BELLEVUE COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

June 24, 2015

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 24, 2015. The business session will begin at 2:00 pm in room B201. Steve Miller, Chair, will preside.

AGENDA

12:00 PM   WORKING LUNCH AND EXECUTIVE SESSION
(A201)
There will be an executive session to discuss real estate, to review the performance of a public employee and to consider candidates for tenure.

1:00 PM   STUDY SESSION (B201)
Title IX

2:00 PM   BUSINESS SESSION (B201)

I.   Call to Order

II.   Roll Call and Introductions

III.   Consent Agenda
A.   Approval of Agenda for June 24, 2015   3
B.   Meeting Minutes from May 21, 2015   5

2:05 PM   IV.   Constituent Reports
A.   Faculty   Brown
B.   Classified Staff   Turnbull
C.   Foundation   King

2:45 PM   V.   Monitoring Reports (reports for this meeting in bold)
A.   **Student Success**   All   9
B.   **Instruction**   All   11
C.   **Economic and Workforce Development**   All   13
D.   **Student Affairs**   All   14
E.   **Equity and Pluralism**   All   15
F.   **Institutional Advancement**   All   16
G.   Information Technology   Quarterly
H.   Capital Facilities   Quarterly
I.   Finance   Quarterly
J.   Human Resources   Quarterly
K.   Enrollment Report   Quarterly
L.   Budget and Legislative Developments   As needed
M.   Marketing and Public Relations   As needed

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

3:00 PM	VI.	Information Items		
		A. Discussions with Washington State University	Beard	
		B. Discussions with Marty Brown, Executive Director of the Washington State Board of Community and Technical Colleges	Brown	
		C. Diversity and Equity Plan	Harden	17
4:00 PM	VII.	Action Items		
		A. 2015-2016 Bellevue College Budget	White	30
		B. Policy 5050-Electronic Communications	Beard	34
		C. Policy 5150 – Acceptable Use of Information Technology	Beard	37
		D. Policy 2400 – Tuition and Fee Waivers	White	44
		E. Policy 2450 – Official Withdrawal from a Course/s	Nielsen	47
		F. Board Elections – Chair and Vice Chair	Miller	49
4:30 PM	VIII.	First Read		
		A. Policy 2950 – Accommodations for Reasons of Faith or Conscience	Karim	50
		B. Policy 3110 – Awarding of Non-traditional Credit	Nielsen	52
		C. Policy 3200 – Student Academic Standing	Nielsen	55
		D. Tenure Recommendations	Nielsen	57
4:40 PM	IX.	Board Reports		
		A. ACT Board of Directors	Orrico	
		B. ACT Legislative Committee	Miller/Orrico	
		C. Foundation Liaison	Heu-Weller	
		D. Individual Member Reports		
4:50 PM	X.	President's Report	Rule	
5:00 PM	XI.	Unscheduled Business/Community Testimony		
5:15 PM	XII.	Adjournment		

Time and order are estimates only and subject to change.

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 on May 21, 2015 at the Bellevue College North Campus located at 14673 NE 29th Place, Bellevue, Washington. Mr. Steve Miller, Chair, presided.

EXECUTIVE SESSION

The executive session was called to order at 12:00 pm. Steve Miller announced that there would be an executive session for approximately an hour and 15 minutes to discuss the selection of a site or the acquisition of real estate, to review the performance of a public employee and to consider candidates for tenure. The executive session adjourned at 1:15 p.m.

STUDY SESSION

Patricia James presented on benchmarking and student success strategies. Board looking for a narrative on student success. Encouraged log in to VFA website. Reviewed the different benchmarking projects that we participate in.

STUDY SESSION

Ray White presented on the status and planning around capital projects.

BUSINESS SESSION

The business session was called to order at 3:15 p.m.

I. **ROLL CALL**
    Ms. Abji, Ms. Chin, Ms. Heu-Weller, Mr. Miller, and Ms. Obregon were present.

II. **CONSENT AGENDA**
    Lisa Chin made a motion to approve the consent agenda. Merisa Heu-Weller seconded the motion.

    The motion passed.

III. **CONSTITUENT REPORTS**

    Faculty Report

    Doug Brown, Bellevue College Association of Higher Education, reported on successful faculty endeavors this year which included:

    - DECA success at nationals
    - Success of math team
    - Jen Townsend's work with Seattle U

    Classified Staff Report

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

    - Library project on archiving
    - BC Fitness challenge

ASG Report

Gebriel Amare, ASG President-elect, introduced himself to the Board of Trustees and shared his bio and credentials with the board.

Foundation Report

Dale King, BC Foundation President, reported that

- Today is BC read day, an annual event for reviewing college scholarship applications
- The search was completed for the executive director of the BC Foundation. Rebecca Chawgo was selected as the new executive director.
- The foundation participated in the Big Give.
- Institutional Advancement is redesigning the college's web presence
- Transforming Lives is part of Year End Event this year.

IV. **MONITORING REPORTS**.

There were no questions.

V. **INFORMATION ITEMS**
A. Discussions with Washington State University
Russ Beard shared the status of the draft Memorandum of Understanding and the discussions with Washington State University. The board would like to see the supplemental document, but will leave the decision regarding signature to President Rule based on his judgement of the board's feedback. If he has concerns, he will consult with the Board Chair to determine if a special meeting is needed.

VI. **ACTION ITEMS**
A. 2015-2016 International Student Contract

Motion 14:15
Lisa Chin made a motion to reaffirm the contractual relationship with the Bellevue College Foundation for International Student Programs for FY 2015-2016. Merisa Heu-Weller seconded.

The motion was approved.

B. 2015-2016 Services & Activities Budget
Faisal Jaswal was available to answer any questions on the Services & Activities Budget.

Motion 15-15
Merisa Heu-Weller made a motion to approve the 2015-2016 Services & Activities Budget as submitted. Lisa Chin seconded.

The motion was approved.

C. Sabbatical Leave Authorization for the 2015-2016 Academic Year

---

Motion 16-15

Shelmina Abji moved that the board of trustees concurs with the recommendations of the President and authorizes sabbatical leaves equivalent to 3.66 FTEF, at the cost of $128,519 for the 2015-2016 academic year. Lisa Chin seconded the motion.

The motion was approved.

D. Tenure Recommendation

Motion 17-15

Stassney Obregon made a motion that the Board of Trustees of Community College District VIII grant tenure for the 2015-2016 academic year to Charlene Freyberg, Social Science (Criminal Justice). Shelmina Abjj seconded the motion.

The motion was approved.

VII. **FIRST READ**

A. 2015-2016 Bellevue College Budget
Ray White presented the process that the college used to create the budget for 2015-2016. There was discussion regarding the level of detail for the review

B. Policy 2400 Tuition and Fee Waivers
There was no discussion.

C. Policy 2450 Official Withdrawal from a Course/s
There was no discussion.

VIII. **BOARD REPORTS**

ACT –Spring meeting was poorly attended.

