

Board of Trustees
Community College District VIII

Regular Meeting

June 11, 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, June 11, 2014. The business session will begin at 2:00 pm in room B201. Marie Gunn, Chair, will preside.

AGENDA

11:00 AM	EXECUTIVE SESSION (B201) There will be an executive session to discuss collective bargaining and to discuss the evaluation of state employees.		
12:00 PM	LUNCH (B201)		
12:30 PM	STUDY SESSION Board Policies/Operating Manual		
1:15 PM	STUDY SESSION (B201) Academic Master Plan	Nielsen	
2:00 PM	BUSINESS SESSION (B201)		
	I. Call to Order		
	II. Roll Call and Introductions		
	III. Consent Agenda		
	A. Approval of Agenda for June 11, 2014		3
	B. Meeting Minutes from May 7, 2014		5
2:20 PM	IV. Constituent Reports		
	A. Faculty	Brown	
	B. Classified Staff	Turnbull	
	C. Student	Mayo	
	D. Foundation	Langton	
3:00 PM	V. Monitoring Reports (reports for this meeting in bold)		
	A. Student Success	All	9
	B. Instruction	All	11
	C. Workforce and Economic Development	All	12
	D. Student Services	All	13
	E. Equity and Pluralism	All	19
	F. Foundation	All	20
	G. Technology	Quarterly	21
	H. Capital Facilities	Quarterly	
	I. Finance	Quarterly	22
	J. Human Resources	Quarterly	25

**BOARD OF TRUSTEES
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BELLEVUE, WASHINGTON**

	K.	Enrollment Report	Quarterly	
	L.	Budget and Legislative Developments	As needed	
	M.	Marketing and Public Relations	As needed	
3:15 PM	VI.	Information Items		
	A.	Accreditation Report	James	26
	B.	Employee Recognition – Dale Hoffman and Robin Jeffers		27
3:30 PM	VII.	First Read		
	A.	Student Code of Conduct Policy	Karim	29
	B.	Board Policies	Gunn	50
3:40 PM	VIII.	Action Items		
	A.	2014-15 International Student Contract Program	White	53
	B.	2014-15 College Budget	White	54
	C.	2014-15 Services & Activities Budget	Karim	58
	D.	Board Elections – Chair and Vice Chair	Gunn	63
	E.	Sabbatical Leave Authorization	Nielsen	64
	F.	Tenure Recommendations for 2014-15	Nielsen	67
4:15 PM	IX.	Board Reports		
	A.	TACTC Board of Directors	Orrico	
	B.	TACTC and BC Legislative Committees	Miller/Orrico	
	C.	Foundation Liaison	Heu-Weller	
	D.	Individual Member Reports		
4:30 PM	X.	President’s Report	Rule	
4:45 PM	XI.	Unscheduled Business/Community Testimony		
5:00 PM	XII.	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 May 7, 2014 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Marie Gunn, Chair, presided.

STUDY SESSION

Ray White, Vice President of Administrative Services, presented an overview of the proposed operating budget.

The board adjourned for lunch at 11:45 a.m.

EXECUTIVE SESSION

The executive session was called to order at 12:15 p.m. Marie Gunn announced that there would be an executive session for approximately 60 minutes to discuss with legal counsel representing the agency litigation or potential litigation, collective bargaining and the evaluation of state employees. The executive session was extended and adjourned at 1:30 p.m.

STUDY SESSION

Ray White and Rob Viens updated the board on the progress of the college's strategic plan and the process for creating the plan.

STUDY SESSION

Dr. Ata Karim presented the student services strategic plan and strategic planning process used for student services. The board would like to see the top five goals that are established by the plan.

BUSINESS SESSION

The business session was called to order at 3:02 p.m.

I. **ROLL CALL**

Ms. Gunn, Mr. Miller, Ms. Orrico, Ms. Heu-Weller Dr. Chin and Ms. Dzhuraeva were present.

INTRODUCTIONS

David L. Rule, President	Bruce Marvin, Asst. Attorney General
Lisa Corcoran, Executive Asst. to the President	Russ Beard, Vice President of Information Resources
Paula Boyum, Vice President of Economic & Workforce Development	Yoshiko Harden, Vice President of Diversity
Laurence Herron, Interim Vice President of Institutional Advancement	Ray White, Vice President of Administrative Services
Patricia James, Associate Vice President of Effectiveness and Strategic Planning	Ata Karim, Vice President of Student Services
Tom Nielsen, Vice President of Instruction	Sarah Langton, BC Foundation President

Doug Brown, President, BCAHE

Leslie Mayo, ASG President

Faisal Jaswal, Assistant Dean, Student Programs

Cheryl Vermilyea, Director, Center for Career Connections

Jack Surendranath, Faculty

Rosemary Richardson, Faculty Emeritus

Tim Jones, Faculty

Brandon Lueken, Student Programs

Kelly Paustain, Director, Budget, Grants & Contracts

Wendy Brault, Program Manager, Worker Retraining

Grace Robbins, Faculty

Brian Casserly, Faculty

Chris Wieland, Faculty

Becky Turnbull, Classified Employee Representative

Rob Viens, Dean, Science Division

Bonnie Berry, Director, Grant Development

Cris Samia, Assistant Dean, International Student Programs

Sarah Knox, Administrative Assistant to the Vice President of Administrative Services

Ana Blackstad, Dean, Student Services

Rebecca Chawgo, Director of Development, Bellevue College Foundation

Tracy Biga MacLean, Accreditation Coordinator

Peyton Mizell, Program Specialist

Maria Woods, Human Resources

David Oar, Faculty

Margaret Harada, Dean, Arts and Humanities

Denise Johnson, Faculty

II. **CONSENT AGENDA**

Vicki Orrico moved to approve the consent agenda. Steve Miller 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:

- Concern with faculty salaries
- Increase in fund balances

Classified Staff Report.

Becky Turnbull, representing classified staff, reported on the following items:

- Encouraging classified staff to participate in all college committees
- Collective bargaining begins this summer with Olympia.

ASG Report

Leslie Mayo, ASG President, reported on the following items:

- ASG elections and barbecue featured five food trucks and 873 voters. Total vote count was 1040.

- Students participated in the Washington Student Association Conference and received the award for Best Outreach;
- Services & Activities budget process;
- Getting ready for Camp Casey;
- Continued fight for preserving route 271 Metro bus stop on campus.

Foundation Report

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

- Expressed appreciation to the board for their attendance and staff for their work on the Foundation Luncheon. The luncheon raised \$261,000 which is an increase of 7% over last year
- Plans for expanding annual and restricted giving and fundraising for specific programs.
- March emeritus board luncheon
- Foundation and KBCS participated in Give Big Day.
- Fundraising dinner for Veterans program.
- Scholarship Read Day.

IV. **MONITORING REPORTS**

The board reviewed the submitted monitoring reports. Questions included the differences between internal enrollment report vs SBCTC enrollment report.

V. **INFORMATION ITEMS**

A. All Washington Academic Team

Katherine Oleson introduced two Phi Theta Kappa students, Jessica Zistatsis and Michael Stewart. Jessica and Michael represented Bellevue College on the All Washington and All USA Academic Teams.

B. Accreditation

Patty James updated the board on the preparation for the Mid-Cycle Evaluation Report and visit.

VI. **FIRST READ**

A. 2014-15 International Student Contract

Ray White was available to answer questions on the International Student Contract.

B. 2014-15 College Budget

The 2014-15 College Budget proposal was reviewed in depth at the study session

C. 2014-15 Services and Activities Budget

Faisal Jaswal, Associate Dean of Student Programs presented the student services and activities budget.

D. Board Elections – Chair and Vice Chair

Elections will be held at the next meeting.

E. Sabbatical Leave Authorization

Tom Nielsen, Vice President of Instruction, presented the recommended sabbatical leave authorizations.

F. Tenure Recommendations for 2014-15

Tom Nielsen presented two additional tenure recommendations for 2014-15. The two faculty candidates are off-cycle due to approved leaves.

VII. **BOARD REPORTS**

TACTC – There is a TACTC meeting next week. Vicki Orrico and Marie Gunn will be attending.

TACTC Legislative Committee – The legislature has adjourned. Vicki Orrico has been selected to co-chair the TACTC Legislative Action Committee.

Individual Member Reports –Senator Murray’s staff met with BC with a focus on Veterans’ programs. Congresswoman Del Bene is planning to visit the college soon.

Steve Miller suggested expanding outreach to explore baccalaureate programs.

Marie Gunn noted that at the next meeting the board will be considering bylaws and presidential evaluation and will need to begin the meeting early.

VIII. **PRESIDENT’S REPORT**

President Rule updated the board on the following items:

- “B” Building remodel and the return of programs.
- President’s office is temporarily relocated to Room A140 while the space is being remodeled, including the addition of gender neutral restrooms.
- The college will be operating on summer hours beginning the week of June 23rd through August 29th with longer hours earlier in the week and closing at noon on Fridays.
- The position of Vice President of Institutional Advancement will be posted beginning next week.

IX. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

X. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 4:17 p.m.

Marie Gunn, Chair
Board of Trustees

ATTEST:

Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

STUDENT SUCCESS



TRACKING STUDENT OUTCOMES USING THE VOLUNTARY FRAMEWORK OF ACCOUNTABILITY

The Voluntary Framework of Accountability (VFA) started in 2009 as an initiative sponsored by AACC, ACCT, and the College Board. The VFA was conceived to portray more appropriately the outcomes of community college students through the use of relevant, informative metrics that would provide meaningful benchmarks for peer institution comparisons. Guided by a steering committee comprised of college presidents, accountability leaders, workforce development professionals, trustees, and institutional researchers, the VFA metrics were developed through a series of working groups and then pilot tested by over 50 community colleges. The data collection web interface and analytics tool were beta-tested during spring and summer of 2013 prior to the official VFA launch in fall 2013. Although the development of the VFA was supported through grant funding, colleges pay a membership fee to join the VFA. There are 125 colleges participating in the 2013-14 reporting cycle.

The VFA consists of three student domains: Progress and Outcomes, Career and Technical Education (CTE), and Adult Basic Education (ABE). While the framework recognized that colleges might not be able to participate fully in each domain, those contributing to the Progress and Outcomes domain were expected to submit data for all variables. BC data were submitted only for the Progress and Outcomes domain, which seemed to be the case for many of the other participating colleges. (At the close of this reporting cycle, the VFA staff are conducting an analysis of the constraints experienced by colleges who were unable to report CTE and ABE data.)

The Progress and Outcomes domain contains two cohorts of students new to the college—a six-year and a two-year—and then measures the progress and outcomes of those students. While the primary cohort—known as the *main* cohort—disregards any prior postsecondary education acquired elsewhere by the students, two sub-cohorts—*credential-seeking* and *first-time-in-college*—are derived from the main cohort. All cohorts are disaggregated by gender, race/ethnicity, Pell status, first-term full-time/part-time status, and college-ready status. Students are tracked through multiple measures, including developmental math and English, to completion.

