



BELLEVUE
COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

March 5, 2014

Vision

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs.

Core Values

We, the Board of Trustees, faculty, staff and administration of Bellevue College, place students at the center of all we do and support and promote the excellence of their efforts. We affirm and embody pluralism; value collaboration and shared decision making; and honor creativity and innovation. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape its future. We acknowledge our responsibility to society and embrace the belief that widespread access to excellent postsecondary education is the cornerstone of a democratic society.

Mission

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region.

Core Themes: *Mission Alignment*

Student Success

BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

Teaching and Learning Excellence

BC prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students.

College Life and Culture

BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation.

Community Engagement and Enrichment

BC strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large.

**BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON**



A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, March 5, 2014. The business session will begin at 2:00 pm in room B201. Marie Gunn, Chair, will preside.

AGENDA

12:00 PM	LUNCH (A201) The trustees will have lunch together. No business will be conducted.		
1:00 PM	EXECUTIVE SESSION (A201) There will be an executive session to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body or a member acting in an official capacity is, or is likely to become a party, collective bargaining, and to discuss the evaluation of state employees.		
2:00 PM	STUDY SESSION Continuing Education		
3:00 PM	BUSINESS SESSION (B201)		
	I. Call to Order		
	II. Roll Call and Introductions		
	III. Consent Agenda		
	A. Approval of Agenda for March 5, 2014		3
	B. Meeting Minutes from February 5, 2014		5
3:10 PM	IV. Constituent Reports		
	A. Faculty	Brown	
	B. Classified Staff	Turnbull	
	C. Student	Terry	
	D. Foundation	Langton	
4:00 PM	V. Monitoring Reports (reports for this meeting in bold)		
	A. Student Success	All	11
	B. Instruction	All	13
	C. Economic and Workforce Development	All	16
	D. Student Services	All	17
	E. Equity & Pluralism	All	18
	F. Foundation	All	19

**BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON**

		G. Information Resources	Quarterly	
		H. Capital Facilities	Quarterly	
		I. Finance	Quarterly	20
		J. Human Resources	Quarterly	23
		K. Enrollment Report	Quarterly	
		L. Budget and Legislative Developments	As needed	
		M. Marketing and Public Relations	As needed	
4:20 PM	VI.	Action Items		
		A. Tenure Recommendations for the 2014-15 Academic Year	Nielsen	24
		B. Policy 3655: Use of Human Participants in Research Activities	James	26
4:30 PM	VIII.	Board Reports		
		A. TACTC Board of Directors	Orrico	
		B. TACTC Legislative Committee	Miller/Orrico	
		C. Foundation Liaison Report	Heu-Weller	
		D. Individual Member Reports		
4:40 PM	IX.	President's Report		
4:50 PM	X.	Unscheduled Business/Community Testimony		
5:00 PM	XI.	Adjournment		
		<i>Time and order are estimates only and subject to change.</i>		

**BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON**

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held, Feb. 5, 2014 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Marie Gunn, Chair, presided.

EXECUTIVE SESSION

The executive session was called to order at 11:30 AM. Marie Gunn announced that there would be an executive session for approximately 60 minutes to discuss collective bargaining.

BUSINESS SESSION

The business session was called to order at 12:30 p.m.

I. ROLL CALL

Ms. Gunn, Ms. Orrico, Ms. Heu-Weller and Ms. Dzhuraeva were present.

Chair Gunn introduced Aaron Hilliard, Vice President of Human Resources and Tom Nielsen introduced international scholar in residence, Ms. Liu Yi.

INTRODUCTIONS

Lisa Corcoran, Executive Asst. to the President	Bruce Marvin, Asst. Attorney General
Aaron Hilliard, Vice President of Human Resources	Ray White, Vice President of Administrative Services
Laurence Herron, Interim Vice President of Institutional Advancement	Paula Boyum, Vice President of Economic & Workforce Development
Patricia James, Associate Vice President of Effectiveness and Strategic Planning	Russ Beard, Vice President of Information Resources
Tom Nielsen, Vice President of Instruction	Yoshiko Harden, Vice President of Diversity
Sarah Langton, BC Foundation President	Ata Karim, Vice President of Student Services
Rebecca Chawgo, Director of Development	Becky Turnbull, Classified Employee Representative
Faisal Jaswal, Assistant Dean, Student Programs	Doug Brown, President, BCAHE
Puget Sound Energy Representatives	Evan Epstein, Public Relations Manager
Miranda Kato, Omsbuds	

II. CONSENT AGENDA

Vicki Orrico moved to approve the consent agenda. Merisa Heu-Weller seconded.

The consent agenda was approved unanimously.

III. CONSTITUENT REPORTS

Faculty Report

Doug Brown, Bellevue College Association of Higher Education (BCAHE) President, discussed the following:

- Mathematics competition
- Employment structure for adjunct faculty - both the terminology and the hiring process
- Salary structure for full-time faculty and HB 1348 which allows the use of local funds to supplement state funding.
- Tim Jones is collaborating with faculty at the University of Washington, University of Nebraska and Utah State University to participate in the Civil Rights Pilgrimage, a bus tour which visits sites of historic importance to the U.S. Civil Rights movement. Tim Jones, Aaron Reader and three students are representing Bellevue.