ACT Legislative Committee –No report.

Foundation Liaison – Merisa shared an anecdote regarding a student who is paying it forward and supporting the foundation.

Individual Member Reports – Interim UW President Ana Marie Cauce visited with Dr. Rule and Steve Miller.

IX. **PRESIDENT'S REPORT –**

President Rule thanked North Campus for hosting the board meeting and reported on the following items:

- Search for the Vice President of Economic and Workforce Development had been re-opened and sixteen additional applications have been received
- June 19th is commencement
- Congratulations to Gayle Barge on completing her dissertation
- The WACTC meeting is next week and Ray White will be attending on Dave's behalf. Aaron Hilliard will be presenting on strategic visioning regarding social justice institute and diversity initiatives.
- President Rule will be attending the NAFSA Conference in Boston.
- Ata will be administrator in charge next week.

X. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

XI. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 5:20 p.m.

_____
Steve Miller, Chair
Board of Trustees

ATTEST:

_____
Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII
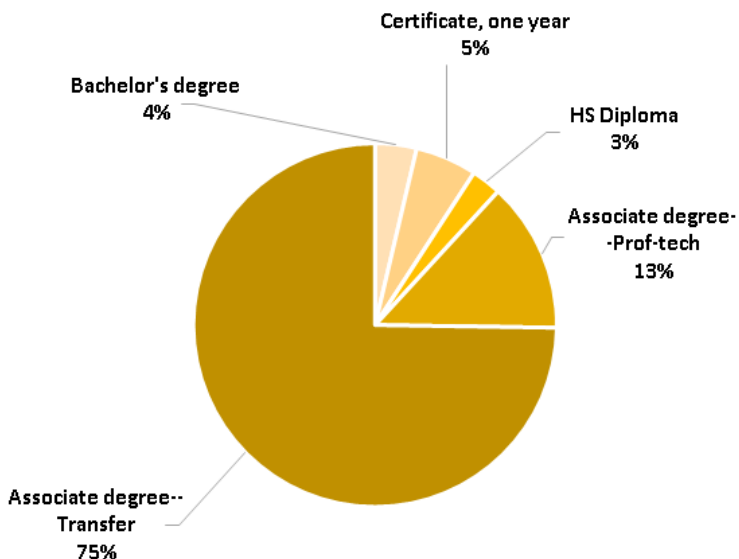
STUDENT SUCCESS

THE BELLEVUE COLLEGE GRADUATING CLASS OF 2015: ACHIEVEMENT MILESTONES

As of May 22, 2015, 2,412 Bellevue College students submitted applications to receive a Bellevue College diploma, certificate, or degree. These students are the Graduating Class of 2015. Some of these students are receiving multiple awards for their efforts, including 62 high school students who are also receiving an associate degree.

Chart 1. shows the distribution of awards earned by BC graduates this year.

- 88% of the awards are for associate degrees
- 85% of associate degrees are for transfer
- 91% of students earning a high school diploma are also earning an associate degree
- More than twice as many students are earning bachelor's degrees in AY 2014-15 compared to AY 2013-14.

The number of bachelor's degrees earned in 2015 represents nearly one-third of all such degrees awarded since BC conferred its first bachelor's degrees in 2009.

Chart 1. 2015 Graduates: Awards

- Certificate, one year 5%
- Bachelor's degree 4%
- HS Diploma 3%
- Associate degree--Prof-tech 13%
- Associate degree--Transfer 75%

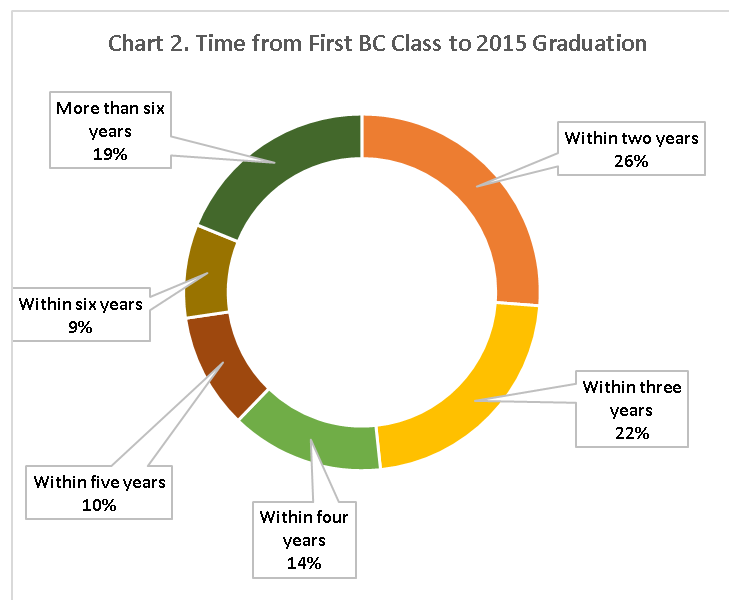## Class of 2015: What it took to succeed

The path to earning a BC award often involves many stops and starts for students. And, in some cases, students earn one award only to return later for another. In addition, students begin college with varying levels of preparation. Starting from the first time attending BC, the class of 2015 graduates includes:

- 3% who were enrolled in at least one Adult Basic Education, English as a Second Language, or GED course at BC
- 44% who took at least one developmental math or English course
- 6% who earned credit through Tech Prep prior to attending BC
- 2% who earned credit through BC's College in the High School program
- 8% who had earned a BC certificate or degree at a prior time
- Just over 50% of this year's bachelor's graduates earned a prior award from BC.

And, finally, it is important to celebrate the persistence BC's graduates demonstrate, because the notion of a two-year degree or a one-year certificate is misleading when one cannot attend college on a full-time basis.

Chart 2. shows the time from <u>the very first class taken at BC</u>, regardless of the type of class taken, through 2015 for the 2,412 graduates.
- Nearly 50% of graduates took their first BC class within the past three years.
- One-fourth of graduates started six or more years ago.
- One student took his/her first BC class in 1967.

Chart 2. Time from First BC Class to 2015 Graduation

More than six years 19%

Within two years 26%

Within six years 9%

Within three years 22%

Within five years 10%

Within four years 14%

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning
patricia.james@bellevuecollege.edu

INSTRUCTION

COLLABORATORY

Key Points

- Instruction has been awarded a **2015-16 President's Innovation Grant** to develop a joint project, conceived by the Research, Innovation, Service and Experiential Learning Institute (RISE) and the Library Media Center (LMC), which would modify the current Collaborative Zone in the LMC into a state-of-the-art **Collaboratory** for students and faculty conducting research, service, and experiential learning projects.