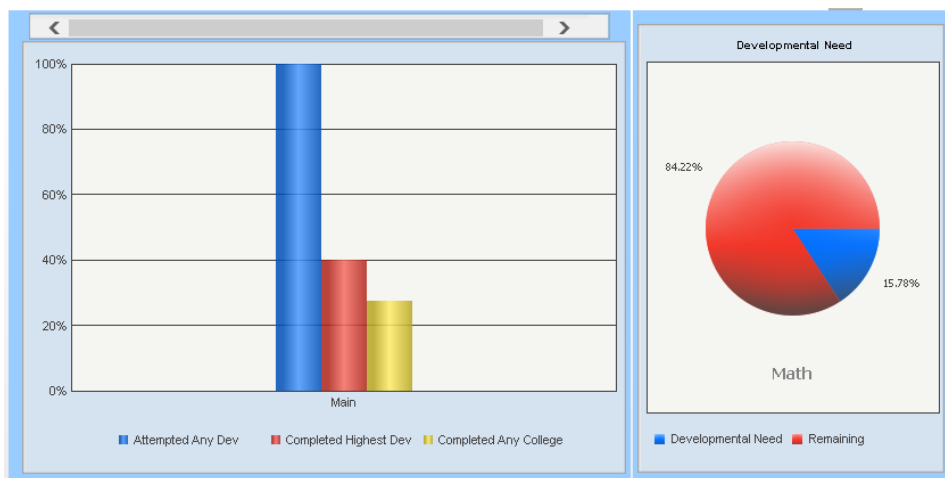
Each year, new cohorts will be added to the database providing the college with trends and benchmarks for monitoring student progress to goal attainment. The BC data sets are being used locally to describe characteristics of successful students that would inform program development for students in need. Colleges participating in the VFA understand that their outcomes data will be published to a public dashboard; the benchmarking data will be accessible only by BC personnel.

Dashboard Preview

Although the following displays are fairly limited in the amount of information provided, a key value is the extent to which they raise questions that could be addressed through analysis of the data locally.

Developmental Math

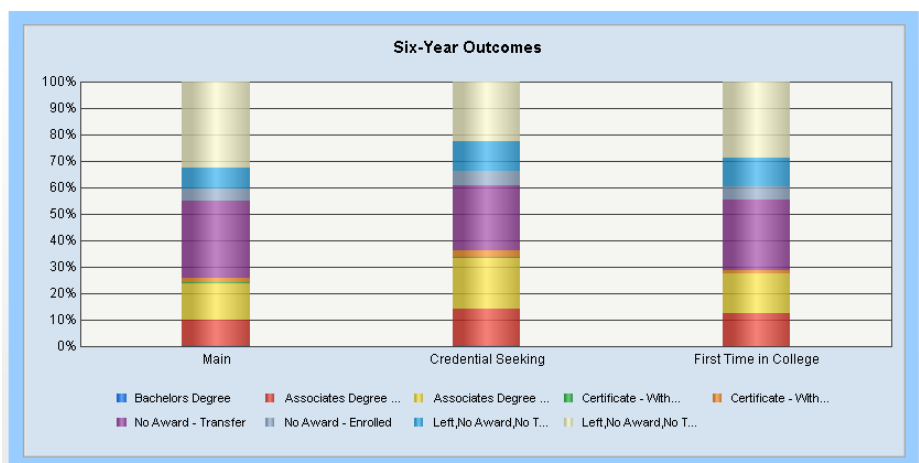
The image on the right shows the percentages of student outcomes at various stages in developmental math—attempted, completed highest developmental class, completed college math. The pie chart on



the far right shows that 15.78% of all students in the Two-year Main cohort (fall 2011, n=3,346) enrolled in developmental math the first term at BC. The bar graph on the left shows the percentages of all students in the cohort who enrolled in developmental math, completed the highest level of developmental math (red bar) or any college-level math (gold bar). NOTE: For this round of reporting, the methodology for determining students in need of developmental education was by course-taking behavior *not* placement. The blue column suggests that *all* students in the cohort attempted developmental education, when in fact, the 100% represents only those who were *enrolled* in a developmental-level course their first term (n=528).

Six-year Outcomes

This measures depicts the status of every student in the six-year cohort (fall 2007) at the end of six years.



Accessing the BC data on the VFA

Benchmarking

dashboard is available to

anyone with an AACC account. Staff in the Office of Effectiveness and Strategic Planning are available to assist personnel in establishing an account.

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning

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INSTRUCTION



INFORMATION LITERACY AND LIBRARY MEDIA RESOURCES FOR BACCALAUREATE PROGRAMS

Key Points

As Bellevue College's baccalaureate programs increase in number and begin to mature, the Office of Instruction is working to address issues of sustainability and support for BAS degrees and students that go beyond degree development and instruction. One such area of effort is providing appropriate and focused librarian time and library resources to meet the unique information and research needs of the various programs.

- In previous academic years, baccalaureate programs were supported by part-time librarians on a project basis. For the first time this year, a full-time, temporary, faculty Baccalaureate Librarian was added. Working together with content experts (program managers, directors, and instructors), the Baccalaureate Librarian identifies, acquires, and makes available resources for specific areas of study.
- The Baccalaureate Librarian builds collaborative partnerships with faculty in designing assignments and projects that integrate use of Library Media Center (LMC) resources in the courses. Helping students acquire the skills necessary to navigate the vast resources of information in their fields contributes to student success for degree completion and beyond.
- The Baccalaureate Librarian works individually with students in their capstone projects, offering support in finding reliable information and preparing academically acceptable documentation.
- BAS programs include non-traditional courses, including some delivered online and requiring highly specialized resources. Taking advantage of the resources from the LMC, instructional objects such as tutorials and tools called "LibGuides" have been created and are showing tremendous success, with over 2,500 pageviews for the Winter and Spring Quarters.
- The Baccalaureate Librarian utilizes web conferencing programs to meet with faculty and students virtually, allowing them to collaborate without coming to campus, thereby freeing their schedules for work or other obligations.

Next Steps

- The role of the Baccalaureate Librarian will be reviewed for continuation in relation to the workload of tenured librarians and the college's comprehensive information literacy efforts.
- The LMC will pursue cooperative partnerships with industry and other institutions to increase access to the resources needed for our various BAS programs.

Report by: Tom Nielsen, Vice President of Instruction

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ROLE OF NAVIGATOR IN WORKFORCE DEVELOPMENT

Key Points

Employment of college and career navigators is a growing practice in community colleges and workforce development programs nationwide. Navigators work directly with students and serve a number of purposes including:

- Comprehensive career guidance, including career exploration & planning and academic advising
- Individual career and academic plan development
- Navigation through college enrollment and financial aid processes
- Academic and life skills development
- Career success skills: workforce one-stop services - employability workshops
- Wrap-around services and linkage to community resources to address needs such as childcare, finances, and transportation
- Connection to employers to provide internships and work-based learning opportunities for students

Through targeted grant and workforce funding, Bellevue College employs college and career navigators for students enrolled in a number of programs including: Worker Retraining, WorkFirst, and Veterans' services. The use of navigators has increased in the past several years with Department of Labor funded projects in information technology and health information technology. BC's use of navigators continues to be successful and results in student retention rates of 70-85% for programs.

Next Steps

- Continue to review national models for the use of navigators
- Include navigators in future federal and state funded grant projects
- Work with other BC programs that use navigators or similar positions such as the Autism Spectrum program and TRiO to identify successful retention strategies.
- Consider expansion of the use of navigators in other areas of the college including student services and instructional divisions.
- Continue to search for funding to support employment of college navigators

Report by: Paula Boyum, Vice President of Economic & Workforce Development
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STUDENT SERVICES (STUDENT AFFAIRS) STRATEGIC PLANNING UPDATE

Key Points

The following information is submitted to address the questions asked and feedback received, BOT study session May 7th, 2014.

Vision:

Student Affairs **is nationally recognized for its student outcomes**, as full partners in an educational community that cares for and empowers every individual to advance pluralism, achieve their goals, and positively impact our world as responsible and engaged citizens.

The accompanying details document uses the original language of the goals and associated objectives. Below is the revised language of goals based on current Student Services Cabinet work to provide priority list of goals

Top five priorities for Student Affairs to support student success at Bellevue College:

1. Create a physically, psychologically, and culturally inclusive service and learning environment through policies, procedures, and practices that foster student success
2. Enhance service quality and speed through staff training and organizational redesign
3. Ensure equitable access to services for all students through a culture of collaborative, streamlined, and aligned service delivery, processes and practices
4. Enhance access to programs and services through accessible technology
5. Support strategic resource deployment and enhanced physical structures in support of division initiatives using an equitable allocation model

Next Steps

- Request an increase in Student Affairs annual budget allocation to implement identified objectives based on the research based recommendation of Hill Group Consultants.
- Submit finalized strategic plan document by Presidential deadline, June 2014.
- Begin operational planning, Summer 2014, with annual evaluation, revisions, and updates
- Finish the strategic plan phased completion by Spring 2019

Report by: Ata U. Karim, Ph.D., Vice President Student Services
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Student Affairs Strategic Plan: Five priority goals and associated objectives by year

Initiatives	Goals	Objectives	Year
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.2. Review and revise of policies and forms to ensure access to all populations (e.g. residency question on admissions application)	0
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.6. Devote financial resources to emergency funds to assist at-risk students	0
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.9. Implement assessment preparatory courses and tools to prepare students for assessment testing	0
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.3. Develop processes and tools that provide all student with the opportunity to receive financial aid	0
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.5. Create and deliver financial literacy courses to students receiving financial aid	0
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment	1.3.7. Provide student access to pre-assessment courses	0
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.1. Develop and deploy "No Wrong Door" philosophy and model	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.2. Develop service metrics and define the elements related to student, staff, and faculty interactions related to statement of service	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.3. Develop intentional employee orientation/onboarding program	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.4. Develop training resources/manuals to enhance staff member development	2015
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.6. Invest in educational opportunities to enhance supervisory skills for staff members in management roles	2017
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.1. Training programs will equip staff with the knowledge to enhance service quality	2.1.5. Develop cross-training/shadowing program to enhance staff skills and knowledge	2018
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.4. Invest in technology to virtualize and automate financial aid processes	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.2. Provide resources and self-help tools to student which allow for transcript review	2015
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.5. Investigate automated check-in and virtual queue software to measure service efficiency	2015
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.6. Investigate virtual academic advising solutions	2015

Student Affairs Strategic Plan: Five priority goals and associated objectives by year

Initiatives	Goals	Objectives	Year
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.1. Align business processes with cclLink implementation requirements as provided by SBCTC	2016
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)	2.3.3. Redesign business processes utilizing lean methods and practices to meet strategic vision	2018
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.2. Develop training materials to support implementation of One Stop service center	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.3. Integrate admission, enrollment, academic advising, assessment, and financial aid processes to create seamless student experience within One Stop service center	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.4. Develop service level agreements between departments	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.5. Revise FERPA policies, guidelines, and consent forms to enhance information sharing between student services professionals and enable holistic support	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.7. Investigate modifying service hours to align with the needs of various student populations	2014
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.1. Implement One Stop service center model to serve students and the community	2015
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)	2.4.6. Develop a common knowledgebase to assist staff navigate student questions	2015
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.1. Review current purchasing policies and procedures to ensure language access and disability accessibility	2014
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.2. Investigate and invest in website platform that provides language access and disability accessibility	2015
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.3. Redesign website to provide students with access to accurate, up-to-date information	2015
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.4. Invest in self-help tools and services to provide 24 hour service to students (e.g. IntelliResponse)	2015

Student Affairs Strategic Plan: Five priority goals and associated objectives by year