Classified Staff Report

Becky Turnbull, representing classified staff, reported that:

The classified staff had been focusing on preparing for professional development day and the classified employee scholarship programs. The scholarship committee reviewed nine applications for winter quarter. All applications were at least partially funded. A budget request has been submitted to increase scholarship budget. There are 117 people registered for classified staff professional development day and interpreters are being provided for six languages. There is a full agenda of activities including CPR and emergency preparedness.

Foundation Report

Sarah Langton, President of the Bellevue College Foundation, reported on the following items:

- Bellevue College Foundation Strategic Plan and the five top points
- Increasing the pool of major givers to the foundation
- Increasing membership of emeritus board with a focus on bringing people back to the college.
- Upcoming cultivation events on campus -
March 8th in conjunction with the Central Sound Regional Science Fair
April 30th, Foundation Luncheon – stronger focus on students
May 22nd (tentative) Scholarship Read Day

IV. **MONITORING REPORTS**

There were no questions on the monitoring reports. Ray White noted that the site plan for the Issaquah Campus was approved the previous evening. This secures BC's entitlement for development for the next twenty-six years.

V. **FIRST READ**

- A. Tenure recommendations for the 2014-15 Academic Year
Tom Nielsen reviewed the recommendations regarding tenure for the 2014-15 Academic Year.
- B. Policy 3655: Use of Human Participants in Research Activities.
Patricia James reviewed the recommended changes to the policy. Changes are recommended to align with practice and federal guidelines.

VI. **ACTION ITEMS**

A. Policy 3000 Grading: Course Repeat Policy

Tom Nielsen presented the rationale for the change to the course repeat policy.

Vicki Orrico moved to approve Policy 3000 Grading: Course Repeat Policy. Takhmina Dzhuraeva seconded.

The policy was approved unanimously.

B. Resolution 309 - Indemnification Authorization

Bruce Marvin presented the request for indemnification authorization for Michael Culpepper and the marital community comprised thereof in the lawsuit Sherman v. Bellevue Community College.

Vicki Orrico moved to approve Resolution 309, Authorization of Indemnification. Merisa Heu-Weller seconded.

The motion was approved unanimously.

RESOLUTION AUTHORIZING INDEMNIFICATION

WHEREAS, a legal action, as designated below, has been commenced involving this institution of higher education; and

WHEREAS, the employee of the institution designated below has requested the Board to authorize his defense under RCW 28B.10.842; and

WHEREAS, the Board has made a determination that such designated individuals was acting in the performance of his duties and in good faith;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby specifically finds that the individuals designated below acted within the scope of his authority and in good faith with regard to the conduct alleged by the plaintiff to be wrongful, and the Board specifically authorizes his defense and approves his indemnification by the State pursuant to RCW 28B.10.842.

C. Resolution in support of House Bill 1817

Merisa Heu-Weller moved to approve Resolution 311 Support for the Passage and Implementation of House Bill 1817. Vicki Orrico seconded.

The motion passed unanimously.

SUPPORT FOR THE PASSAGE AND IMPLEMENTATION OF HOUSE BILL 1817

WHEREAS, the Bellevue College Board of Trustees have supported increasing access of all student populations including undocumented students to funding for completing their education at Bellevue College; and

WHEREAS, the Bellevue College Board of Trustees have assigned the responsibility for closing the achievement gap between various student demographic as an important goal for the President of Bellevue College; and

WHEREAS , the current rules governing eligibility of financial aid and Washington College Bound Scholarship create barriers and blocks a more affordable and attainable route to college for immigrant children granted deferred action for childhood arrival status who reside in Washington state; and

WHEREAS, extending in-state tuition to these youth has helped immigrant students better afford higher education in this state, financial aid is necessary to extend to them the American dream; and

WHEREAS, the extension of financial aid to these immigrant American youth is also necessary to position them for economic success and strengthen Washington state's competitive edge in the world economy; and

WHEREAS, Paul has provided extraordinary service and dedication to the trustees, students, faculty, staff and administration of Bellevue College;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby

Approves support for House Bill 1817 that Financial Aid be granted pursuant to eligible students who have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for House Bill 1817 that the Washington college bound scholarship should be extended to those students who have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for amendments to RCW 28B.92.010 and 2004 c 275 s 34 in House Bill 1817 that extend the State Need Grant to persons who have resided in Washington state for at least three years immediately prior to being admitted to an eligible institution of higher education and have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for and urges that HB 1817 be taken up in the Senate during the current session; and

Approves and strongly urges the legislature to pass House Bill 1817 during the current session.

D. Resolution 310: Commendation for Paul Chiles

Takhmina Dzhuraeva made a motion to adopt Resolution No. 310 commending Paul Chiles. Vicki Orrico seconded the motion. The motion passed unanimously.

COMMENDATION FOR PAUL CHILES

WHEREAS, PAUL CHILES has faithfully served as trustee of Bellevue College for ten years, having been appointed to the board of Community College District No. 8, Bellevue Community College in November of 2003; and

WHEREAS, Paul served as the chair of the board in 2007-2008 and 2012-2013 providing leadership, vision, inspiration, and sound counsel; and

WHEREAS, Paul provided strong support and advocacy for underserved student populations; ensuring that the college maintain its commitment to providing students with access to high quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region; and

WHEREAS, Paul demonstrated his commitment to students and the college with his time and presence at numerous events on campus such as the MCS gatherings, TRiO Awards, and OLS ceremonies and in the community representing the college at community and business events and activities; and

WHEREAS, Paul exhibited his dedication to equity, diligently worked with the college to increase the college's commitment to utilizing minority and women owned businesses as suppliers; and

WHEREAS, Paul has provided extraordinary service and dedication to the trustees, students, faculty, staff and administration of Bellevue College;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby commends Paul Chiles and offer its most sincere appreciation for his outstanding services to the citizens of this community.