- The **Collaboratory** will complement the main lab spaces planned for the RISE Institute. It will be the first of several smaller spaces in strategic, decentralized locations across campus, designed to model and showcase the process of **research** to students and community members, and engage underrepresented populations in this accessible, open environment collaboration.

- Research has too often been the realm of the privileged few. By modeling the process of research within spaces frequented by all students, the **Collaboratory** will pique the interest of those who may not otherwise seek out such opportunities, particularly if they identify with diverse students and faculty participating there.

- This project aligns with the College's Core Themes of Teaching and Learning Excellence, Community Engagement, and Student Success, and contributes to achievement of institutional plans and goals in the following ways:
  - **Strategic Plan I. Be Exceptional:** *Deliver Innovative and High Quality Educational Opportunities.*
  - **Strategic Plan III. Justice for All:** *Affirm Equity and Social Justice as a Part of All We Do.*
  - **Strategic Plan IV. Community Matters:** *Be a Vibrant and Interactive Partner.*
  - **Strategic Plan V. Rebuild Our Foundations:** *Create Effective Support Systems for a Large College.*
  - **Academic Master Plan Priority Goal I.I Learning Quality:** *Increase teaching and learning quality across all degrees, programs and certificates. Design a plan for infusing STEM education across the curriculum.*
  - **Academic Master Plan Phase III: Transformation:** *Create new facilities that promote new learning and collaboration (moved from future to current priority).*
  - **President's Goal I. D. STEM/H Focus** – *science, technology, engineering, math and health areas that are in high demand locally and regionally.*
    - Bellevue College's focus on STEM and health areas will be highlighted as students and faculty use this space to work interactively on their research projects. The high-profile nature of this initiative and the location of the facilities will attract more students to the STEM/H pathways.

- o **President's Goal II. F. Institutional Advancement** – *review and focus the areas of Institutional Advancement to reflect the Bellevue College of the future.*
  - The **Collaboratory** also provides an excellent example for the Institutional Advancement and Foundation teams to showcase the innovative nature of Bellevue College.
- o **President's Goal III. B. Identify and initiate nationally identified student success best practices.**
  - Engagement of students in interactive experiential learning processes are listed among the high-impact practices by George Kuh (AACU 2008) in his landmark report for improving student learning. The **Collaboratory** provides an ideal environment for implementing these practices.
- o **President's Goal IV. D. Identify, scale up, establish sustainability and institutionalize promising pilot programs aimed at student success.**

Next Steps
- The proposed work will be undertaken during the summer months with the **Collaboratory** becoming operational in Fall Quarter 2015.
- Potential for revenue by renting out to community groups for research activities will be analyzed. Such projects may also synergistically provide service learning opportunities for students.

Report by: Tom Nielsen, Vice President, Instruction
tom.nielsen@bellevuecollege.edu

ECONOMIC & WORKFORCE DEVELOPMENT

TECH PREP COLLEGE CONNECTIONS

Key Points

Students enrolled in Tech Prep can earn college credit in high school courses that are formally aligned – articulated – with college courses.

- **45** new articulations created with strong programs of study linked to all nine school district partners (Bellevue, Edmonds, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, Shoreline, Snoqualmie Valley) in areas including allied health, marketing, accounting, Microsoft IT Academy, programming, early childhood education and digital media arts.
- Program is operating under budget with two full-time employees (formerly four full-time employees), while still building revenue by **$29,000** in the 2014-15 program year.
- Program participation has grown steadily each year, despite loss of federal Perkins grant in the 2011 program year. Joint outreach and communication planning with school district Career and Technical Education (CTE) Directors has been key to reaching out to high school students and families.
    - o 2011-12 school year – 1281 students received credit through Tech Prep
    - o 2012-13 school year – 1605 students received credit through Tech Prep
    - o 2013-14 school year – 1852 students received credit through Tech Prep
    - o 2014-15 school year – 2288 students registered and paid to receive credit through Tech Prep, final count pending final grades
- Recent SBCTC data shows that of the **26,798** students who earned credit in high school through Tech Prep statewide in 2013-14, **18,498** went on to use within the SBCTC system.

Next Steps

- Washington State Tech Prep Director's Association recently reconvened after two years, hosted at Bellevue College. Tech Prep needs a stronger statewide voice for increased program awareness. Association has agreed to meet twice a year with representatives from SBCTC, OSPI and the Workforce Training Board.

Report by: Carl Ellis, Interim Vice President
            carl.ellis@bellevuecollege.edu

STUDENT AFFAIRS

BC STUDENT LEADERSHIP INSTITUTE: CAMP CASEY LEADERSHIP RETREAT 2015

On June 23-26, 2015 over 100 students, 17 student mentors, and 14 staff members will embark on a 4-day overnight retreat at the Camp Casey Conference Center on Whidbey Island. This event kicks off leadership experiences for new leaders and resolves the service of students after a year of leadership experiences. The **Camp Casey Leadership Retreat** is the seminal event of the Bellevue College student leadership cycle.

Camp Casey Leadership Retreat is part of **Bellevue College Student Leadership Institute**, sponsored and coordinated by Student Programs and Activities Office. Bellevue College Student Leadership Institute is a year-long cycle of curricular, co-curricular and extracurricular leadership opportunities available free of cost to students. The mission of the Leadership Institute is to foster and promote leadership skills in emerging leaders. The Institute groups the competencies into four main groups or pillars of leadership: **Inclusive Leadership, Servant Leadership, Adaptive Leadership, and Ethical Leadership.** Students engage with the four pillars of leadership through the cycle of yearly offerings, consisting of leadership classes, monthly leadership seminars, the Camp Casey Leadership Retreat, and Mid-Year Leadership Retreat. Additionally students can also attend different Leadership Conferences throughout the year. This year the Institute's focus is on the following outcomes:
- **Identity Development:** Students will learn how they interact with the world and what control they have over changing the ways they interact with teams and obstacles as leaders.
- **Cultural Competence and Ethics:** Students will develop the capacity to understand and interact effectively and successfully with others who differ in their cultural beliefs, behaviors, values, and worldview
- **Community Building:** Students will know, appreciate and celebrate other leaders in the Bellevue Community

At Camp Casey Leadership Retreat these outcomes are explored through highly interactive and experiential activities built around; leadership communication styles, values desired in team members, navigating ethical dilemmas, pushing personal and team boundaries on a ropes course, and examining the intersections of privilege. These activities are designed and facilitated by staff from the Office of Student Programs, Multicultural Services, Academic Advising, and the Center for Career Connections. Visitors from campus are invited to observe the retreat and interact with participating student leaders, staff, and student mentors.

Assessments of the Camp Casey Leadership Retreat have been overwhelmingly positive from the students, and we have taken all feedback into consideration. Based on feedback over the years we have changed the length of workshops, types of workshops given, and how we train the student mentors. We have nearly maxed out our capacity for the past three years, though we are looking to grow other opportunities for students seeking leadership potential on campus.