Initiatives	Goals	Objectives	Year
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.6. Invest in phone system that will enable staff to more efficiently serve students	2015
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.7. Implement Admissions and Enrollment system with online payment processing (i.e. credit card, billing, etc.)	2015
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.2. Investment in technology and web-based tools will enhance access to programs and services	3.2.5. Create a Bellevue College mobile friendly web app to increase access to information to students	2016
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.1. Improve campus signage to improve accessibility	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.2. Investigate plans to provide safe space for veteran population	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.3. Investigate plans to provide safe space for disabled population	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.5. Develop procedures to ensure ADA compliance with physical structures	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.7. Study the relocation of the bookstore to another location on campus	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.9. Communicate physical space strategy to Student Service staff members	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.4. Investigate opportunities to expand or create flexible space for student programming	2015
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.6. Investigate the strategy around developing a 24 hour student service model	2017
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.10. Strategically locate customer facing services and programs to augment One Stop and improve student service quality	2015
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.11. Relocate back office services and programs to low demand space while ensuring no loss of service quality	2015
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement	4.2.8. Redesign B Building to enhance student flow and provide space for One Stop service center	2018
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.3. An equitable allocation model will support strategic resource deployment	4.3.1. Create decision-making model which improves transparency and allocates resources into areas which will have the greatest impact	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.3. An equitable allocation model will support strategic resource deployment	4.3.2. Implement reallocation of funding to support revised strategic initiatives	2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.3. An equitable allocation model will support strategic resource deployment	4.3.3. Develop systematic process of benchmarking student services budget allocation against peer and aspirant institutions	2014

Additional Noteworthy Goals & Objectives				
Initiatives	Goals	Objectives	Year	
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market	1.1.4. Coordinate outreach and recruitment efforts and define an enterprise-wide engagement strategy	2014	
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market	1.1.1. Identify and target outreach to underserved populations within the Bellevue College service area	2014	
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market	1.1.5. Promote enhanced points-of-entry opportunities to increase community engagement and inclusion of diverse populations in the educational process	2015	
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.2. Programs and services will proactively engage student populations in the local community	1.2.6. Develop programs for students, faculty, and staff that informs a culture of social justice and builds cultural competencies	2016	
1. Social Justice – Ensure access and equitable participation in the educational process to all populations	1.2. Programs and services will proactively engage student populations in the local community	1.2.2. Develop advisory board of community stakeholders to advise Student Services programs and services	2016	
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.5. Increased engagement of outside resources will improve access and availability of services and programs to students	2.5.3. Investigate engaging the Bellevue community organizations and volunteers as "success coaches" in assisting students navigate the transition from high school to higher education	2017	
2. Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience	2.2. Coordinated and strategic human resource policies will increase staff engagement and retention	2.2.7. Utilize Strategic Enrollment Management to proactively manage staffing needs and requirements	2018	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.3. Partnerships with instruction will improve collaboration in providing a total student experience	3.3.4. Set enrollment cutoff date before the beginning of the quarter to improve student outcomes	2014	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.3. Partnerships with instruction will improve collaboration in providing a total student experience	3.3.5. Align waitlist system management with revised cutoff date	2014	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.5. Co-curricular educational experiences will foster responsibility and civic engagement among student populations	3.5.5. Create a co-curricular transcript and student portfolio to capture every credit and credential a student earns	2014	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.3. Partnerships with instruction will improve collaboration in providing a total student experience	3.3.1. Develop and deploy mandatory orientation	2015	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.5. Co-curricular educational experiences will foster responsibility and civic engagement among student populations	3.5.3. Develop programs to meet gaps in current programs and service offerings	2015	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.3. Partnerships with instruction will improve collaboration in providing a total student experience	3.3.2. Enhance a year-long First Year Experience (FYE) program and engage a greater number of students	2015	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.6. Data-driven decision-making will drive persistence and student goal achievement	3.6.6. Investigate implementation of universal progress reporting system to leverage data collection efforts (Early Alert/PAR Framework)	2016	
3. Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.	3.6. Data-driven decision-making will drive persistence and student goal achievement	3.6.7. Develop integrated care management interventions and support tools	2017	
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.1. Our capacity and governance will position us to achieve our strategic initiatives	4.1.1. Redefine organizational structure to enhance service quality utilizing Matrix structure	2014	

Additional Noteworthy Goals & Objectives				
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.1. Our capacity and governance will position us to achieve our strategic initiatives	4.1.3. Develop standardized yearly planning documents which operationalizes strategic goals for each department		2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.1. Our capacity and governance will position us to achieve our strategic initiatives	4.1.6. Implement policy of reviewing strategic plan and work plans on a regular basis		2014
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.1. Our capacity and governance will position us to achieve our strategic initiatives	4.1.2. Review and revise departmental authority structure to determine appropriate division of authority and responsibility at varying organizational levels		2015
4. Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.	4.1. Our capacity and governance will position us to achieve our strategic initiatives	4.1.4. Investigate investment in Strategic Enrollment Management system		2015

EQUITY AND PLURALISM



RECRUITMENT INITIATIVE:- HIGHER EDUCATION RECRUITMENT CONSORTIUM (HERC)

GREATER WASHINGTON STATE HERC

In 2012 representatives from Human Resources, the Office of Equity and Pluralism, and the Office of Instruction attended a meeting held at the University of Washington about establishing a HERC in Washington State. HERC is a national employment database comprised of over 600 colleges, universities, government agencies, and related non-and for profit organizations seeking qualified and diverse employees from underrepresented populations. HERC allows job seekers access to over 124,000 employment opportunities, and provides assistance to “trailing” spouses/partners of job seekers. Also, HERCs help build stronger partnerships with other organizational members by holding quarterly professional development and networking opportunities for regional participants.

Bellevue College is a founding institutional member of Greater Washington State HERC (GWS HERC). Launched in October 2013, GWS HERC expands Bellevue College’s recruitment efforts regionally and nationally. In less than nine months GWS HERC has over one thousand job opportunities posted. HERC also serves as a compliance tool by providing targeted outreach to over one hundred regional organizations that provide services to veterans and individuals with disabilities.

HERC is one of many efforts the Office of Equity and Pluralism is engaged with to support Dr. Rule’s goal to increase faculty diversity to more closely mirror our student population, and to address systemic barriers that impact the recruitment of faculty and staff from historically excluded and underrepresented populations.

Report by: Yoshiko Harden, Vice President for Diversity/Chief Diversity Officer
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FOUNDATION



The Bellevue College (BC) Foundation is offering more than \$210,000 in scholarships which will help students in the upcoming 2014-2015 school year. Foundation scholarships can be used by students to cover the expense of tuition, fees, and books. The Foundation will be awarding nearly 50 need-based, merit-based, and hybrid scholarships. These scholarship monies come from donations to outright annual scholarships and earnings from endowed scholarships. Donations have been made by hundreds of individuals, organizations, and corporations. In addition to outright annual scholarship donations, new contributions have also been secured for some previously established endowed scholarships this year. One example is the Shirley Farnham Nursing Scholarship. Shirley Farnham passed away this last fall; her family requested that friends and family make gifts to her named scholarship in lieu of flowers. The Foundation looks to continue to grow the number of endowed scholarships while also securing additional annual scholarships that can address current and emerging needs, such as the Dream Scholarship for Undocumented Students and the Debbie Killinger Scholarship for First Generation Students.

This year, the scholarship awarding process and timing has been altered and streamlined in order to notify students of awards by July 15th, 2014, which is before fall tuition payments are due.

Following the closing of applications in April, staff reviewed all applications for completeness (completeness is necessary to provide readers enough evidence to complete the review process). Staff also calculated the scores for the quantitative evaluation of the application, including Unmet Financial Need and the students' GPAs. (The Unmet Financial Need figure is derived from a formula from students' FAFSA forms: Financial Need minus Financial Aid equals Unmet Financial Need.)

The complete application files advanced to the next step, Scholarship Read Day, which was held on campus on May 22nd. Twenty-three individuals including trustees, foundation board members, donors, faculty and emeriti volunteered their time to review and assess applications for Foundation scholarships. The Read Day process with reviewers reading and scoring an entire sample file. The readers were polled about their scoring and responses. The purpose of this polling is to normalize scores ensuring consistency among readers when applying the scoring rubric. Each applicant's file was reviewed and scored by four different readers.

The Foundation's Scholarship committee, led by Scholarship Committee Chair Laura Celis will meet later this month to finalize award decisions based on overall scoring.

Report by: Rebecca Chawgo, Director of Development
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INFORMATION RESOURCES



Key Points

- Migration to Office 365 underway, this will move email and some storage services to the cloud.
- Managed Print Services (MPS) will be implemented beginning in July.
- The Data Mesh project is beginning its pilot phase with implementation to commence in the summer.

Next Steps

- A pilot of 100 employees will have their mailbox and personal storage space migrated to Microsoft's Office 365 cloud services. This will be complete by the end of July and a plan to move all remaining employees and students will be implemented with a goal of completion by late November.
- The Managed Print Services project will contract with HP to manage all desktop and workgroup printing on campus. This service will provide a potential 40% reduction in printing costs while providing better service to campus.
- The Data Mesh project, described at the winter study session, is entering the pilot phase for data collection. Over the summer the plan is to gather the requirements and provide templates for implementation to as many units as possible before the start of fall. Additionally, the design discussions are beginning for data analytics and data warehousing from a technical point of view.

Report by: Russ Beard, Vice President of Information Resources
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FINANCE



FINANCIAL REPORT

FOR PERIOD JULY 1, 2012 TO MARCH 30, 2013

Description

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

Analysis

While spending is with the budget plan for state allocations, revenues and expenses in some areas show a variance between revenues and spending from the previous year. These are largely explained by differences in the timing of transactions and transfers. Also, the restoration of the 3% salary decrease creates a common escalation of costs across departments. Other variations are detailed below.

Operating Funds

Local Operating revenue is slightly down from last year-to-date partially due to lower state FTE allocation for FY1314 versus FY1213 and timing of transfers to excess revenues.

Dedicated Local revenue reflects a transfer for IT Server Purchase, increased funding for international programs, and new Bachelor's program revenues.

Dedicated local expenses are higher mainly due to higher transfers from excess enrollment budget to fund part-time faculty YTD versus last year, new grant and bachelor's program expenses, purchase of new servers and warehouse shelving, and transfers of expenses for network IT staff.

Grants and Contracts expenses are up vs. last year due to larger transfers YTD from international and Running Start programs to fund operating expenses as well as new DOL grant expenses.

NET GAIN(LOSS) Analysis Opererating Funds For the Period Ending MARCH 31, 2014						
		FY 14 BUDGET	FY 14 ACTUAL	Actual % of Budget YTD	FY 13 ACTUAL	
OPERATING FUND:						
STATE ALLOCATION						
	ALLOCATION	\$28,456,574	\$18,727,159	65.8%	\$22,579,008	
	EXPENSE		\$18,727,159	65.8%	\$22,579,008	
NET GAIN(LOSS) STATE ALLOCATION			\$0		\$0	
LOCAL OPERATING						
	REVENUE	\$22,091,294	\$21,004,241	95.1%	\$21,935,868	
	EXPENSE		\$15,790,830	71.5%	\$15,292,504	
NET GAIN(LOSS) LOCAL OPERATING			\$5,213,411		\$6,643,364	
DEDICATED LOCAL FUND						
	REVENUE	\$17,630,222	\$19,446,830	110.3%	\$17,683,741	
	EXPENSE		\$11,903,158	67.5%	\$8,082,634	
NET GAIN(LOSS) DEDICATED LOCAL FUND			\$7,543,672		\$9,601,107	
GRANTS & CONTRACTS						
	REVENUE	\$21,546,637	\$14,987,846	69.6%	\$14,967,560	
	EXPENSE		\$10,364,827	48.1%	\$6,557,851	
NET GAIN(LOSS) GRANTS & CONTRACTS			\$4,623,019		\$8,409,709	
NET GAIN(LOSS) OPERATING FUNDS:			\$17,380,102		\$24,654,180	

Proprietary Funds

For proprietary funds, the computer service fund shows reclassification of funding for servers from the computer service fund to dedicated local fund.