VII. **BOARD REPORTS**

TACTC – Bellevue College nominee, Patience Mizero, was selected as the winner of the Transforming Lives Award. There were a number of presentations by state legislators at the conference. Marcie Maxwell, Governor Inslee’s Senior Policy Advisor on Education, invited Trustee Orrico to participate in the education network roundtable to promote relationships between K-12 and higher ed.

TACTC Legislative Committee – Bellevue College hosted a reception in concert with five other colleges in conjunction with the TACTC Legislative Conference. Recommendation is to consider another option for next year.

Individual Member Reports –There were no individual member reports.

PRESIDENT’S REPORT

Chair Gunn reported that President Rule was attending a national philanthropic conference with Trustee Chin.

VIII. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

IX. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 1:25 p.m.

Marie Gunn, Chair
Board of Trustees

ATTEST:

Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

SUCCESS IN DEVELOPMENTAL ENGLISH, FALL 2013

Fall 2013 all developmental English: 524 enrollments | 29 sections

Race/ethnic Group	%
African American	8.2%
Alaska Native	0.2%
American Indian	0.2%
Asian	44.2%
Hispanic	13.1%
Multi-racial	4.2%
Native Hawaiian or Other Pacific Islander	0.2%
Other Race	3.3%
Pacific Islander	0.2%
White	22.9%
Missing	3.3%
Grand Total	100.0%

• **Table 1** shows the distribution of enrollments in developmental math courses by race/ethnicity.

• **96 students enrolled in the Improving Reading Lab** course (ENGL 080) in addition to one other course.

Performanceⁱ

• *All students:* 75.6% earned C or betterⁱⁱ ; 20.6% earned F or withdrew from the courseⁱⁱⁱ

• *Within race/ethnic groups:* **Chart 1** compares the proportion of all students to those who earned C or better grades by race/ethnic group.

Interpreting **Chart 1**—Asian students comprise less than 50% of all students enrolled and more than 50% of all students earning a C or better grade. While the percentages of those earning C or better grades in other race/ethnic groups are more closely aligned with their representation in the population overall.

Chart 1. Total Enrolled and C or better Grades Earned by Race/ethnic Groups

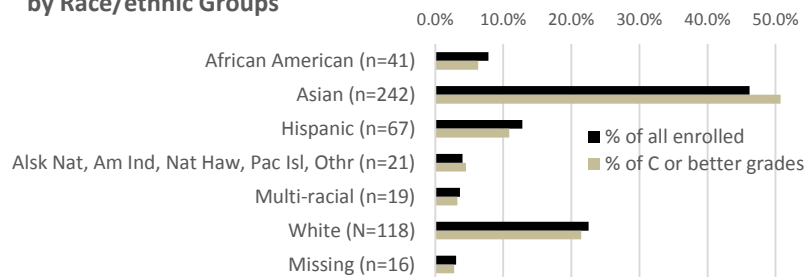
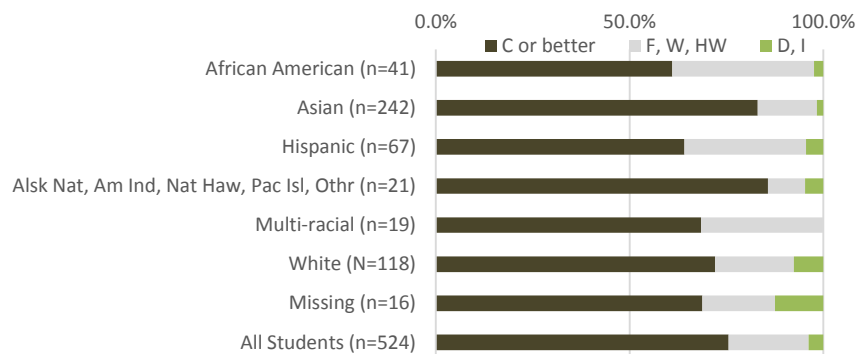


Chart 2 shows the distribution of all grades within each race/ethnic group. More than 60% of grades earned by every group were C or better. However, the highest percentages of F or withdrawal grades (30% or more) were earned

Chart 2. Grade Distribution within Race/ethnic Groups



(30% or more) were earned by African American, Hispanic, and Multi-racial students.

Transition Outcomes of fall ENGL 072 students | 86 enrollments in fall term

- ENGL 072 is classified as 3 levels below college-level.
- More than three-fourths (82.6%) of fall term ENGL 072 students (n=86) enrolled in at least one course winter term.
- 77.9% of ENGL 072 students enrolled in a winter term *English* course.
 - 3.0% enrolled in ENGL 080 (3 levels below college level)
 - 53.7% enrolled in ENGL 092/093 (1 level below college level)
 - **43.3% enrolled in ENGL 101 (college-level)**

Table 2. Fall ENGL 072 Students Enrolled in Winter English Course	
Race/ethnic Group (fall ENGL 072 enrollment)	% of fall ENGL 072 in winter English course
African American, Hispanic (n=15)	66.7%
Asian (n=53)	79.2%
Multi-racial, Other, Missing (n=3)	100.0%
White (n=15)	80.0%
All ENGL 072 Students (n=86)	77.9%

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning
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ⁱ Grade interpretation: A-C includes all such grades except C-. F, W, or HW indicates failure or withdrawal (HW is a “hardship” withdrawal); P, D, I means Pass, D+ or D grades, and Incomplete.

