272,879	(1,972,536)
Allocation Used - Year to Date	15%	4,782,598	5,170,069	(387,471)
Remaining State Allocation	85%	27,517,745	29,102,810	(1,585,065)

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 6. BOARD OF TRUSTEES**

**SUBJECT: TRUSTEE REPORTS**

**BOARD CONSIDERATION**

X Information

Action

**BACKGROUND:**

A. 2026 Board Calendar – First Read

The Board will review the proposed 2026 calendar of meetings.

B. Foundation Liaison Report

The Foundation Liaison position is currently vacant.

C. Legislative Action Liaison Report

Legislative Action Liaisons, Vice Chair Zappone, will provide an update on legislative action meetings and activity.

D. Community Advisory Committee

Community Advisory Committee Liaison, Trustee Norouzi, will provide an update from the Community Advisory Council.

**RECOMMENDATION:**

None.

## BOARD OF TRUSTEES MEETING SCHEDULE – 2025-2026

Date	Week/Day of the Month	Meeting Begins	Deadline for Materials
September 17, 2025	Third Wednesday	3:00 p.m.	Monday, Sept. 8
October 15, 2025	Third Wednesday	3:00 p.m.	Monday, Oct. 6
November 19, 2025	Third Wednesday	3:00 p.m.	Monday, Nov. 10
December 17, 2025	Third Wednesday	3:00 p.m.	Monday, Dec. 8
January 21, 2026	Third Wednesday	3:00 p.m.	Monday, Jan. 5
February 18, 2026	Third Wednesday	3:00 p.m.	Monday, Feb. 9
March 18, 2026	Third Wednesday	3:00 p.m.	Monday, Mar. 9
April 15, 2026	Third Wednesday	3:00 p.m.	Monday, Apr. 6
May 20, 2026	Third Wednesday	3:00 p.m.	Monday, May 4
June 17, 2026	Third Wednesday	3:00 p.m.	Monday, June 8
<b>No Scheduled Meetings in July and August</b>			
September 16, 2026	Third Wednesday	3:00 p.m.	Monday, Sept. 7
October 21, 2026	Third Wednesday	3:00 p.m.	Monday, Oct. 12
November 18, 2026	Third Wednesday	3:00 p.m.	Monday, Nov. 9
December 16, 2026	Third Wednesday	3:00 p.m.	Monday, Dec. 7

Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 7. MEETINGS**

**SUBJECT:**

**BACKGROUND:**

- A. The next regularly scheduled meeting of the Board of Trustees will be October 15, 2025.

<b>BOARD CONSIDERATION</b>
X Information
Action

**RECOMMENDATION:**

None.



Renton Technical College  
Board of Trustees Meeting  
**September 17, 2025**

**AGENDA ITEM: 8. ADJOURNMENT**

**SUBJECT:**

**BACKGROUND:**

<b>BOARD CONSIDERATION</b>
Information
<b>X Action</b>

**RECOMMENDATION:**

Motion required.