The Bookstore reflects a lower sales level partially due to a temporary location during the Bookstore remodel as well as higher salary expenses due to the 3% salary restoration and expenses associated with closing the 21st Century Bookstore grant.

Parking revenues are lower due to a budgeted transfer to fund a Campus Master Plan, lower parking permit revenues. Note larger transfers to fund student metro passes in 1314 than in 1213 supported higher parking permit expenses.

Food Services shows lower revenues due to outsourcing catering for campus events, closure of L Building coffee shop for temporary Bookstore and Testing Center location, and higher salary expenses due to 3% salary restoration.

For the Period Ending MARCH 31, 2014			
	FY 14 BUDGET	FY 14 ACTUAL	FY 13 ACTUAL
PROPRIETARY FUNDS:			
STORES FUND	\$0	\$75,682	\$6,424
COMPUTER SERVICE FUND	\$1,800,510	-\$1,710,201	\$293,307
PRINTING FUND	\$938,301	\$50,612	\$39,647
MOTOR POOL	\$16,000	\$0	-\$6,463
ASSOCIATED STUDENTS	\$2,579,377	\$1,147,771	\$1,118,524
BOOKSTORE	\$3,530,285	-\$168,066	\$132,597
PARKING	\$2,700,783	\$221,658	\$830,283
FOOD SERVICES	\$1,491,365	-\$42,998	-\$4,322
OTHER AUXILIARY ENTERPRISES	\$3,329,960	\$135,324	\$162,784
NET GAIN(LOSS) PROPRIETARY FUNDS:	\$16,386,581	-\$290,218	\$2,572,781

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

- **Human Resources Professional Development:**
The Human Resources staff has taken a number of opportunities to participate in professional development opportunities over the past several months. Each experience allows a member of the HR team exposure to updates to current and introduction to emerging trends in Higher Education, and Human Resource implementation. The training events include the following:
 - Attendance at the **CTC HRMC** (Human Resources Management Committee) where an investigator used for the state and many CTC members provided training on how to conduct efficient investigations and writing clear concise reports that will withstand challenges during an arbitration hearing.
 - Attendance at **CUPA/HR –Western Region Conference**. CUPA/HR is the College and University Professional Association which has a sole focus on how changes in state and federal legislation as well as the implementation of new/creative HR practices impact HR operations within a higher education environment. CUPA/HR allows Higher Education HR professionals to get together to discuss the many unique challenges of the on campus practice of HR.
 - **Mediation Training** where two members of the Bellevue College HR team attended a conference that focused on using mediation to resolve complaints between employees or between an employer and a supervisor.
 - **Collective Bargaining and Arbitration Conference** which gave a refresher on the rules for collective bargaining and also how to best prepare for going into arbitration.
 - **Leading from the Middle** where seasoned leadership staff of the CTC's introduced employees new to management or new to the CTC system to some of the many intricacies of the State Board and policies that guide the State Board.

Next Steps

To follow up on this training, the HR staff will share what they have learned with the other members of the HR team and then incorporate that learning into the work here at Bellevue College.

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



ACCREDITATION

☒ INFORMATION

☐ FIRST READ

☐ ACTION

Description

Bellevue College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In 2009, NWCCU replaced the decennial self-study process with a septennial multi-report process with reports due in Year 1, Year 3, Year 5 (rescinded in 2012), and Year 7. Recently, NWCCU replaced the Year 3 report with a Mid Cycle Evaluation (MCE). NWCCU has requested Accreditation Liaison Officers (ALOs) at colleges subject to the MCE to participate in a webinar on June 17, 2014, to hear the commission's goals and expectations for the MCE and to discuss the report and the visit.

Key Questions

- * Does this report adequately address the information needs of the Board at this time?

Analysis

The Mid Cycle Evaluation consists of two primary components: Part I, a narrative describing how the institution plans to link/align mission with mission fulfillment and sustainability and Part II, representative examples of how the institution has operationalized its mission and core themes from objectives to indicators to outcomes using (a) one core theme and (b) one academic program with student learning assessment data that are used as evidence to assess mission progress.

For this report, Student Success was selected for the core theme and psychology for the academic program.

Tracy Biga MacLean, Robin Jeffers, and Patty James (ALO) are scheduled to attend the June 17 webinar.

Prepared by: Patty James, Associate Vice President, Effectiveness & Strategic Planning
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BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

EMPLOYEE RECOGNITION

☒ INFORMATION

☐ FIRST READ

☐ ACTION

Description

Two Bellevue College employees have been recognized with lifetime achievement awards in the past few months for their achievements and contributions to their fields.

Dale Hoffman

The Washington state 2-Year College Mathematics Conference presented their inaugural Lifetime Achievement Award to Bellevue College Mathematics Faculty Dale Hoffman. Dale began teaching at Bellevue College in 1983. During that time, he has authored an open calculus textbook, served as President of the Washington Mathematic Association for 2 Year Colleges (WAMATYC) and helped establish and maintain the Western Washington Community College Student Math Conference. Dale was honored as a 2010 Margin of Excellence Award winner and also received the Pacific Northwest MAA Distinguished Teaching Award in 2011. He was also selected for the University of Washington Computer Science and Engineering Inspirational Teacher Award.

Robin Jeffers

The Anna Sue McNeill Assessment, Teaching & Learning award is designed to recognize individual's contributions to assessment, teaching and student learning. This year, Robin Jeffers was honored with a lifetime achievement award for her contributions in this area. Robin was described as the "driving force behind the entire outcomes assessment movement at Bellevue College". She has been with the college since 1992 serving in both faculty and administration. Robin has been a leader in the model for continuous improvement.

Prepared by: Lisa Corcoran, Executive Assistant to the President
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REGULAR MEETING AGENDA ITEM



REVISIONS TO STUDENT CODE OF CONDUCT AND STUDENT CODE OF CONDUCT PROCEDURES

☐ INFORMATION

☒ FIRST READ

☐ ACTION

Description

The Violence Against Women Act (VAWA) Reauthorization signed by President Obama in 2013 imposes new obligations on colleges under the Campus Sexual Violence Elimination Act (SaVE Act) – effective March 7, 2014. The BC Student Code of Conduct and Procedures need to be updated to meet these new requirements. Additionally, there is a statewide effort among the Community and Technical Colleges to make conduct codes more alike between colleges and less confusing for students.

Key Questions

- * Will the new code ensure that the college meets its obligations under VAWA and SaVE?
- * Does the new code adequately explain violations, due process, sanctions and appeal rights?

Analysis

The current Student Code of Conduct and Procedures, although updated fairly recently, are not compliant with the requirements of the VAWA Reauthorization. Under VAWA, the college is required to: report domestic violence, dating violence, and stalking, beyond crime categories the Clery Act already mandates; adopt certain student discipline procedures, such as notification of purported victims of their rights; and adoption of institutional policies to address and prevent campus sexual violence, such as training pertinent institutional personnel. Furthermore, VAWA prescribes standards for investigation and conduct of student discipline proceedings in domestic violence, dating violence, sexual assault, and stalking cases.

Specifically, this version:

- (1) Updates the student conduct code to reflect recent changes in the law regarding personal use of marijuana, bullying, and sexual violence and to bring the code into compliance with requirements imposed by the Violence Against Women Act (VAWA).
- (2) Updates and clarifies disciplinary sanctions and terms and conditions that the college can impose against students who are found to have violated the student conduct code.
- (3) Updates the student conduct procedures and bring them into compliance with VAWA.
- (4) Expands the jurisdiction of the student conduct code to include off campus conduct.
- (5) Makes appeals from disciplinary reprimands and disciplinary probation to Brief Adjudicative Proceedings.
- (6) Retains review by the Student Conduct Committee for appeals from disciplinary suspensions and dismissals.
- (7) Makes the preponderance of the evidence the applicable standard of proof for disciplinary matters.
- (8) Makes available the same procedural rights to alleged victims of sexual misconduct as are available to student respondents accused of sexual misconduct.

Background/Supplemental Information

Three information and feedback sessions for students were held on May 6, 8 and 14, 2014. The Code draft in this packet does not yet include possible revisions based upon student feedback received during these sessions. Additional revisions may be proposed in response to feedback received during the Public Hearing, which will be held later this summer. .

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII consider the revisions to the Student Code of Conduct for approval at the September 10, 2014 meeting.

Prepared by: Ana Hernandez Blackstad, Dean of Student Success
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2050 STUDENT CODE

Original Date: 6/11/1992 * Last Revision Effective: 9/11/2012. Current Revision Date: January 2014.

Policy Contact: Vice President, Student Services

POLICY

Authority

The board of trustees, acting pursuant to RCW 28B.50.140, delegates to the president of Bellevue College the authority to administer disciplinary action. Administration of the disciplinary procedures is the responsibility of the vice-president of student services and/or designated student conduct officer. The student conduct officer shall serve as the principal investigator and administrator for alleged violations of this code.

Statement of Student Rights

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

- (1) Academic freedom.
 - (a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
 - (b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).
 - (c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
 - (d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.
- (2) Due process.
 - (a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
 - (b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
 - (c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

Prohibited Student Conduct

The college may impose disciplinary sanctions against a student who commits, or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct, which include, but are not limited to the following:

- (1) Academic Dishonesty.** Any act of academic dishonesty, including but not limited to cheating, plagiarism, and fabrication.
 - (a) **Cheating** includes 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 in completing an academic assignment. 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.
- (2) Other Dishonesty.** Any other acts of dishonesty. Such acts include, but are not limited to:
 - (a) Forgery, alteration, submission of falsified documents or misuse of any college document, record, or instrument of identification;
 - (b) Tampering with an election conducted by or for college students; or
 - (c) Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a college officer or employee.
- (3) Obstruction or Disruption.** Obstruction or disruption of (a) any instruction, research, administration, disciplinary proceeding, or other college activity, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity or (b) any activity that is authorized to occur on college property, whether or not actually conducted or sponsored by the college.
- (4) Assault.** Assault, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, stalking or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. For purposes of this paragraph:
 - (a) **Bullying** is physical or verbal abuse, repeated over time, and involving a power imbalance between the aggressor and victim.
 - (b) **Stalking** is intentional and repeated following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated or harassed, even if the perpetrator lacks such an intent.
- (5) Cyber-Misconduct.** Cyber-stalking, cyber-bullying or online harassment. Use of electronic communications, including, but not limited to, electronic mail, instant messaging, electronic bulletin boards, and social media sites, to harass, abuse, bully or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's 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, non-consensual recording of sexual activity, and non-consensual distribution of a recording of sexual activity.