ⁱⁱ Includes CR and P grades

ⁱⁱⁱ Includes NC grades

INSTRUCTION



UNIVERSAL DESIGN FOR LEARNING (UDL) – TRAIN THE TRAINER COHORT

To illustrate one of the fundamental tenets of UDL, this document uses a minimum font size of 13, even though that is not consistent with the report template provided.

Key Points

- Universal Design for Learning (UDL) is “a researched-based set of principles that together form a practical framework . . . to maximize learning opportunities for every student” (Rose & Meyer, 2002, Preface). Rather than designing for the average student, instruction is designed for students who potentially have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, ethnicity, and other characteristics. The UDL curriculum “reflects an awareness of the unique nature of each learner and the need to address differences” by offering:
 - *Multiple means of representation*, to give learners various ways of acquiring information and knowledge;
 - *Multiple means of action and expression*, to provide learners alternatives for demonstrating what they know; and
 - *Multiple means of action and engagement*, to tap into learners’ interests, offer appropriate challenges, and increase motivation. (CAST)

Why is Universal Design important to Bellevue College and its students?

The graph below reports on the success rates (as defined by achieving a C- or better) of students enrolled in college-level, STEM courses over the past five years.

The rates of success of Bellevue College students in a STEM course is a little over 78%. However, male students, under 20 years of age, taking the same course only achieve a C- or better 75.9% of the time. If that same student also happens to have a registered disability, his success rate drops to 70.9%. Lastly, if that same student is an African American, his likelihood of succeeding is only 54.5%.

Intersectional Success



Employing UDL principles in all classes is one strategy that will help reduce this achievement gap. As stated so eloquently by Dr. Jeff Duncan Andrade at the recent Professional Development Day, showing students that the institution cares about them as individuals is a proven means of providing them the hope needed to increase success. UDL provides approaches that are effective for our diverse group of learners and enable instructors to connect with each student.

- In winter quarter, 2013, a small cohort of BC faculty were selected to train with UDL expert, Cathy Jenner with the goal of developing a cadre of in-house UDL experts who would be able to apply universal design principles to instruction and to evangelize and disseminate UDL principles to BC colleagues and to the campus at large.
- Individual/group training sessions were conducted (over 24 hours of training) as well as seven 2-hour cohort meetings. Initial public presentations included: Curriculum Advisory Committee; Part-Time Faculty Orientations; and the All Faculty Meeting
- Fall quarter, 2013, the cohort developed and began offering intro and advanced workshops, presentations, brown-bags, and divisional trainings. They also created a series of four UDL bookmarks, and an institutional repository of UDL information in Canvas: <https://bc.instructure.com/courses/867370>
- Winter quarter, 2014, the cohort participated in two Part-Time Faculty Orientations; conducted an Accessible Syllabi workshop; conducted several UDL Brown Bags; and conducted a dedicated UDL workshop on Professional Development Day. Offerings and regular cohort meetings will continue through spring, 2014.

- Instructors have implemented such things as: UDL-focused faculty learning group; checklist of milestone learning outcomes for Basic Skills students; retest for additional points; step-by-step lecture notes and instructions posted in Canvas ahead of time, accompanied by whiteboard work; video demonstrations with intentional pauses to allow students to practice; use of student interests and hobbies as discussion examples to increase relevance and engagement of materials; and representing mathematical concepts in multiple ways, i.e., fractions – numerically, pictorially, video clips, whiteboard modeling, practice with book and worksheets.
- When asked to note positive aspects of the courses, students surveyed provided the following comments:
 - *As an adult with ADHD, getting up and physically participating in the class really helped. Also, the open atmosphere (where it's okay to talk and interact, etc.) helped as well.*
 - *The teaching method was very helpful. Lecture → Homework → Discussion → Q & A were very helpful and instructor provided students numerous ways to engage in discussions about course material.*
 - *Projects and "hands-on" assignments. Lots of people learn by doing and seeing, rather than lectures so that has been helpful.*
 - *The encouragement for students to get involved in class; the class included a variety of activities and movements.*
 - *I really liked moving around the classroom when learning about stuff. I also liked interactive examples.*
 - *The participation system really helped me by encouraging me to participate in class discussions. Standing up and moving to do certain activities was great too.*

Next steps

- In addition to continuing the monthly meetings and existing trainings and presentations, funding has been secured to retain Cathy Jenner as facilitator and to recruit 4-5 new faculty for a second train the trainer cohort moving into fall 2014. Also of note are plans to explore the possibility of hiring a part-time project manager, and a renewed emphasis on sustainability.