Next Steps
- Transcript the co-curricular and curricular activities and classes to create a leadership concentration for students who participate in BC Student Leadership Institute.
- Increase capacity to impact more students through these offerings

Report by: Ata U. Karim, Vice President, Student AffairsAta.karim@bellevuecollege.edu

EQUITY AND PLURALISM

TITLE IX/VAWA OFFICE END OF YEAR UPDATE

In July 2014, the college hired Rachel Wellman to serve as the Compliance and Title IX Coordinator. Rachel is charged with building and implementing processes and procedures to meet the required mandates. The significant difference between Title IX (prohibits sex discrimination in education) and Violence Against Women's Reauthorization Act (VAWA)/Campus Sexual Violence Act (SaVE) is that where Title IX *recommends* training, VAWA/SaVE *require*s it. As the 2014-15 academic year comes to a close, the college wanted to provide the Board with an update.

The college has made good progress towards meeting the new mandates.

- Expect to launch Title IX website by June 2015. A website is a critical component of compliance.
- Rachel Wellman has provided training to all but one of the academic divisions, worked closely with Faculty Counselors, the Office of Student Conduct and Student Leadership.
- Institutional support to send employees to regional Title IX trainings, specifically as they relate to investigator training.
- A fundamental compliance function under Title IX is to remedy the impact(s) on the complainant. The Title IX office has worked collaboratively with individual faculty, the academic deans, Facilities, Enrollment and Registrar Services, and the Financial Aid Office to mitigate impacts to complainants. For example, the process has been streamlined for moving a student to a different class if they are in the same class with the respondent.

Focus areas as the college moves forward include;
- Building a cadre of campus investigators and deputy Title IX coordinators.
- Growth of the Title IX office to meet the demand for services. Currently the office is comprised of Rachel, the Compliance and Title IX coordinator, and a 16-hour per week intern.
- Preparing to meet future challenges as the college transitions to a residential campus.
- Identifying places where Title IX and labor laws overlap and how to adequately address issues. There are tentative plans to hold a Title IX and Just Cause training for Title IX investigators in the local region at Bellevue College.

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

INSTITUTIONAL ADVANCEMENT REPORT

Key Points

- The national search for the Foundation Executive Director position is completed with Rebecca Chawgo accepting the appointment effective June 1st.
- Jim Hoehn joined the IA staff as Web Editor-in-Chief on May 20th.
- Heather Kolmac was selected as the College's 50th Anniversary Project Management Associate. She joined the IA staff on June 1st.
- Institutional Advancement has completed the first draft of its strategic plan. A final iteration will be completed prior to June 30th.
- The IA division presented the Clarus study at a special meeting of the Emeritus Board on May 22nd.
- In conjunction with the development of the annual fund, a two day training session was held on June 11th and 12th.
- The annual strategic planning retreat for the Bellevue College Foundation board was held on June 23rd.

Report by: Dr. Gayle Colston Barge, VP Institutional Advancement
              gayle.barge@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM

DIVERSITY AND **E**QUITY **P**LAN

☒ **I**NFORMATION ☐ **F**IRST **R**EAD ☐ **A**CTION

Description

In fall of 2014 the Diversity, Equity and Inclusion Council (DEIC) comprised of administrators, faculty, staff and students was formed to provide leadership and guidance to achieve the college's diversity initiatives. DEIC's first priority was to begin the process of creating an Equity and Diversity Plan for the college. A small group of DEIC members led the process of identifying key components of a diversity and equity plan, and to establish the process to draft a plan. The Diversity and Equity plan provides an overview of the Office of Equity and Pluralism's accomplishments from 2012- 2015 and outlines objectives and initiatives for 2015-18. A critical stage in the Diversity and Equity plan is to hold campus and community listening sessions to provide faculty, staff, students and community opportunities to review the proposed plan and provide feedback. The listening sessions are scheduled during the 2015-16 academic year.

Key Questions
 ∗ How can the Board of Trustees be integrated into the Diversity and Equity Plan?

Background/Supplemental Information
Diversity and Equity Plan

Recommendation/Outcomes
That the Board of Trustees of Community College District VIII is provided an overview of the Office of Equity and Pluralism, the structure and role of the Diversity, Equity and Inclusion Council, and to review the proposed plan.

Prepared by: Yoshiko Harden, Vice President for Diversity/Chief Diversity Officer
                Yoshiko.harden@bellevuecollege.edu

BELLEVUE COLLEGE

Become Exceptional

Diversity and Equity Proposed Plan

Written by Yoshiko Harden in collaboration with the DEIC Leadership Team & Council

June 10, 2015

Table of Contents

DIVERSITY & EQUITY PROPOSED PLAN

(DRAFT)

2015

BELLEVUE COLLEGE 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.

PURPOSE OF THE PLAN

The purpose of this diversity and equity plan is to embed an equity lens in all college-wide decision-making processes and organizational practices that cross all divisions and departments. To identify and create opportunities that can support and advance equity and social justice initiatives.

THE OFFICE OF EQUITY AND PLURALISM 2012-2015 ACCOMPLISHMENTS

Bellevue College has grown tremendously since 1966 from a few hundred students to approximately 34,000 today and from less than one hundred employees to over 1500 faculty, professional/exempt, and classified employees. The last twenty years have garnered significant growth in the number of students and the diversity of students served. For example, we currently serve twelve hundred students with disabilities. Regarding student racial/ethnic demographics, 48% of the student population identify as students of color (BC Office of Effectiveness and Strategic Planning, 2015). However, faculty diversity along race and ethnicity has not kept pace with student demographics. At Bellevue College, 22% of full-time faculty and 21% of part-time faculty identifies as people of color and 78% and 77% identify as white (SBCTC Enrollment and Staffing Report, 2014). In the community and technical colleges, system-wide data show that percentages of faculty and color have ranged between14%-16% for full-time faculty and 11%-12% for part-time faculty (SBCTC Enrollment and Staffing Report, 2014).