- (6) Property Violation.** Damage to, or theft or misuse of, real or personal property or money of
- (a) the college or state;
 - (b) any student or college officer, employee, or organization; or
 - (c) any other member of the college community or organization; or
 - (d) possession of such property or money after it has been stolen.
- (7) Failure to Comply with Directive.** Failure to comply with the direction of a college officer or employee who is acting in the legitimate performance of his or her duties, including failure to properly identify oneself to such a person when requested to do so.
- (8) Weapons.** Possession, 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, subject to the following exceptions:
- (a) Commissioned law enforcement personnel or legally-authorized military personnel while in performance of their duties, or
 - (b) Students with legally issued concealed weapons permits may store their weapons in vehicles parked in accordance with RCW 9.41.050 on campus provided the vehicle is locked and the weapon is concealed from view, or
 - (c) The president or his delegate may authorize possession of a weapon on campus upon a showing that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to any terms or conditions incorporated therein.
- (9) Hazing.** Hazing includes, but is not limited to, any initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student.
- (10) Alcohol, Drug, and Tobacco Violations.**
- (a) **Alcohol.** The use, possession, delivery, ~~or sale,~~ or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.
 - (b) **Marijuana.** The use, possession, delivery, ~~or sale,~~ or being visibly under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.
 - (c) **Drugs.** The use, possession, delivery, sale, or being under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in RCW 69.41, or any other controlled substance under RCW 69.50, except as prescribed for a student's use by a licensed practitioner.
 - (d) **Tobacco, electronic cigarettes and related products.** 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 twenty-five feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. "Related products" include, but are not

limited to cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(11) Lewd Conduct. Conduct which is lewd or obscene.

(12) Discriminatory conduct. Discriminatory conduct which harm or adversely affect any member of the college community because of her/his race, color; national origin, sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion, creed; genetic information; sexual orientation; gender identity; veteran status; or any other legally protected classification.

(13) Sexual Misconduct. The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence.

- (a) **Sexual Harassment.** The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and that does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.
- (b) **Sexual Intimidation.** The term "sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex, including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.
- (c) **Sexual Violence.** The term "sexual violence" incorporates the definition of "sexual harassment" and means a physical sexual act perpetrated without clear, knowing, and voluntary consent, such as committing a sexual act against a person's will, exceeding the scope of consent, or where the person is incapable of giving consent, including rape, sexual assault, sexual battery, sexual coercion, sexual exploitation, gender- or sex-based stalking. The term further includes acts of dating or domestic violence. A person may be incapable of giving consent by reason of age, threat or intimidation, lack of opportunity to object, disability, drug or alcohol consumption, or other cause.

(14) Harassment. Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran status; or any other legally protected classification. ~~includes a person's race, national origin, disability, age, religion, genetic information, sexual orientation or any other legally protected classification.~~ See "Sexual Misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic communications.

(15) Retaliation. Retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or

addressing allegations or violations of federal, state or local law, or college policies, including, but not limited to, student conduct code provisions prohibiting discrimination and harassment.

- (16) Misuse of Electronic Resources.** Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes but is not limited to:
- (a) Unauthorized use of such resources or opening of a file, message, or other item;
 - (b) Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item;
 - (c) Unauthorized use or distribution of someone else's password or other identification;
 - (d) Use of such time or resources to interfere with someone else's work;
 - (e) Use of such time or resources to send, display, or print an obscene or abusive message, text, or image;
 - (f) Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources;
 - (g) Use of such time or resources in violation of applicable copyright or other law;
 - (h) Adding to or otherwise altering the infrastructure of the college's electronic information resources without authorization; or
 - (i) Failure to comply with the college's electronic use policy.

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

- (18) Safety Violations.** Safety violation includes any non-accidental conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of the campus community, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.

- (19) Violation of Other Laws or Policies.** Violation of any federal, state, or local law, rule, or regulation or other college rules or policies, including college traffic and parking rules.

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

In addition to initiating discipline proceedings for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

Disciplinary Sanctions and Terms and Conditions

The following disciplinary sanctions may be imposed upon students found to have violated the student conduct code.

- (1) **Disciplinary Warning:** A verbal statement to a student that there is a violation and that continued violation may be cause for further disciplinary action.

- (2) **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.
- (3) **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.
- (4) **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.
- (5) **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.

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:

- (1) **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.
- (2) **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.
- (3) **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:
 - (a) Ineligible to hold an office in any student organization recognized by the college or to hold any elected or appointed office of the college.
 - (b) 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.

RELEVANT LAWS AND OTHER RESOURCES

- RCW [9A.08.020](#), [9A.36](#), [9A.56](#).010-050, [9A.56.100](#), [9A.60](#).010-020, [28B.10](#).570-572, [28B.50.090\(3\)\(b\)](#), [34.05.410](#), [66.04](#), [69.04](#), [69.50](#)

- WAC [132H-120 ...](#)
- Bellevue College Procedure [#2050P Student Code](#)

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APPROVED BY

Board of Trustees

President's Staff

2050P STUDENT CODE (PROCEDURES)

Original Date: 6/11/1992 * Last Revision Effective: 9/11/2012. Revision January 2014.

Policy Contact: Vice President, Student Services

PURPOSE

The following procedures are established to meet the requirements for implementing policy [#2050 - Student Code](#).

PROCEDURES

WAC 132H -125-005 - STATEMENT OF JURISDICTION

The student conduct code shall apply to student conduct that occurs on college premises, to conduct that occurs at or in connection with college sponsored activities, or to off-campus conduct that in the judgment of the college adversely affects the college community or the pursuit of its objectives.

Jurisdiction extends to, but is not limited to, locations in which students are engaged in official college activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, on-line education, practicums, supervised work experiences or any other college-sanctioned social or club activities.

Students are responsible for their conduct from the time of application for admission through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending. The college has sole discretion, on a case by case basis, to determine whether the student conduct code will be applied to conduct that occurs off-campus.

WAC 132H -125-010 - DEFINITIONS

The following definitions shall apply for purpose of this student conduct code:

- (1) **"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. The president or vice president of student services is authorized to reassign any and all of the student conduct officer's duties or responsibilities as set forth in this Chapter as may be reasonably necessary.
- (2) **"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. The president is authorized to reassign any and all of the conduct review officer's duties or responsibilities as set forth in this Chapter as may be reasonably necessary.
- (3) **"The president"** is the president of the college. The president is authorized to delegate any and of his or her responsibilities as set forth in this Chapter as may be reasonably necessary.

- (4) **"Disciplinary action"** is the process by which the student conduct officer imposes discipline against a student for a violation of the student conduct code.
- (5) **"Disciplinary appeal"** is the process by which an aggrieved student can appeal the discipline imposed by the student conduct officer. Disciplinary appeals from a suspension in excess of ten (10) instructional days or an expulsion are heard by the student conduct committee. Appeals of all other appealable disciplinary action shall be reviewed through brief adjudicative proceedings.
- (6) **"Respondent"** is the student against whom disciplinary action is initiated.
- (7) **"Service"** is the process by which a document is officially delivered to a party. Service is deemed complete upon hand-delivery of the document or upon the date the document is emailed and deposited in the mail. Unless otherwise provided, service upon a party shall be accomplished by:
 - (a) hand-delivery of the document to the party; or
 - (b) by sending the document by email and by certified mail or first class mail to the party's last known address.
- (8) **"Filing"** is the process by which a document is officially delivered to a college official responsible for facilitating a disciplinary review. Papers required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified college official. 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
- (9) **"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.
- (10) **"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, non-credit courses, on-line courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered "students."
- (11) **"Business day"** means a week-day, excluding weekends and college holidays.

WAC 132H -125-015 - INITIATION OF DISCIPLINARY ACTION

- (1) 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.
- (2) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing him or her 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. 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.

- (3) Within ten 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 his or her 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.
- (4) 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), as described in WAC 132_____ and BC Policy 2050.
 - (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.

WAC 132H -125-020 - APPEAL FROM DISCIPLINARY ACTION

- (1) The respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one (21) 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 and the conduct review 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 ten (10) instructional days;
 - (b) dismissals; and
 - (c) discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president.
- (8) Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:
 - (a) suspensions of ten 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, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.

WAC 132H-125-025 - BRIEF ADJUDICATIVE PROCEEDINGS – INITIAL HEARING

- (1) Brief adjudicative proceedings shall be conducted by a conduct review officer designated by the president. 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) 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 both the parties within ten (10) 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 twenty-one (21) days of service of the initial decision, the initial decision shall be deemed the final decision.
- (4) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten (10) instructional days or expulsion, the matter shall be referred to the student conduct committee for a disciplinary hearing.

WAC 132H-125-030 - 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 twenty-one (21) days of service of the initial decision.
- (2) The president shall not participate in any case in which he or she is a complainant or witness, or in which he/she has direct or personal interest, prejudice, or bias, or in which he/she has 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 determine 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 twenty (20) 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 twenty (20) 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 ten (10) instructional days or expulsion, the matter shall be referred to the student conduct committee for a disciplinary hearing.

WAC 132H -125-035 - STUDENT CONDUCT COMMITTEE

- (1) The student conduct committee shall consist of six members:
 - (a) Two full-time students appointed by the student government;
 - (b) Two faculty members appointed by the president;
 - (c) Two administrative staff members (other than an administrator serving as a student conduct or conduct review officer) appointed by the president prior to the beginning of the academic year for alternating two-year terms.
- (2) One of the administrative staff members shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The administrative staff members shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.
- (3) Hearings may be heard by a quorum of three members of the committee so long as one faculty member, one student and one administrative staff member 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 pursuant to [RCW 34.05.425\(4\)](#).

WAC 132H-125-040 - APPEAL - STUDENT CONDUCT COMMITTEE

- (1) Proceedings of the student conduct committee shall be governed by the Administrative Procedures Act, Chapter 34.05 RCW, and by the Model Rules of Procedure, Chapter 10-08 WAC. To the extent there is a conflict between these rules and Chapter 10-08 WAC, these rules shall control.
- (2) The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven days in advance of the hearing date, as further specified in [RCW 34.05.434](#) and [WAC 10-08-040](#) and [10-08-045](#). 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.
- (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 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, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.
- (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) Each party may be accompanied at the hearing by a non-attorney assistant of his/her choice. A respondent may elect to be represented by an attorney at his or her own cost, but will be deemed to have waived that right unless, at least four (4) business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent is represented by an attorney, the student conduct officer may also be represented by a second, appropriately screened assistant attorney general.

WAC 132H-125-045 - 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 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](#).

WAC 132H-125-050 - 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 twenty 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 respondent, 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 legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.

WAC 132H-125-055 - APPEAL FROM STUDENT CONDUCT COMMITTEE INITIAL DECISION

- (1) A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within twenty-one (21) days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.
- (2) The notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the appeal should be granted. 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 notice of appeal.

- (3) The president shall provide a written decision to all parties within forty-five (45) days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.
- (4) The president may, at his or her discretion, suspend any disciplinary action pending review of the merits of the findings, conclusions, and disciplinary actions imposed.
- (5) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.

WAC 132H-125-060 - 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 business 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 that warns the student that his or her privilege to enter into or remain on college premises has been withdrawn, that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters 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 offices who may be bound or protected by it.

WAC 132H-125-100 - DISCIPLINE PROCEDURES FOR CASES INVOLVING ALLEGATIONS OF SEXUAL MISCONDUCT

Both the respondent and the complainant in cases involving allegations of sexual misconduct 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.

Application of the following procedures is limited to student conduct code proceedings involving allegations of sexual misconduct by a student. In such cases, these procedures shall supplement the student disciplinary procedures in WAC 132H-125-005 through -060. In the event of conflict between the sexual misconduct procedures and the student disciplinary procedures, the sexual misconduct procedures shall take precedence.