Report by: Tom Nielsen, Vice President of Instruction

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ECONOMIC & WORKFORCE DEVELOPMENT



CAREER ADVANCEMENT AND TRANSITION SUPPORT FOR VETERANS AND SPOUSES

Key Points

In late 2010 Bellevue College was one of six organizations nationally, and the only college, to be awarded a two-year grant from Microsoft to help veterans and their spouses acquire the skills and resources they need to be successful in today's workplace. Last spring, as that seed funding ended the college demonstrated its commitment to the initiative by providing ongoing support for a Veterans Career Advancement Program Manager. The focus of the position is to help each BC veteran or spouse develop a comprehensive career pathway plan that specifically matches his or her skills, interests and values and includes networking activities, work-based learning ideas, and job-search techniques; an entire toolkit of strategies and connections that can have an important impact as a veteran or spouse makes career transitions. This funding allows for transition, career pathway, industry networking, and job-search assistance services to be scaled up to meet the needs of a growing number of veteran and spouse enrollees at the college as increased numbers of veterans return from deployments.

Data from the Bureau of Labor Statistics, 2011, shows that veterans earning a bachelor's degree have an unemployment rate that is HALF of veterans with no post-high school education, and that for each level of education attained, the unemployment rate for veterans goes down. This data suggests that educational attainment has a major impact on job marketability for veterans and that anything we can do to help veterans successfully transition into college and attain credentials will significantly increase their opportunities in the workforce.

Current initiatives in the program include:

- Dedicated internship search assistance for veterans and spouses; a Veterans Internship Fair
- A series of events each quarter to connect veterans with industry professionals and mentors
- Individualized career pathway and job-search advising
- Weekly "Vets Connect" networking lunches to build a supportive community among students
- On-site co-location of a VA Vets Center Outreach Specialist to connect vets to external resources
- Presentations and recruiting activities at Joint Base Lewis McChord

Next Steps

- Develop the curricula for a cohort series of courses to help students create career pathways, connect with employers, and access resources
- In conjunction with the BC Grants Office and Institutional Advancement, program staff will raise funds and develop proposals to increase student success services for veterans and spouses

Report by: Paula Boyum, Vice-President for Economic & Workforce Development
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STUDENT SERVICES



STUDENT SERVICES STRATEGIC PLANNING & REDESIGN

This report outlines the key milestones achieved in the progress towards a final Student Services strategic plan and redesign proposal initiated as per the directions of the President of Bellevue College to move student services division towards a contemporary learner centric approach to service delivery based on the best practices, evidence, and emerging trends to increase “students’ access to success” at BC to better fulfill the mission of the college.

Key Points achieved by end of Winter Quarter 2014

- Completed data gathering through focus groups from the ranks of faculty, staff, students, and external community to participate in the reinvisioning process
- Shared findings of the completed environmental scan with Student Services staff, President’s Cabinet, and the Strategic Planning and Academic Master Planning teams
- Completed and shared the student experience survey data with President’s Cabinet, Student Services Cabinet and the Strategic Planning and Academic Master Planning teams
- Completed first draft of possible reorganization proposal and shared with President’s Cabinet, Student Services Cabinet and Student Services Division
- Submitted a 5 year strategic planning document draft proposal to President’s Cabinet and Student Services Cabinet and the Strategic Planning and Academic Master Planning teams

Next Steps

- Complete the process of seeking input from key stakeholders including Board of Trustees on drafts of Student Services Strategic Plan
- Seek signoff from key stakeholders including the Board of Trustees
- Begin implementation of the recommended redesign and strategic plan in line with the Presidential Goals timelines

Report by: Ata U. Karim, Vice President, Student Services
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EQUITY AND PLURALISM



DIVERSITY STATEMENT

Key Points

Beginning November 2013, all applicants for full-time tenure track, professional/exempt and classified positions were required to submit a diversity statement answering the following question;

Please provide specific examples of how your educational and/or professional experiences, background or philosophy demonstrate your commitment to diversity and equity, and how these prepare you to contribute to Bellevue College.

The diversity statement is to help screening advisory committees assess an applicant's knowledge, skills and abilities as they relate to diversity and equity. Also, it sends an institutional message to potential employees that Bellevue College views diversity and equity as a college priority, and conveys the expectation that BC expects applicants to contribute to the college's efforts regardless of the position they hold or aspire to hold. Further, screening committees are provided with a rubric to evaluate the statements as--least competitive, competitive, and most competitive.

Yoshiko Harden, Tom Nielsen, and Krischanna Roberson are meeting with every screening advisory committee to provide mini trainings and respond to questions. Thus far, the initiative has been well received and a few changes have been made to clarify the process.

Report by: Yoshiko Harden, Vice President for Diversity
yoshiko.harden@bellevuecollege.edu

FOUNDATION



Key Points

- Major Gifts: significant work continues to identify and cultivate the pool of prospects that board members and staff will solicit for major gifts. Annual and restricted giving activities continue to expand. This year the focus is on targeted appeals to highlight various programs and offerings on campus. These are dual purpose appeals, marketing and soliciting donations. To date, targeted appeals have focused on the OLS program, Veterans Program, Mini-grants and Autism Spectrum Navigators. Work has also been done to aid in fundraising for Central Sound Regional Science Fair, Hunger Relief Fund, Dream Scholarship for Undocumented Students, Veterans Resource Network, Men's Soccer, and TestFest.
- Scholarships for the 2014-15 academic year are open with a deadline of April 15th.
- Over one hundred guests including Trustees Marie Gunn, Merisa Hue-Weller, Vicki Orrico, and Takhmina Dzhuraeva, attended the Margin of Excellence Award ceremony was held February 5.
- The first BC Quarterly event will be held on March 8th in conjunction with the Central Sound Regional Science Fair at Bellevue College. The events are designed to deepen patrons relationships with Bellevue College.
- The Foundation's Emeritus Board's next luncheon is March 21st. The group is proving to be a valuable resource for reuniting past board leaders in service for the foundation and the college.
- The Foundation's 2014 Become Exceptional Luncheon is April 30th at Meydenbauer. Development Chair Amy Hedin and her team of board and community members have secured nearly 2/3 of the goal for sponsorships of \$150,000.