20

Since July 2012, the office of Equity and Pluralism has led and worked with partners to implement:

- Mandatory "Pluralism in the Selection Process" for screening advisory committee members- to date over four hundred employees have participated in the training.
- Mandatory (contractual) Educational Equity professional development for 1st-year tenure candidates
- Optional Educational Equity professional development for adjunct and tenured faculty
- Required diversity statement for job applicants for full-time faculty, staff and classified positions.
- Launched the Diversity, Equity and Inclusion Council (DEIC)
- Partnered with Dr. Sayumi Irey and the Office of the President to establish the Social Justice Leadership Institute.
- Provide quarterly Diversity Caucus professional development for faculty and staff
- Launched the LGBTQia taskforce
- Launched the Dreamers Student work group
- Expanded affinity groups for employees such as, Whites on Whiteness, Black Employees Group, Latino Affinity Group, Coalition for Race and Gender Equity
- Established the Title IX/Violence Against Women Act Office
- Partnership with the Disability Resource Center to integrate a social model of disability across campus

DIVERSITY, EQUITY AND INCLUSION COUNCIL (DEIC)

The council is comprised of administrators, staff, faculty and students, DEIC provides leadership and guidance to achieve the College mission to maintain a diverse, equitable and inclusive campus community. The council is tasked to;

- Identify and develop objectives that build on current and new efforts to nurture an inclusive college community
- Communicate issues, concerns and suggestions to the appropriate committee or administrative unit
- Identify and support policies and practices that address diversity and equity, including recruitment, hiring, employee orientation, and professional development
- Provide an annual report to President's Cabinet

21

In November 2014, DEIC held its first meeting. At that meeting seven priorities emerged:

1. Academic excellence and success for all students, especially under-represented and historically marginalized groups

2. Intersectionality- consider multiple facets of diversity to include but not limited to race/ethnicity, gender, gender identity and expression, (dis)abilities, sexual orientation, language, national origin, veteran status, and socio-economic status

3. Recruit and retain diverse students, faculty and staff

4. Infuse and better integrate diversity and equity pedagogy across and the curriculum

5. Offer mandatory and optional diversity and equity professional development training to *all* employees and students

6. Engage in data driven and data informed decision making related to institutional diversity and equity initiatives

7. Increase college-wide accountability for diversity, equity and inclusion

Council Membership includes the following and a (*) reflects a leadership team member:

Name	Title	Department
Dave Rule	*President & Rotating Co-Chair*	*Administration*
Yoshiko Harden *	*Vice President & Co-Chair*	*Office of Equity and Pluralism*
Aaron Reader *	Director	Multicultural Services
Beabe Akpojovwo	Executive Assistant	Diversity, Equity & Pluralism
Carol T. Grant	Director	Academic Success Center
CK Donovan	Program Specialist	Disability Resource Center and Diversity Caucus Co-Chair
Cora Nixon *	Research Analyst	Effectiveness & Strategic Planning
David Lopez-Kopp	Faculty	English
Donna Miguel *	Faculty	English
Gabriel Amare	ASG President (incoming)	Student Affairs
Glenn Jackson *	Director	High School Initiatives and Diversity Caucus Co-Chair
Jennifer Le	Faculty	Sociology
Krischanna Roberson *	Director & Faculty	HSEWI and Community Liaison (BSD)
Mareth Flores	Associate Director	Advancement
Maria Anastasia Sefchick	Director	Advising and Diversity Caucus Co-Chair
Nancy McEachran	Faculty	Developmental Education
Nicholas Price	Faculty	Political Science
Paula McPherson	Adviser	Business
Rachel Wellman *	Compliance & Title IX Coordinator	Diversity, Equity & Pluralism
Ronald Holland *	Assistant Director & Faculty	TRIO & English
Susan Gjolmesli *	Director	Disability Resource Center
Sasha Lee *	ASG VP Student Affairs & Pluralism	Student Affairs

DIVERSITY AND EQUITY PROPOSED PLAN

Colleges and universities consistently name diversity as an institutional value, and affirm their commitment to diversity in myriad ways; increasing the representation and retention of historically underrepresented faculty, staff and students, meaningfully address and improve campus climate, enhance diversity in curricula offerings and promote the values of diversity (Iverson, 2012; Williams, 2013). However, many post-secondary institutions seem to fall short of realizing their commitment to diversity. Bellevue College's first college-wide diversity and equity plan aims to integrate and operationalize diversity across the college's core themes—Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment.

The Diversity and Equity plan provides an overview of accomplishments from 2012-2015 and a plan for upcoming academic years 2015-2018. Action Teams under the guidance of the Diversity, Equity, and Inclusion Council will be formed to accomplish the plan and a budget proposal that works in congruence with the plan to support initiatives should be held in consideration to fund components of the plan. This is a living document and based on annual accomplishments, revisions will be made as necessary that takes into account current research and literature, national, state and institutional data, community and student needs, and the strategic direction of the college.

The goal is to have measurable outcomes that are tied to each division/department's goals and reviewed and reported on annually.

Based upon the seven priorities which emerged at DEIC meeting in November, the DEIC leadership group developed four objectives to focus on for 2015-2018;

1. Center for Social Justice and Inclusion
2. Closing the Gaps- Student Access and Success
3. Educational Equity Professional Development, Education and Training
4. Recruitment and Retention of Diverse Faculty and Staff

Under the direction of President Rule, the Office of Equity and Pluralism has partnered with representatives from Instruction, Institutional Advancement, RISE Institute, and the Faculty Commons to design a Center for Social Justice and Inclusion. This group met throughout 2015-16 academic year to articulate a vision and mission for the center.

The center will serve as a visible testament to the college's commitment to diversity and equity and provide critical space to infuse diversity and equity initiatives campus and community wide. As the DEIC crafted a diversity and equity plan the group decided to focus the plans objectives, initiatives and recommendations under the umbrella of the Center for Social Justice and Inclusion.

OBJECTIVE 1 - CENTER FOR SOCIAL JUSTICE AND INCLUSION

Initiatives 2015-2016

- Continue planning for the design and creation for the Center for Social Justice and Inclusion
- Launch the Diversity and Equity Speaker series in alignment with the college's 50th anniversary events

- Conduct an environmental scan via campus and community listening sessions to hear from stakeholders

- Update the Diversity and Equity plan to incorporate feedback gathered via the listening sessions

Initiatives 2016-2017

- Open the Center for Social Justice and Inclusion
- Build in institutional accountability to animate the adopted Diversity and Equity Plan
  - Select divisions, departments and units will be responsible for ensuring they contribute at least two strategies designed to support and advance institutional diversity and equity efforts
  - Once reviewed by the Vice President for Diversity and DEIC, they will be evaluated in an annual report to the President
  - Strategy plans will be published on the website
- Create diversity grants for diversity based projects, events and ideas

OBJECTIVE 2 - CLOSING THE GAP - STUDENT ACCESS & SUCCESS

Review and recommend proven strategies that increase access and success to reduce opportunity gaps with underrepresented and historically marginalized students

Initiatives 2015-2016

- Partner with the Evidence Team to set priorities for data needs
- Explore partnerships with national programs for targeted groups such as the Minority Male Community College consortium
- Collaborate with English & Math departments to support institutional focused initiatives that target development to college level transition

25

OBJECTIVE 3 - EDUCATIONAL EQUITY PROFESSIONAL DEVELOPMENT, EDUCATION AND TRAINING

Expand our learning and shared understanding of diversity, equity, and inclusion.