WAC 132H-125-105 - SUPPLEMENTAL DEFINITIONS

The following supplemental definitions shall apply for purposes of student conduct code proceedings involving allegations of sexual misconduct by a student:

- (1) A **"complainant"** is an alleged victim of sexual misconduct, as defined in subsection (2) of this section.
- (2) **"Sexual misconduct"** is prohibited sexual or gender-based conduct by a student, including, but not limited to:
 - (a) sexual activity for which clear and voluntary consent has not been given in advance;
 - (b) sexual activity with someone who is incapable of giving valid consent because, for example, she or he is underage, sleeping or otherwise incapacitated due to alcohol or drugs;
 - (c) sexual harassment;
 - (d) sexual violence, which includes, but is not limited to, sexual assault, domestic violence, intimate violence, and sexual or gender-based stalking;

- (e) non-physical conduct such as sexual or gender-based digital media stalking, sexual or gender based on-line harassment, sexual or gender-based cyber-bullying, nonconsensual recording of a sexual activity, and nonconsensual distribution of a recording of a sexual activity.

WAC 132H-125-110 - SUPPLEMENTAL COMPLAINT PROCESS

- (1) The following supplemental procedures shall apply with respect to complaints or other reports of alleged sexual misconduct by a student.
- (2) The college's Title IX compliance officer shall investigate complaints or other reports of alleged sexual misconduct by a student. 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.
- (3) Informal dispute resolution shall not be used to resolve sexual misconduct complaints without written permission from both the complainant and the respondent. If the parties elect to mediate a dispute, either party shall be free to discontinue mediation at any time. In no event shall mediation be used to resolve complaints involving allegations of sexual violence.
- (4) College personnel will honor requests to keep sexual misconduct complaints confidential to the extent this can be done without unreasonably risking the health, safety and welfare of the complainant or other members of the college community or compromising the college's duty to investigate and process sexual harassment and sexual violence complaints.
- (5) The student conduct officer, prior to initiating disciplinary action, will make a reasonable effort to contact the complainant to discuss the results of the investigation and possible disciplinary sanctions and/or conditions (if any) that may be imposed upon the respondent if the allegations of sexual misconduct are found to have merit.
- (6) 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 his or her appeal rights. If protective sanctions and/or conditions are imposed, the student conduct officer shall make a reasonable effort to contact the complainant to ensure that prompt notice of the protective disciplinary sanctions and/or conditions.

WAC 132H-125-115 - SUPPLEMENTAL APPEAL RIGHTS

- (1) The following actions by the student conduct officer may be appealed by the complainant:
 - (a) the dismissal of a sexual misconduct complaint; or
 - (b) any disciplinary sanction(s) and conditions imposed against a respondent for a sexual misconduct violation, including a disciplinary warning.
- (2) A complainant may appeal a disciplinary decision by filing a notice of appeal with the conduct review officer within twenty-one (21) days of service of the notice of the discipline decision provided for in WAC 132H-125-110(5). The notice of appeal may include a written statement setting forth the grounds of appeal. Failure to file a timely notice of appeal constitutes a waiver of this right and the disciplinary decision shall be deemed final.

- (3) 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.
- (4) Except as otherwise specified in this supplemental procedure, a complainant who timely appeals a disciplinary decision or who intervenes as a party to respondent's appeal of a disciplinary decision shall be afforded the same procedural rights as are afforded the respondent.
- (5) An appeal by a complainant from the following disciplinary actions involving allegations of sexual misconduct against a student shall be handled as a brief adjudicative proceeding:
 - (a) exoneration and dismissal of the proceedings;
 - (b) an disciplinary warning;
 - (c) a written reprimand;
 - (d) disciplinary probation;
 - (e) suspensions of ten instructional days or less; and/or
 - (f) any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.
- (6) An appeal by a complainant from disciplinary action imposing a suspension in excess of ten (10) instructional days or an expulsion shall be reviewed by the student conduct committee.
- (7) In proceedings before the student conduct committee, respondent and complainant shall have the right to be accompanied by a non-attorney assistant of their choosing during the appeal process. Complainant may choose to be represented at the hearing by an attorney at his or her own expense, but will be deemed to have waived that right unless, at least four (4) business days before the hearing, he or she files a written notice of the attorney's identity and participation with the committee chair, and with copies to the respondent and the student conduct officer.
- (8) In proceedings before the student conduct committee, complainant and respondent shall not directly question or cross examine one another. All questions shall be directed to the committee chair, who will act as an intermediary and pose questions on the parties' behalf.
- (9) Student conduct hearings involving sexual misconduct allegations shall be closed to the public, unless respondent and complainant both waive this requirement in writing and request that the hearing be open to the public. Complainant, respondent and their respective non-attorney assistants and/or attorneys may attend portions of the hearing where argument, testimony and/or evidence are presented to the student conduct committee.
- (10) 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 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 complaint of his or her appeal rights.
- (11) 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.
- (12) 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.

WAC 132H-___-005 - BRIEF ADJUDICATIVE PROCEEDINGS AUTHORIZED

This rule is adopted in accordance with [RCW 34.05.482](#) through [34.05.494](#). Brief adjudicative proceedings shall be used, unless provided otherwise by another rule or determined otherwise in a particular case by the president, or a designee, in regard to:

- (1) Parking violations.
- (2) Outstanding debts owed by students or employees.
- (3) Use of college facilities.
- (4) Residency determinations.
- (5) Use of library—Fines.
- (6) Challenges to contents of education records.
- (7) Loss of eligibility for participation in institution sponsored athletic events.
- (8) Student conduct appeals involving the following disciplinary actions:
 - (a) suspensions of ten (10) instructional days or less;
 - (b) disciplinary probation;
 - (c) written reprimands;
 - (d) any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions; and
 - (e) appeals by a complainant in student disciplinary proceedings involving allegations of sexual misconduct in which the student conduct officer:
 - i. dismisses disciplinary proceedings based upon a finding that the allegations of sexual misconduct have no merit; or
 - ii. issues a verbal warning to respondent.
- (9) Appeals of decisions regarding mandatory tuition and fee waivers.

Brief adjudicative proceedings are informal hearings and shall be conducted in a manner which will bring about a prompt fair resolution of the matter.

WAC 132H-___-010 - BRIEF ADJUDICATIVE PROCEEDINGS - AGENCY RECORD

The agency record for brief adjudicative proceedings shall consist of any documents regarding the matter that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review. These records shall be maintained as the official record of the proceedings.

RELEVANT LAWS AND OTHER RESOURCES

- RCW [9A.08.020](#), [9A.36](#), [9A.56.010-050](#), [9A.56.100](#), [9A.60.010-020](#), [28B.10.570-572](#), [28B.50.090\(3\)\(b\)](#),
[34.05.410](#), [66.04](#), [69.04](#), [69.50](#)
- WAC [132H-120](#)-020, -030, -040, -050, -200, -210, -220, -225, -235, -245, -300, -305, -310, -335, -350, -360, -405, -410, -420, -430, -440, -450, -460, -475

REVISION HISTORY

Original 6/11/1992

Revisions 5/14/2003; 3/22/2005; 8/4/2005; 5/21/2009; 9/11/2012; January 2014.

APPROVED BY

Board of Trustees
President's Staff



BELLEVUE
COLLEGE

REGULAR MEETING AGENDA ITEM

POLICY 1100 - DELEGATION OF AUTHORITY TO THE PRESIDENT

POLICY 1650 - NAMED FACILITIES

☐

INFORMATION

☒

FIRST READ

☐

ACTION

Description

The Board of Trustees is currently reviewing board operating policies. In reviewing policies, Policy 1100 – Delegation of Authority to the President and Policy 1650 – Named Facilities were identified for revision. The revisions are provided in the attached documents.

Key Questions

- * Do the proposed revisions reflect the appropriate level of delegation of authority to maintain the operations of the college?
- * Do the proposed revisions reflect the requirements of the board?

Analysis

The current policies are being reviewed as part of an in depth review of the board's operating policies. Based upon discussions at the board's study session earlier this year, the policy revisions reflect the recommended changes.

Background/Supplemental Information

Attachment 1 - Policy 1100 Delegation of Authority to President

Attachment 2 - Policy 1650 Named Facilities

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII consider the proposed revisions to Policy 1100 and Policy 1650 for action at the September 10, 2014 board meeting.

Prepared by: Lisa Corcoran, Executive Assistant to the President
lisa.corcoran@bellevuecollege.edu

Policy 1100 Delegation of Authority to President

Original Date: 4/9/1996 * Last Revision Effective: TBD
Policy Contact: President

POLICY

- (1) Delegation of Authority: In accordance with RCW 28B.10.528 and ~~28B50.140-Board of Trustees Resolution 246~~, the board of trustees delegates to the president of Bellevue College all powers and duties and all expressed or implied authority to carry out the administration and operation of Bellevue College, except as provided in sections (2) and (3).~~except the authority to hire the college president and the authority to grant tenure. All these delegated powers and duties may be exercised by the president in the name of Bellevue College.~~
- (2) Reservation of powers: Notwithstanding this broad delegation of authority to the president, the board of trustees reserves authority over the following matters:
- a. Hiring and retention of the president and setting the president's salary and working conditions;
 - b. Granting or denying tenure to faculty;
 - c. Approval of employee collective bargaining agreements;
 - d. Approval of requests for employee indemnification and representation;-
 - e. Naming of college property.
- (3) Fiscal limitations on delegation: Notwithstanding the board delegation of authority to the president of Bellevue College, the board of trustees reserves to itself the authority over the following matters when the dollar value is in excess of the following limits:
- a. Approval of preliminary and final design of capital projects over 5 million dollars;
 - b. To authorize every sale or purchase of real property over one million dollars,
 - c. ~~and~~To authorize every lease of real property which is for a term of three years or more and requires payment by the district of one million or more in any fiscal year.
 - d. Modifications to the operating budget in excess of one million dollars;
 - e. To be consulted by the president prior to entering into settlement agreements that involve payment by the district of a total amount of one hundred thousand dollars or more in any fiscal year, except settlements involving public works projects that are managed by another state agency.
- (4) All prior delegations and reservations of authority, either express or implied, previously adopted by the board of trustees are hereby rescinded.

RELEVANT LAWS AND OTHER RESOURCES

~~{Click Here to Insert Resources}~~[RCW 28B.10.528 and RCW 28B.50.140](#)

REVISION HISTORY

[For Policy Coordinator's Use Only]

APPROVED BY

[Click Here to Insert Text - i.e. President's Staff, Board of Trustees]]

Policy 1650 Named Facilities

Original Date: 9/22/1993 * Last Revision Effective: TBD
Policy Contact: President

POLICY

The board of trustees of Bellevue College ~~delegates to the president~~retains the authority to name individual college buildings, portions of buildings, rooms and/or labs, fixed furniture, equipment, open spaces, pathways, fields, etc. Approval is required before the naming of any campus property is official. ~~facilities after consultation with the chairman of the board of trustees or his/her designee, as a special feature of the Bellevue College Foundation's major gift campaign.~~

RELEVANT LAWS AND OTHER RESOURCES

[Click Here to Insert Resources]

REVISION HISTORY

[For Policy Coordinator's Use Only]

APPROVED BY

[Click Here to Insert Text - i.e. President's Staff, Board of Trustees]]

REGULAR MEETING AGENDA ITEM



2014-15 INTERNATIONAL STUDENT CONTRACT

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

Five years ago, the State Board for Community and Technical Colleges (SBCTC) provided colleges the option of counting international students as part of the college's state-funded enrollment target or engaging in a contractual relationship with a community entity to offer the program. In addition, if a college chooses the second option, the SBCTC requires that the college's board reaffirm annually that it is continuing this contractual arrangement because the college is unable to accommodate international student programs within the current state funded enrollment target. Bellevue College has opted to offer the program through a contractual arrangement with the Bellevue College Foundation, since the college has been oversubscribed in meeting its state enrollment target in previous years, and intends to continue this option.