Next Steps

- Table captains are being lined up for the BC luncheon. The foundation is counting on strong support from the BC trustees again this year.
- Efforts to secure angel donor gifts for the luncheon have just begun.
- The luncheon program is changing. There will not be a keynote speaker, instead putting even greater focus on BC students and alumni. The luncheon committee is working with staff and faculty to encourage students and groups to participate in special activities. The committee's goal is to provide a more comprehensive look at Bellevue College for the attendees.
- Scholarship Read Day, when Foundation members and volunteers review and assess applications for Foundation scholarships, is tentatively scheduled for May 22nd.
- The second BC Quarterly event will take place in May with a focus on the Arts Department and including a hands-on demonstration.
- The Foundation will participate in Seattle Foundation's GiveBig Day.

Report by: Rebecca Chawgo, Director of Development
rebecca.chawgo@bellevuecollege.edu



BELLEVUE
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FINANCIAL REPORT

FOR PERIOD JULY 1, 2013 TO DECEMBER 31, 2013

Key Points

The purpose of this review is to analyze revenue and expenditure patterns against expectations, to identify emerging trends and their impact on financial performance.

College revenues are nearly even with the prior year-to-date figures, however, expenses are \$3.5m higher. Deeper analysis shows the increased expenses are manifested in the following areas:

Bookstore - A decline in year-to-date revenues between this year and last is the result of several contributing factors:

- A later winter quarter start date pushed more last minute textbook sales into January 2014.
- Operating from a temporary location with less inventory and sales space has resulted in slightly lower overall sales.
- Operating income is down \$5k.
 - As a self-support operation, the 3% salary restoration was absorbed locally.
 - Staffing was added to help with move and temporary location needs.
 - \$30K for personal services reflects wrap-up of federal electronic curriculum grant.

Note – The remodeled bookstore configuration will reduce floor space for textbook display and create more student soft spaces. The effect on future retail sales is undetermined.

Early Learning Center - ELC shows lower revenue.

- Summer program was discontinued due to a temporary staffing shortfall.
- As a self-support operation, the 3% salary restoration was absorbed locally.

Food Service - Food Service net income is down about \$30K from last year.

- Retail location (coffee shop) closed during a remodel project.
- As a self-support operation, the 3% salary restoration was absorbed locally.

Print Services - Printing sales are down, as are expenses, resulting in a net year-to-date loss of \$8K.

Computer Fund – Purchase activity is increased due to an ongoing project to upgrade and replace college servers and infrastructure.

Local Dedicated / Grants and Contracts - Higher expenses reflect new BAS programs and initiatives as well as new grant activities where expenses are incurred prior to reimbursement.

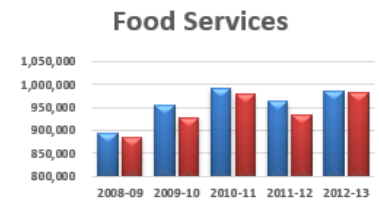
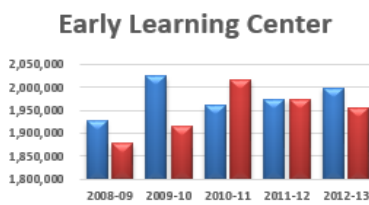
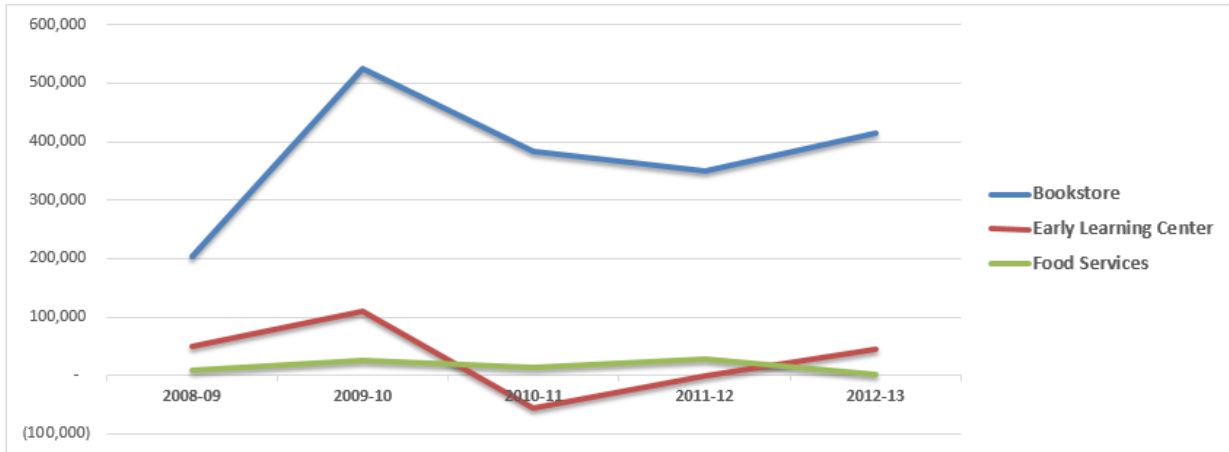
Parking - Parking revenues are lower YTD partially because the start of winter quarter is later and permit purchases tend to be a last minute student purchases. The fund also reflects a \$250k transfer to capital to help fund master planning efforts.