Initiatives 2015-2016

- Expand Educational Equity series to administrators, classified and professional/exempt staff
- Shift L.A. Job Fair (diversity recruitment fair) to the Office of Equity and Pluralism
- Expand the annual Diversity Summit to include participation from other community colleges

Initiatives 2016-2017

- Explore and create campus wide educational training with the Center for Social Justice and Inclusion

Initiatives 2017-2018

OBJECTIVE 4 – RECRUITMENT AND RETENTION OF DIVERSE FACULTY AND STAFF

Continue to create intentional and deliberate efforts to recruit and retain faculty and staff from underrepresented and historically marginalized populations.

Initiatives 2015-2016

- Collaborate with Human Resources to create mandatory educational equity training for all new full-time employees
- Expand affinity groups for employees
- Implement recommendations from the Diversity Recruitment Plan currently in development

Initiatives 2016-2017

- Continued implementation of recommendations from the Diversity Recruitment Plan currently in development
- Coordinate a regional diversity recruitment and retention conference at Bellevue College

Initiatives 2017-2018

MARKERS OF SUCCESS

- Begin to narrow the gaps and increased completion for underrepresented and historically marginalized students (Core theme: Student Success)
- Measurable outcomes that are tied to each division/department's goals and reviewed and reported on annually (Core themes: Student Success and Teaching and Learning Excellence)
- Increased educational equity trainings and professional development (Core theme: all)
- Increased employee satisfaction (Core theme: all)
- Increased in the number of affinity groups for employees (Core theme: College Life and Culture)

LEADERSHIP

Leadership Team

Individuals are selected from within the council membership to serve on a leadership team to provide focus and leadership for the council. The leadership team meets monthly to help plan and organize council initiatives.

ACTION TEAMS

Action Teams are designed for specific project-based activities and are comprised of Diversity, Equity, and Inclusion Council, campus community, and external community members. Action Team members are confirmed by the Diversity, Equity, and Inclusion Council.

Faculty Commons Action Team

The Instruction Action Team will work with representatives from DEIC and the Faculty Commons to promote curriculum development and provide faculty support and training in the areas of diversity, equity, and inclusion. Areas of focus for 2015-16 include collaborate on support for part-time faculty, and collaborate on training for faculty hiring committees.

Special Projects Action Team

The Special Projects Action Team will work on short-term projects that are identified by the Diversity, Equity, and Inclusion Council as high importance to the work of diversity, equity, and inclusion. Areas of focus for 2014-2015 include gender-neutral restrooms and prayer/meditation rooms.

27

Research and Development Action Team

The Research and Development Action Team will work with the Evidence Team on reviewing data and recommending proven strategies that increase access and success to reduce opportunity gaps. Areas of focus for 2015-2016 include organizing listening sessions and gathering and collecting feedback to inform.

Training Action Team

The Training Action Team will work with representatives from Human Resources and DEIC they will be responsible for expanding learning and shared understanding of diversity, equity, and inclusion. Areas of focus for 2015-2016 include expanding educational equity offerings to administrators, classified and professional/exempt staff and creation of a rubric to measure cultural proficiency learning outcomes.

OFFICE OF DIVERSITY AND EQUITY ORGANIZATIONAL CHART

The vision of the proposed plan will work under the development of the organization reflected in the following chart. In collaboration with the DEIC and lead by the Center for Social Justice & Inclusion the proposal works across the institution.
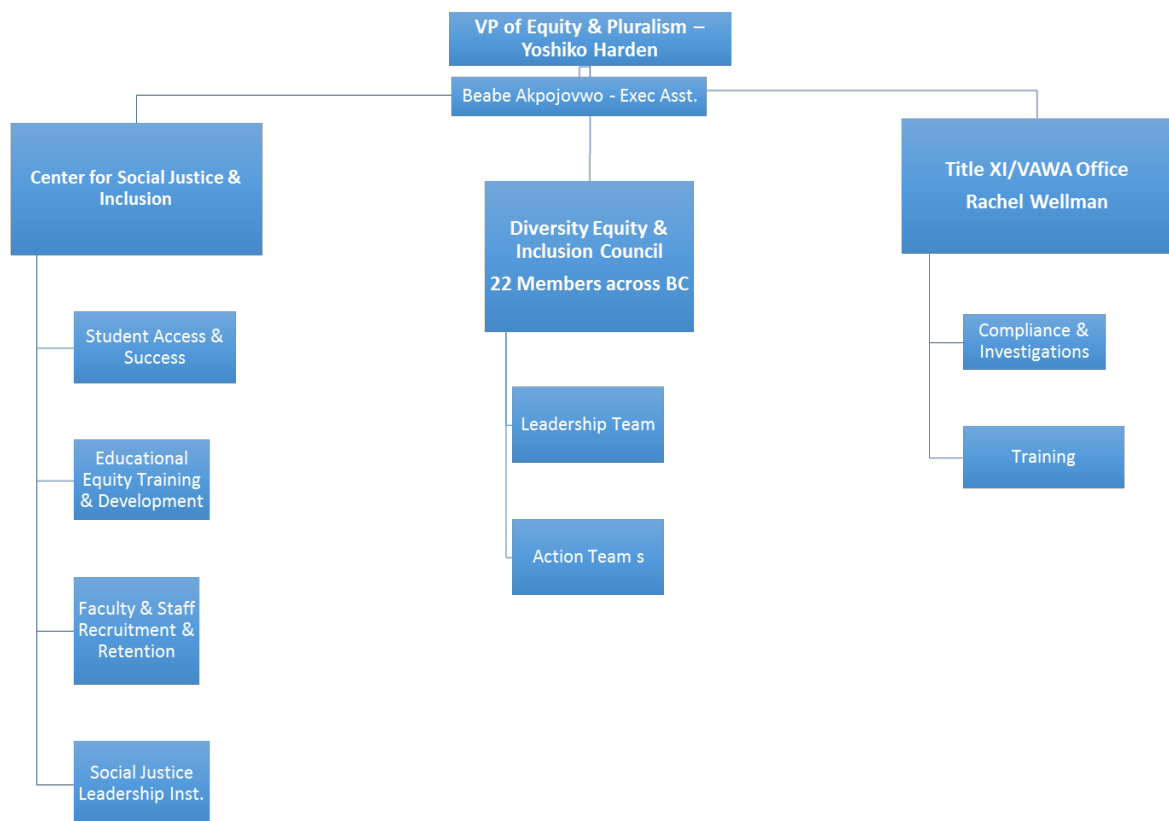
References

Bellevue College Office of Effectiveness and Strategic Planning (2015). Retrieved from https://www.bellevuecollege.edu/instresearch/data.asp.

Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly*, *43*(5), 586-611.

State Board for Community and Technical Colleges (2014) Enrollment and Staffing Report. Retrieved from http://sbctc.edu/college/education/2014_FQR_Full_Report.pdf.

Williams, D. A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Stylus Publishing, LLC.