Key Questions

- * Does continuing the contractual arrangement for International Programs with the Bellevue College Foundation support the college's mission in supporting its international program?

Analysis

The college continues to be overenrolled and cannot support International Student Program enrollments within the current state funded enrollment target. The existing contractual relationship with the Bellevue College Foundation supports the college's international student program.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve the contractual relationship with the Bellevue College Foundation for International Student Programs for FY 2014-15..

Prepared by: Ray White, Vice President of Administrative Services
ray.white@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM



2014 – 15 COLLEGE BUDGET

☐

INFORMATION

☐

FIRST READ

☒

ACTION

Description

The Bellevue College Operating, Enterprise and Ancillary, Associated Student Government, and Financial Aid Budgets for fiscal year 2014-15 are presented to the Board of Trustees for approval. To assist the board in approving the proposed budget, a comparison of the initial 2013-14 with the 2014-15 budget and Reserve Report including contingency fund, operating, ancillary and auxiliary reserve, debt reserves, and restricted funds is provided (Attachment #1). In addition the list of additional On-Going Obligations, One-Time Funding, and Self-Support Program funding is attached for reference (Attachment #2).

Key Questions

- * What is the 2014-15 college's budgetary plan for all funds?

Analysis

- The FY15 budget was developed based on the following assumptions:
 - * State Board (SBCTC) no tuition rate increase;
 - * .5% State Allocation Efficiency reductions;
 - * Enrollment estimated to remain constant.

Background/Supplemental Information

- Attachment 1: 2014-15 College Budget and Reserve report.
- Attachment 2: 2014-15 On-Going Obligations, One-Time Funding, and Self-Support Program Funding.

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII approves the following budget plan for fiscal period 2014-2015.

Annual Budget

Operating Funds	\$ 89,228,084
Enterprise and Ancillary Funds	\$ 12,915,259
ASG Service and Activities Fees	\$ 3,161,773
Financial Aid Funds	\$ <u>23,690,365</u>
Total 2014-15 Annual Budget	<u>\$128,995,481</u>

Reserve Funds

Contingency Fund	\$ 1,478,902
Operating Reserve	\$ 10,014,625
Ancillary & Auxiliary Reserve	\$ <u>2,411,555</u>
Total 2014-15 Reserve Funds	<u>\$ 13,905,082</u>

Recommended Motion

I move that the Board of Trustees of Community College District VIII approves the college budget plan, as proposed, for fiscal period 2014-2015. In approving the budget, the Board of Trustees authorizes:

- the College President to proceed with the **execution of the planned program**;
- the College President to **transfer funds** within the General Fund, or from local and other funds, to eliminate any cash deficit as required by RCW 43.88.2601, to **provide working capital, and to support approved projects** and activities;
- the **tuition and fee schedule** as established by law, by the State Board for Community and Technical Colleges, as implemented by the College President, and as listed in the College catalog;
- the College President to **accept allocation amendments** from the State Board for Community and Technical Colleges, to accept such grants and contracts as may be acquired during the budget period, and to report on such changes, at least quarterly, to the Board of Trustees;
- the **addition of staff and faculty positions** necessary to carry out the College's programs; and
- the College President to determine **the fee schedule for contract courses** and programs.

Prepared by: Ray White, Vice President of Administrative Services
ray.white@bellevuecollege.edu

COMMUNITY COLLEGE DISTRICT V111
BELLEVUE COLLEGE
Bellevue, Washington

Attachment # 1

2014-15 COLLEGE BUDGET and RESERVE REPORT

Revenue Plan by Fund

Includes comparison to initial 2013-14 college budget

	2013-14 INITIAL BUDGET	Increase/ (Decrease)	2014-15 INITIAL BUDGET
OPERATING FUND:			
STATE ALLOCATION	\$26,726,567	\$160,266	\$26,886,833
LOCAL OPERATING	\$22,270,813	\$770,747	\$23,041,560
DEDICATED LOCAL FUND	\$15,947,835	\$2,366,839	\$18,314,674
GRANTS & CONTRACTS	\$16,729,212	\$4,255,805	\$20,985,017
TOTAL OPERATING FUNDS:	\$81,674,427	\$7,553,657	\$89,228,084
PROPRIETARY FUNDS:			
COMPUTER SERVICE FUND	410,000	-\$399,999	10,001
PRINTING FUND	938,301	\$0	938,301
ASSOCIATED STUDENTS	3,020,651	\$141,122	3,161,773
BOOKSTORE	3,881,860	\$120,540	4,002,400
PARKING	2,701,968	\$344,271	3,046,239
FOOD SERVICES	1,526,231	\$49,762	1,575,993
OTHER AUXILIARY ENTERPRISES	3,330,221	\$12,104	3,342,325
TOTAL PROPRIETARY FUNDS:	\$15,809,232	\$267,800	\$16,077,032
FIDUCIARY FUNDS:			
GRANTS IN AID	12,617,000	\$34,865	12,651,865
STUDENT LOAN	10,000,000	\$0	10,000,000
STATE WORK STUDY	0	\$75,000	75,000
FINANCIAL AID FUND	963,500	\$0	963,500
AGENCY	0	\$0	0
ENDOWMENT LOCAL REVENUE	0	\$0	0
TOTAL FIDUCIARY FUNDS:	\$23,580,500	\$109,865	\$23,690,365
TOTAL ANNUAL REVENUE:	\$121,064,159	\$7,931,322	\$128,995,481

2014-15 COLLEGE RESERVE REPORT	
	Reserve
RESERVE PER POLICY 7110	
Contingency Fund 3%	\$1,478,902
Operating Reserve 15%	\$10,014,625
Ancillary & Auxiliary Reserve 15%	\$2,411,555
TOTAL RESERVE	\$13,905,082
DEBT RESERVE FUNDS	
Parking Garage Debt	\$5,467,942
Student Housing Reserve	\$2,000,000
RESTRICTED/ DEDICATED FUNDS	
Lab Fees & Special Projects	\$6,369,340
Grants and Contracts	\$2,161,123
Subtotal	\$8,530,463
TOTAL RESERVED AND RESTRICTED	\$13,998,405

* Capital Fund Reserves are not reported in these figures.

2014-15 State and Self-Support Funded Request

2014-15 On-Going Funded Request		
TOTAL REQUEST		\$3,408,183
DEPARTMENT	DESCRIPTION	AMOUNT
ALL COLLEGE	Classified Wage Improvements	\$150,000
ALL COLLEGE	Exempt Wage Improvements	\$150,000
Institutional Advancement	Web Editor/Producer	\$98,700
Instruction	Clinical Coordinator	\$64,840
Total Funded On-Going Request		\$463,540
2014-15 One-Time Funded Request		
TOTAL REQUEST		\$3,437,800
DEPARTMENT	DESCRIPTION	AMOUNT
Instruction	Faculty Commencement Regalia	\$8,000
Instruction	Faculty Commons	\$125,574
Instruction	Replacement Voyager Online Catalog	\$22,000
Instruction	2014-15 Faculty Sabbaticals	\$166,340
Instruction	I-BEST Program Staff	\$19,878
Instruction	Academic SuccessCenter Tutor Training	\$24,000
Instruction	Debate Coach Funding	\$4,678
Instruction	Grand Piano - Carlson Theater	\$42,000
Administrative Services	Event - College Sponsorship	\$53,000
Human Resources	Classified Scholarship Funding	\$6,000
Information Resources	Desktop Computer Replacement	\$200,000
Information Resources	Classroom Technology Replacement	\$150,000
Information Resources	Media Producer Position	\$65,000
Institutional Advancement	50th Anniversary Planning & Event Planner	\$153,600
Institutional Advancement	Exceptional Magazine	\$15,000
President's Office	Accreditation/Strategic Planning Coordinator	\$81,070
President's Office	Nationally-normed Reporting Instruments	\$20,000
Student Services	ADA Testing Room Proctors - Hourly	\$42,451
Total Funded One-Time Request		\$1,198,591
2014-15 Self-Support Funded Request		
TOTAL REQUEST		\$894,463
DEPARTMENT	DESCRIPTION	AMOUNT
Administrative Services	Student Transit Bus Cards	\$23,256
Instruction	Applied Baccalaureate Development	\$135,600
Instruction	Information Systems and Technology - BAS Yr. 2	\$105,000
Instruction	Data Analytics - BAS Yr. 1.	\$105,000
Instruction	Molecular Biosciences - BAS Yr. 1	\$89,200
Workforce Development	HR Recuritier for North Campus 60%	\$50,000
Total Funded Self-Support Request		\$508,056



BELLEVUE
COLLEGE

REGULAR MEETING AGENDA ITEM

2014-2015 SERVICES & ACTIVITIES FEE BUDGET

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

RCW 28B.15.044 for the State of Washington grants authority to the Board of Trustees to approve the Associated Student Government's Services and Activities (S & A) Budget. Further, it requires students to advance a budgetary recommendation for consideration of the Board of Trustees.

The S & A Budget is developed by a committee, comprised of four students, one administrator and one each faculty and classified staff representatives. This year's committee members are (asterisks denote voting members):

Leslie Mayo* - ASG VP of Finance (Chair)
Francisco Enriquez* - Student at Large
Stephanie Rowe* - Student at Large
Komalpreet Kaur* - ASG Representative
Jennifer Strother* - Administrator
James Torrence* - Faculty
Pamela Badger* - Classified Staff
Faisal Jaswal – Assistant Dean Student Programs

The committee completed its deliberations and has prepared a recommendation for the 2014-2015 year that will be presented for action at the June Board of Trustees meeting. The budget was approved unanimously by the committee.

Key Questions

- Is the services and activities fee budget proposal equitable and does it address the needs of student funded programs?
- How does the services and activities fee budget plan reflect a sustainable balanced budget?
- What are some key considerations/strategies to maintain the growth and continued integrity of the services and activities budget and the programs it supports?

Analysis

The proposed services and activities budget recommendations fund \$2,157,750 to student funded programs. No programs will experience any budgetary cuts during this fiscal period. The recommended

Regular Meeting Agenda Item
2014-15 Services and Activities Fee Budget

budget model spends from revenues collected during the 2013-14 fiscal period and allows for growth of 9%.

Background/Supplemental Information

2014-15 ASG Services and Activities Fee Budget
Services and Activities Allocations

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve Services and Activities budget for 2014-2015.