Net Income Analysis - Operating Funds For the Period Ending December 31, 2013					
		FY 14 BUDGET	FY 14 ACTUAL	%	FY 13 ACTUAL
OPERATING FUND:					
STATE ALLOCATION					
	ALLOCATION	\$28,464,007	\$14,634,852	51.4%	\$14,192,935
	EXPENSE		\$14,634,852	51.4%	\$14,192,935
NET GAIN(LOSS) STATE ALLOCATION			\$0		\$0
LOCAL OPERATING					
	REVENUE	\$22,247,835	\$18,292,693	82.2%	\$17,996,150
	EXPENSE		\$9,478,452	42.6%	\$9,126,881
NET GAIN(LOSS) LOCAL OPERATING			\$8,814,241		\$8,869,269
DEDICATED LOCAL FUND					
	REVENUE	\$16,991,458	\$8,688,645	51.1%	\$8,747,692
	EXPENSE		\$6,809,799	40.1%	\$5,667,461
NET GAIN(LOSS) DEDICATED LOCAL FUND			\$1,878,846		\$3,080,231
GRANTS & CONTRACTS					
	REVENUE	\$21,335,399	\$8,307,428	38.9%	\$9,344,718
	EXPENSE		\$5,013,799	23.5%	\$3,997,310
NET GAIN(LOSS) GRANTS & CONTRACTS			\$3,293,629		\$5,347,408
NET INCOME - OPERATING FUNDS:			\$13,986,716		\$17,296,908

Net Income Analysis - Proprietary Funds For the Period Ending December 31, 2013			
	FY 14 BUDGET	FY 14 ACTUAL	FY 13 ACTUAL
PROPRIETARY FUNDS:			
STORES FUND	\$0	\$59,730	-\$1,758
COMPUTER SERVICE FUND	\$1,800,510	-\$764,077	\$347,310
PRINTING FUND	\$938,301	\$11,418	\$44,658
MOTOR POOL	\$16,000	-\$7,449	-\$7,510
ASSOCIATED STUDENTS	\$2,579,377	\$1,439,439	\$1,239,733
BOOKSTORE	\$3,912,397	-\$429,999	-\$276,597
PARKING	\$2,700,783	-\$33,066	\$450,562
FOOD SERVICES	\$1,491,365	-\$64,845	-\$38,441
OTHER AUXILIARY ENTERPRISES	\$3,329,960	\$144,225	\$65,520
NET INCOME - PROPRIETARY FUNDS:		\$16,768,693	\$1,823,477

Financial Performance Analysis - Auxiliary Services

The following charts illustrate the performance of Bellevue College Auxiliary Services over a five year period. They are presented here for informational purposes only.



Prepared by: Ray White, Vice President of Administrative Services
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HUMAN RESOURCES



Human Resources is dedicated to making Bellevue College the workplace of choice by creating and fostering an environment which allows the college to attract, hire, and retain the best people. The goal is to be a valued resource and a partner in reaching the college's goals by providing leadership, training, expertise and services.

Key Points

- During February, Human Resources sponsored a Pluralism in the Selection Process training seminar. The training was presented by Yvonne McGookin and Maria Woods and forty-two (42) Bellevue College employees attended. The following week, twenty-two (22) employees participated in the Pluralism Advocate Rep Training Seminar presented by Heidi Schillinger of Equity Matters. Though there was good participation in each session, there will be additional sessions of the Pluralism in the Selection Process to accommodate the members of the 14 search committees that are currently or will soon be active. At the time of this report, 445 Bellevue College employees have participated in the Pluralism in the Selection Process and 84 Bellevue College employees have been trained as Pluralism Representatives.
- Washington State conducted an inquiry regarding retired employees returning to work within the system. Following the completion of the investigation, Bellevue College showed zero violations.

Report by: Aaron Hilliard, Vice President of Human Resources
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REGULAR MEETING AGENDA ITEM



TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2014-15 ACADEMIC YEAR

☐ INFORMATION

☐ DISCUSSION

☒ ACTION

Description

A recommendation from the Tenure Review Committee concerning eight tenure candidates has been submitted to the Board of Trustees, in accordance with the "Agreement Between the Board of Trustees of Community College District VIII and the Bellevue College Association of Higher Education." On the basis of this recommendation and in accordance with the provisions of the Agreement, it is the recommendation of the President that eight of the faculty candidates listed below be granted tenure.

Key Questions

- * Have the third year probationary tenure candidates fulfilled all the necessary responsibilities as described in Article Fifteen, Section II of the faculty contract as part of the process of receiving tenure?
- * Has the Tenure Review Committee thoroughly reviewed the required documents as described in the tenure guidelines, and deliberated the merits of each probationary candidate?
- * Has the pertinent documentation for all eight candidates been made available for review by the Board of Trustees?
- * What are the recommendations of the Tenure Review Committee regarding the tenure status for the eight probationary candidates for the 2014-15 year?