REGULAR MEETING AGENDA ITEM

2015 – 16 COLLEGE BUDGET

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

The Bellevue College Operating, Enterprise and Ancillary, Associated Student Government, and Financial Aid Budgets for fiscal year 2015-16 are presented to the Board of Trustees for approval. The Capital Plan will be presented to the Board of Trustees for approval in a separate meeting. To assist the board in approving the proposed budget, a comparison of the initial 2014-15 with the 2015-16 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 Innovation Grant, One-Time Funding, and Self-Support Program funding is attached for reference (Attachment #2). This year's budget process did not include consideration of new ongoing obligations. The budget plan does, however reflect the ongoing obligations incurred during the 2014-15 fiscal year and a 3% COLA for staff.

Key Questions
  ∗   What is the 2015-16 college's budgetary plan for all funds?
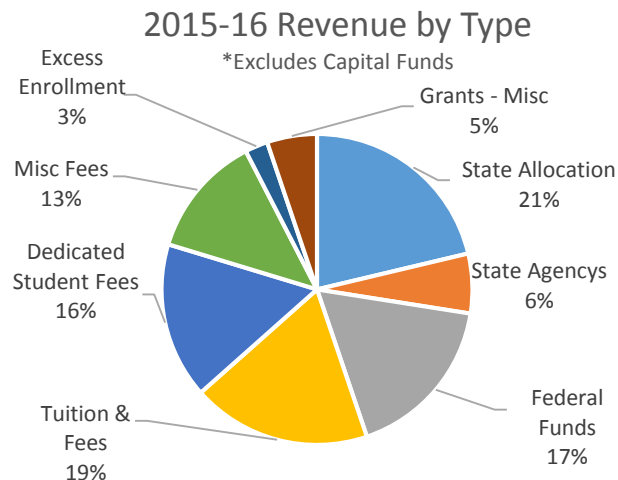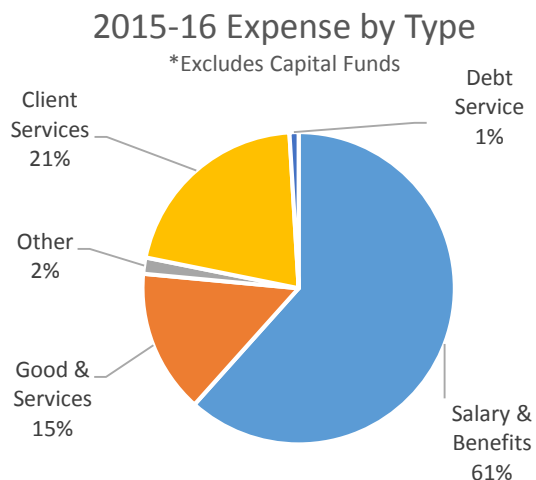

Analysis
- The FY16 budget was developed based on the following assumptions:
    - ∗ State Board (SBCTC) no tuition rate increase;
    - ∗ State Allocation Efficiency/LEAN reductions;
    - ∗ Steady enrollments (2% decline from 2013-14);
    - ∗ 3% COLA for all Classified, Exempt, and Full-Time Faculty (state funded @ 68%)
    - ∗ Health Benefit Increase – Employer share

Background/Supplemental Information
- Attachment 1: 2015-16 College Budget and Reserve report.
- Attachment 2: 2015-16 Innovation Grant, One-Time Funds, and Self-Support Program Funding.

Expense & Revenue Charts by Type

2015-16 Expense by Type
*Excludes Capital Funds

- Client Services 21%
- Debt Service 1%
- Other 2%
- Good & Services 15%
- Salary & Benefits 61%

2015-16 Revenue by Type
*Excludes Capital Funds

- Excess Enrollment 3%
- Misc Fees 13%
- Dedicated Student Fees 16%
- Tuition & Fees 19%
- Grants - Misc 5%
- State Allocation 21%
- State Agencys 6%
- Federal Funds 17%

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII approve the following budget plan for fiscal period 2015-2016.

Annual Budget

Operating Funds	$ 93,706,406
Enterprise and Ancillary Funds	$ 12,849,892
ASG Service and Activities Fees	$ 2,847,877
Financial Aid Funds	$ 24,030,205
Total 2015-16 Annual Budget	**$133,434,380**

Reserve Funds

Contingency Fund	$ 1,464,100
Operating Reserve	$ 10,500,166
Ancillary & Auxiliary Reserve	$ 2,354,665
Total 2015-16 Reserve Funds	**$ 14,318,931**

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

2015-16 COLLEGE BUDGET and RESERVE REPORT

Revenue Plan by Fund
Includes comparison to initial 2014-15 college budget

	2014-15 INITIAL BUDGET	Increase/ (Decrease)	2015-16 INITIAL BUDGET
OPERATING FUND:			
STATE ALLOCATION	$26,886,833	$1,510,828	$28,397,661
LOCAL OPERATING	$23,041,560	$394,737	$23,436,297
DEDICATED LOCAL FUND	$18,314,674	-$147,524	$18,167,150
GRANTS & CONTRACTS	$20,985,017	$2,720,281	$23,705,298
TOTAL OPERATING FUNDS:	**$89,228,084**	**$4,478,322**	**$93,706,406**
PROPRIETARY FUNDS:			
COMPUTER SERVICE FUND	10,001	$0	10,001
PRINTING FUND	938,301	$0	938,301
ASSOCIATED STUDENTS	3,161,773	-$313,896	2,847,877
BOOKSTORE	4,002,400	-$206,300	3,796,100
PARKING	3,046,239	-$52,281	2,993,958
FOOD SERVICES	1,575,993	$91,627	1,667,620
OTHER AUXILIARY ENTERPRISES	3,342,325	$101,587	3,443,912
TOTAL PROPRIETARY FUNDS:	**$16,077,032**	**-$379,263**	**$15,697,769**
FIDUCIARY FUNDS:			
GRANTS IN AID	12,651,865	$264,602	12,916,467
STUDENT LOAN	10,000,000	$0	10,000,000
STATE WORK STUDY	75,000	$75,238	150,238
FINANCIAL AID FUND	963,500	$0	963,500
AGENCY	0	$0	0
ENDOWMENT LOCAL REVENUE	0	$0	0
TOTAL FIDUCIARY FUNDS:	**$23,690,365**	**$339,840**	**$24,030,205**
TOTAL ANNUAL REVENUE:	**$128,995,481**	**$4,438,899**	**$133,434,380**

2015-16 COLLEGE RESERVE REPORT	
	Reserve
RESERVE PER POLICY 7110	
Contingency Fund (2.8% State Operating)	$1,464,100
Operating Reserve 15%	$10,500,166
Ancillary & Auxiliary Reserve 15%	$2,354,665
TOTAL RESERVE	**$14,318,931**
DEBT RESERVE FUNDS	
Parking Garage Debt	$5,094,521
Student Housing Reserve	$2,000,000
RESTRICTED/ DEDICATED FUNDS	
Lab Fees & Special Projects	$7,031,612
Grants and Contracts	$1,716,325
Subtotal	$8,747,937
TOTAL RESERVED AND RESTRICTED	**$15,842,458**

* Capital Fund Reserves are not reported in these figures.