Prepared by: Dr. Ata Karim, Vice President of Student Services
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COMMUNITY COLLEGE DISTRICT VIII
Bellevue Community College
Bellevue, Washington

2013-14 ASG SERVICES AND ACTIVITIES FEE BUDGET

REVENUE

	Initial Budgeted Revenue	One-time Budgeted Reserves (522.264.1986)	Total Budgeted Rev. & Res.
LOCAL FUNDS:			
Allocations to Student Programs	1,892,500	82500	1,975,000
Student Programs Remodel Budget Allocation	77,064		77,064
ASG Reserve Budget Allocation	118,800		118,800
One-Time Grant Budget Allocation	165,586	-82500	83,086
Program Income	273,784		273,784
Program Fund Balances (projected)	487,917		487,917
Radiology BAS	5,000		5,000
TOTAL LOCAL FUNDS	\$ 3,020,651		\$ 3,020,651
TOTAL AVAILABLE FOR EXPENDITURE	\$ 3,020,651		\$ 3,020,651

2014 S&A FUNDING REQUEST SUMMARY

PROGRAM	Budget Number	One time Grant	2014-15 Allocation	2014-15 Request
ASG	1900		190,000	196,976
STUDENT LEGISLATIVE COMMITTEE	1901		28,968	40,924
CAMPUS ACTIVITIES BOARD	1902	2,000	80,000	89,900
CULTURAL ACTIVITIES FUND	1903		13,000	13,000
SERVICE LEARNING	1905		-	-
STUDENT PROGRAMS SUPPORT	1906	25,000	299,000	327,152
PHI THETA KAPPA	1909		16,250	16,250
ASBCC CLUB CONTINGENCY	1910		15,000	15,000
RADIATION AND IMAGING (BAS)	1911		*10000*	*10000*
MULTICULTURAL FESTIVAL	1912		-	-
INTERNATIONAL STUDENT ASSOC.	1913		12,000	12,000
FIRST YEAR EXPERIENCE	1914		-	-
LGBTQ	1915		12,000	13,000
PALS CENTER	1916	10,000	43,900	76,504
BSU	1917		12,000	14,424
STUDENT SCIENCE ASSOCIATION	1918		3,000	3,000
EL CENTRO LATINIO	1919		12,000	23,785
BUSINESS LEADERSHIP CLUB	1920		40,000	39,707
MCS CULTURAL FUND	1921		27,800	38,604
INTERCOLLEGIATE RENTALS	1923		11,000	12,000
ALUMNI OUTREACH	1924		500	500
CAREER CENTER INTERNSHIP	1925		41,500	41,500
STUDENT PROGRAMS HOMEPAGE	1926		12,000	11,000
BCAVETS	1927	500	4,500	9,000
LIBRARY GALLERY SPACE	1928		10,750	10,750
SPEECH & DEBATE SOCIETY	1929	8,000	18,800	31,640
INTERCOLLEGIATE TOURNEY TRAVEL	1930		17,000	19,000
DISABILITY RESOURCE CENTER	1931		22,750	22,750
TELOS	1935		4,500	-
BCC STUDENT HANDBOOK	1936		22,000	19,879
MUSICAL PRODUCTIONS CHORAL	1937		76,756	84,500
DIGITAL MEDIA DESIGN	1938		-	-
ACADEMIC SUCCESS CENTER	1939		148,000	147,572
WATCHDOG (Formerly JIBSHEET)	1940	2,000	67,791	71,050
RADIO STATION KBCS	1941		26,000	26,000
DRAMA PRODUCTIONS	1943	1,000	21,500	28,970
MUSIC PROD-INSTRUMENTAL	1944	2,000	35,225	41,100
EASTSIDE DANCE PRODUCTION	1945		11,150	13,300
CENTER FOR CAREER CONNECTIONS	1947		50,000	50,000
STAGEFRIGHT DRAMA CLUB	1948		10,000	12,000
ASIAN-PACIFIC ISLANDERS S A	1953		12,000	13,000
INTERCOLLEGIATE ATHLETICS	1962		68,000	68,594
MEN'S BASKETBALL	1964		9,900	10,650
MEN'S BASEBALL	1965		9,700	9,200
MEN'S AND WOMEN'S GOLF	1966		7,750	8,500
WOMEN'S BASKETBALL	1971		9,900	10,650
WOMEN'S VOLLEYBALL	1972		7,750	8,500

PROGRAM	Budget Number	One time Grant	2014-15 Allocation	2014-15 Request
WOMEN'S SOFTBALL	1973		9,700	10,450
MEN'S SOCCER	1974		9,500	10,250
PERFORMING ARTS COORD.	1975		31,205	32,795
WELLNESS CENTER	1976		31,900	32,635
WOMEN'S SOCCER	1977		9,500	10,250
WOMEN'S TENNIS	1978		4,635	4,635
PEER-TO-PEER MENTORING	1980		110,000	119,286
LEADERSHIP INSTITUTE	1981		60,000	72,100
STUDENT CHILDCARE CTR.	1982	20,000	200,000	220,000
INTERIOR DESIGN STU. ASSOC.	1985		10,400	10,400
OPEN HOUSE	1987		12,000	12,000
AMERICAN SIGN LANGUAGE	1988		4,500	4,170
CHEER SQUAD	1989	2,250	6,250	8,500
MODEL UNITED NATIONS	1992		32,370	32,370
NURSING STUDENT ASSOCIATION	1993		1,400	1,400
IAAP (INTRNT'L ASSOC OF ADMIN PROF)	1994		-	-
OUTREACH SERVICES	19xx	10,000	-	73,150
TOTAL		82,750	2,075,000	2,356,222
TOTAL base and one-time			2,157,750	

REGULAR MEETING AGENDA ITEM



ELECTION OF BOARD CHAIR AND VICE CHAIR

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

The terms of the current chair and vice chair end on June 30, 2014. Bellevue College bylaws and Washington state RCW require that a new chair and vice chair be elected.

Key Questions

- Who shall serve as Chair and Vice Chair of the Board of Trustees for the 2014-15 academic year?

Analysis

As per the Bellevue College bylaws for the Board of Trustees (WAC 132H-106-040), the board annually elects from its membership a chair and vice-chair to serve for the ensuing year. RCW 28B.50.130 mandates that "...it shall elect from among its members a chair and vice chair, each to serve for one year, and annually thereafter shall elect such officers to serve until their successors are appointed or qualified."

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII elect a chair and vice chair for the 2014-15 term commencing on July 1, 2014 and ending on June 30, 2015.

Prepared by: Lisa Corcoran, Executive Assistant to the President
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REGULAR MEETING AGENDA ITEM



SABBATICAL LEAVE AUTHORIZATION FOR THE 2014-15 ACADEMIC YEAR

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

The purpose of a Sabbatical Leave shall be to improve the professional skills of the faculty member through study, research, and creative work. The College will receive direct benefit of such an experience through the increasing effectiveness of those persons participating in a professional leave program.

Key Questions

- * What is the final recommendation of the Sabbatical Leave Committee regarding sabbatical leave requests for the 2014-15 academic year?
- * What is the President's recommendation regarding the granting of sabbatical leaves for the 2014-15 academic year?
- * What is the replacement cost for this recommendation?
- * What is the Board of Trustees' role in the sabbatical leave process?

Analysis

At the May 7, 2014 Board meeting, Board members were informed that the Sabbatical Leave Committee has received requests from nine (9) faculty members for sabbatical leaves during the 2014-15 academic year. The total number of quarters requested was equivalent to 5.99 FTEF.

The Board of Trustees has committed, through the Negotiated Agreement, to make "every reasonable effort to grant at least 5 FTE leaves annually, provided that at least that number of applicants have applied and are ranked by the Sabbatical Leave Committee..." (Article IX, Section IV, C). The number of leaves granted is subject to fiscal and budget constraints and the calculation of potential cost of replacement.

The Sabbatical Leave Committee has ranked the nine (9) requests and submitted its recommendation to the President. The President recommends that the Board of Trustees grant eight (8) sabbatical leave requests equivalent to 4.99 FTEF, at the cost of \$98,171 for the 2014-15 academic year.

Background/Supplemental Information

Sabbatical Leave Requests for 2014-15 Summary

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII concurs with the recommendation of the President and authorizes sabbatical leaves equivalent to 4.99 FTEF, at the cost of \$98,171 for the 2014-15 academic year.

Prepared by: Tom Nielsen, Vice President of Instruction
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SABBATICAL LEAVE REQUESTS 2014-15 SUMMARY

PETE BLOOMSBURG, Science

To better inform the decisions of the Math Department at Bellevue College, Pete would like to study statistical analysis with a focus on statistical programming, fundamentals of statistics, and longitudinal data analysis. Pete feels that the future of educational research is in longitudinal rather than cross-sectional data analysis. He would like to contribute what he learns in this area to his department's efforts in assessing the effectiveness of placement exams and math course succession.

KELLY ELSENBBAUMER, Health Science, Education and Wellness Institute

Kelly's goal is to be invited to participate in the most advanced Muscle Activation Techniques (MAT) Rx classes which take place in Denver, Colorado. To attain this goal, the MAT organization requires candidates to complete a series of seven courses (four of which she has already accomplished) and pass the Master Specialist Certification exam. Kelly would use her sabbatical leave to study concepts and practice skills to become proficient and gain sufficient experience prior to scheduling a date for the exam. Should she achieve her goal, Kelly would be one of only four MAT Master Specialists in Washington State, with approximately 80 Master Specialists world-wide.

STEPHEN GARROW, Institute for Business and Information Technology

Stephen intends to use his sabbatical leave to participate in the Communication Leadership program at the University of Washington, focusing on traditional narrative structures in the newest territories of visual story-telling and exploring the pedagogy that drives this continuing development. From this, Stephen feels he will be able to contribute to the Digital Media Arts program's importance and longevity by strengthening the relevance of his own course offerings, sharing new insights and teaching practices with other DMA faculty, and introducing a comprehensive plan to expand student knowledge, experience, capability, and opportunity.

DALE HOFFMAN, Science

Sabbatical leave would give Dale focused time to complete the open source text he created for Contemporary Calculus I, II, and III covering the first four quarters of calculus. This text is used by the instructors at Bellevue College and is in use at institutions in several other states. He would add text covering a fifth quarter of calculus, and augment the online practice problem sets that are proving popular and effective with students. Increasing and improving the content of the Open Course Library contributes to the goals of teaching and learning excellence and to Bellevue College's commitment to student success.

HARLAN LEE, Counseling

The work Harlan plans for his sabbatical leave would contribute to achieving Counseling Department goals and informing the transformation of the Student Services division. Counseling has set a goal to expand the number of online Human Development course offerings and Harlan would spend a portion of his sabbatical leave crafting a new online Human Development course as well as preparing one of the existing classes for online delivery. Harlan also plans to spend time visiting prominent colleges to learn about the structure and range of services of their counseling centers and investigate their wellness initiatives. That information can be shared with those involved in redesigning Bellevue College Student Services.

LESLIE LUM, Social Science

To reach a greater number of students, Leslie would like to rewrite her textbook, *Multicultural Marketing and Business Consulting*, as well as develop the accompanying curriculum material such as video lectures, activities and assignments. She also plans to cultivate relationships with businesses that may help create a more consistent pipeline of projects, which would benefit other programs such as Digital Media Arts and Interior Design. Leslie would also work to design a mentorship platform meant for recruiting mentors and coordinating training for guiding students through the learning process.

DANA UPDEGROVE, Science

The purpose of Dana's sabbatical leave request is to modify the summer evening offerings of Math 142, Pre-Calculus II into a hybrid version of the course. The result would shorten the on-campus time required by 2 hours per session. Dana would need to study the construction of other hybrid and online math courses, and learn the necessary technology to complete the redesign with the goal of offering the course for summer 2015. Other mathematics courses could potentially be offered in the same format in future summer quarters and eventually in fall, winter and spring to help alleviate the current shortage of classrooms.

CONNIE WAIS, Arts and Humanities

Connie's request for sabbatical leave focuses on upgrading her skills and competencies with current technology such as Revit, SketchUp, Photoshop, and InDesign in order to improve instructional effectiveness. This would also aid in upgrading the visual content of her current online courses and contribute to the quality of new e-learning courses yet to be constructed. Connie is considering workshops and courses at other institutions, but feels fortunate to have the richness of course offerings in programs such as Interior Design, Digital Media Communications, and Business Technology at Bellevue College from which to choose in order to achieve her professional development goals.

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 two 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 two 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 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 two 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 Anne-Mary Nash Haruna, Institute for Business and Information Technology (Accounting Paraprofessional).

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

Prepared by: Tom Nielsen, Vice President of Instruction
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