Analysis

The reason for tenure, as stated in the Revised Code of Washington, is to protect faculty employment rights. Further, tenure protects academic freedom and promotes collegiality and professionalism among faculty.

The tenure process at Bellevue College involves three levels:

1. The Tenure Evaluation Subcommittee (TES) gathers information, mentors the candidate, and prepares the tenure document.
2. The Tenure Review Committee (TRC), including six faculty members elected by the faculty at large, reviews the documentation prepared by the TES to ensure that similar standards and expectations are met across the many disciplines. The TRC provides an objective look at each document to make sure that the case supporting the recommendation of the TES is sound.
3. Finally, the Board of Trustees, giving serious consideration to the recommendation of the TRC, decides to grant or not grant tenure. During the first two years of candidates' employment, the

President uses the recommendation of the TRC to decide whether or not to continue the probationary period.

Required documents have been gathered by the TES and the tenure candidates that provide evidence that the process described above has been strictly followed.

Background/Supplemental Information

Electronic notebooks in .pdf format have been distributed to each board member on a thumb drive. All pertinent documents for each tenure candidate are included for review by members of the Board of Trustees.

Recommendation/Outcomes

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Ross Brown, Arts and Humanities (Art).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Katrina Casprowiak, Arts and Humanities (Art)

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Jason Fuller, Science (Biology).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Melissa Massie, Arts and Humanities (World Languages).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Belle Nishioka, Counseling, (Counseling).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Cadi Russell-Sauvé, Library Media Center (Library).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Saghar (Sara) Sepheri, Science (Physics).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Chad White, Arts and Humanities (Art).

Prepared by: Tom Nielsen, Vice President of Instruction
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BELLEVUE
COLLEGE

REGULAR MEETING AGENDA ITEM

POLICY 3655: USE OF HUMAN PARTICIPANTS IN RESEARCH ACTIVITIES

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

Policy 3655: Use of Human Participants in Research Activities is being brought to the Board of Trustees to consider an update to existing policy

Key Questions

- * How do these changes affect Institutional Review Board functions?

Analysis

In the original Policy 3655, the Vice President for Administrative Services (VPAS) was the Policy Contact and chair of the Institutional Review Board (IRB) with the Director of Institutional Research serving as alternate chair. When the previous VPAS left the college in 2011, the Director of Institutional Research assumed the role of IRB Chair. This item formalizes this responsibility within the Office of Effectiveness and Strategic Planning.

Background/Supplemental Information

Attachment 1 – Policy 3655 Draft

Recommendation/Outcomes

That the Board of Trustees of Community college District VIII approve the revisions to Policy 3655: Use of Human Participants in Research Activities.

Prepared by: Patty James, Associate Vice President, Effectiveness & Strategic Planning
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3655 USE OF HUMAN PARTICIPANTS IN RESEARCH ACTIVITIES

Original Date: 4/21/2009 * Last Revision Effective: 9/11/2012; 1/23/2014

Policy Contact: Associate Vice President, Effectiveness and Strategic Planning

POLICY

Bellevue College and federal policies and regulations require that any research activities involving human subjects be conducted in such a manner as to:

- respect and protect the rights and welfare of the subjects involved;
- ensure that informed consent is obtained when this is appropriate/required; and
- ensure that potential benefits from the research outweigh any risks

The college is fully committed to ensuring the responsible and ethical treatment of any human subjects involved in research, whether conducted by college students or employees directly, or in partnership with others on or off campus. It is the policy of this college to review these activities through an institutional review board (IRB).

To implement this policy, the college will establish and maintain an institutional review board (IRB) under the leadership of the associate vice president of effectiveness and strategic planning or his/her designee who will serve as the appointed compliance officer for the purpose of reviewing and monitoring all proposed and ongoing activities, as defined above. The purpose of the IRB is to minimize the risks of injury to human subjects and to insure maximum protection for the rights and welfare of subjects. Operating guidelines of the IRB shall be consistent with the "Belmont Report" regarding ethical principles and guidelines for research involving human subjects, published in 1979 by The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.

Proposals with certifications that human subjects are involved shall be referred by the associate vice president of effectiveness and strategic planning to the IRB for initial and continuing review. Approved proposals shall be submitted to the Department of Health and Human Services in accordance with Part 46 of Title 45 of the Code of Federal Regulations.

DEFINITIONS

Human Subject

- Is defined as a living individual about whom an investigator (whether professional or student) conducting research obtains data through intervention or interaction with the individual, or identifiable private information; i.e., information about behavior in a context in which an individual can reasonably expect that no observation or recording is taking place or information provided for specific purposes that the individual can reasonably expect will not be made public.

Research

- Is defined as "any systematic investigation designed to develop or contribute to generalizable knowledge." Generalizable knowledge refers to any systematically gathered data which is intended for dissemination (publication or presentation) beyond the institutional setting and which might reasonably be generalized beyond the research sample.

Risk

- Means that as a consequence of participating in an activity, an individual may reasonably be expected to be exposed to the possibility of injury (physical and/or psychological), beyond the ordinary risks of daily life.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College Procedure [#3655P Use of Human Participants in Research Activities](#)

REVISION HISTORY

Original 4/21/2009

Revision 5/21/2009; 9/11/2012; 1/23/2014

APPROVED BY

All College Council

President's Staff