2015-16 On-Going Innovation Grants, One-Time Funding, Self-Support Program Funding

Innovation Grant Funding

Department	Description	Amount
Instruction	National Repository of Online Courses & ED Ready Math Readiness	$14,000
Administrative Svc	Talk-A-Phone Emergency Call Boxes	$43,417
Instruction	RISE & LMC Collaboratory	$61,808
Instruction	ALMA Library system replace Voyager	$90,000
Student Services	Bridge to Success "BOOT CAMP"	$40,775
Total Innovation Grant Funding		**$250,000**

One-Time Funding

Department	Description	Amount
Instruction	Faculty Robes	$8,000
Instruction	50th Anniversary	$150,000
Instruction	Faculty Commons	$137,854
Instruction	Undergrad Research	$150,000
Administrative Svc	CTC Payment 1of 2 yrs	$500,000
Instruction	Sabbatical	$300,872
Total One-Time Operating Budgets		**$1,246,726**

Self-Support Program Funding

Department	Description	Amount
Instruction	Bridge Loan - BSN Data Analytics (final amount)	$93,060
Instruction	BSN Accounting	$100,000
Instruction	BAS Molecular BioSciences	$86,000
Continuing Ed	OLS	$181,500
Administrative Svc	Employee Bus Pass	$160,000
Student Services	International Recruitment Manager	$87,714
Human Resources	HR Generalist @ 60%	$49,478
Instruction	Baccalaureate Development	$135,600
Total Self-Support On-Going Funding		**$893,352**

REGULAR MEETING AGENDA ITEM

POLICY 5050 ELECTRONIC COMMUNICATION

☐ **INFORMATION**   ☐ **FIRST READ**   ☒ **ACTION**

Description

This policy replaces the existing Email Usage Policy 5050. This revision is designed to address all forms of electronic communications rather than just email. This revision also manages compliance with the Office of the Chief Information Officer of Washington State.

Key Questions

Will adherence to this policy maintain compliance with regulations regarding electronic communications set by the state's CIO?

Analysis

This policy has been written to extend to all manner of electronic communications rather than just email. Currently the college uses many platforms for communications; email, Skype for Business, Live Meeting, Collaborate, etc. This policy will assist all college users in understanding the appropriate use of those tools.

Background/Supplemental Information

http://www.bellevuecollege.edu/policies/id-5050/

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves Policy 5050 - Electronic Communication.

Prepared by: Russell Beard, Vice President of Information Technology Services

                   Russ.beard@bellevuecollege.edu

5050 ~~E-MAIL USAGE~~ELECTRONIC COMMUNICATION

Original Date: 6/14/2005 ✳ Last Revision Effective: ~~9/11/2012~~3/23/2015
Policy Contact: Vice President, Information ~~Resources~~Technology Services

POLICY

~~In order~~Bellevue College requires that individuals using college information technology and its electronic communications systems do so in a manner that is professional, efficient, and which protects the reputation, image and integrity of the college. Campus users are obliged to use business communication tools in a responsible, effective and constructive manner.

Procedures, standards, practices, processes and/or controls related to using electronic communication systems will be implemented by the college under this policy to ensure ~~that~~ their proper use, to protect college information, and to preserve the reputation of the college and the integrity and reliability of the ~~Bellevue College internal networks are not compromised by inappropriate use or configuration of the e-mail tools provided to Bellevue College~~ college's information technology.

This policy and all associated procedures and standards apply to all authorized users of college electronic communication systems, including employees, ~~a number~~students and guests, unless otherwise stated.

RESPONSIBILITIES

Information Technology Services (ITS) Vice-President
Has responsibility for maintenance and administration of this policy. ITS will draft updates and changes to this policy and its associated procedures when required, with input from the Technology Advisory Committee. Changes will be approved following relevant campus procedures.

Student Affairs (SA) Vice-President
Will review updates and changes to this policy providing input on its implications for students.

Human Resources (HR) Vice-President
Will provide oversight for policy development related to employees and to enforce compliance with all college policies, as well as federal, state and local regulations. The HR VP will review updates and changes to this policy and its procedures in light of current college policies, providing guidance on its implications for employees and other affected individuals or groups.

College Community
All users of Bellevue College ~~IT~~information technology have a responsibility to:
- Comply with all college policies, procedures and standards;
- Understand their responsibilities and all expectations as articulated in college policy #4400: Acceptable Use of State Resources; and
- Be mindful of the appropriate use of information technology and electronic communication systems.

DEFINITIONS

All definitions pertaining to information security policies, procedures and standards are ~~in place to define the practices, processes and controls related to using Bellevue College-provided e-mail resources. Bellevue College users will comply with all provisions of these standards~~centralized in the **220 - *Information Security Definitions*** standards document.

RELEVANT LAWS AND REFERENCES

Washington Administrative Code
Bellevue College Policy # 4400: Acceptable Use of State Resources

- Bellevue College Procedure # ~~5050P: E-mail Usage Procedures~~
~~Bellevue College IT Security Standard~~5050P: Electronic ~~Mail Configuration~~ Communication (Procedures)
  - ~~Bellevue College IT Security Standard: E-mail Accounts~~
  - ~~Bellevue College IT Security Standard: E-mail Guidelines~~
  - ~~Bellevue College IT Security Web Site~~

REVISION HISTORY

Original 6/14/2005
Revision 5/12/2009; 9/11/2012; 3/23/2015

APPROVED BY

President's ~~Staff~~

Cabinet

REGULAR MEETING AGENDA ITEM

POLICY 5150 - ACCEPTABLE USE OF INFORMATION TECHNOLOGY

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

This policy replaces the existing Policy 5150, Acceptable Use of the Bellevue College Network and Bellevue College Data Management Systems. This policy covers the general use of Information Technology at Bellevue College. This revision has been updated in order to maintain compliance with the Office of the Chief Information Officer of Washington State.

Key Questions

Is the college in compliance with the state's guidelines that govern how Information Technology is used at Bellevue College?

Analysis

This revision removes language better suited for a procedure instead of a policy. It consolidates the use of the network into the general use of Information Technology in an attempt to be better understood. This revision addresses changes by the state's CIO that require the college to address and audit.

Background/Supplemental Information

http://www.bellevuecollege.edu/policies/id-5150/

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve Policy 5150 – Acceptable Use of Information Technology Policy at a future meeting.

Prepared by: Russell Beard, Vice President of Information Technology Services
                 russ.beard@bellevuecollege.edu

~~5150 ACCEPTABLE USE OF THE BELLVUE COLLEGE NETWORK AND BELLEVUE COLLEGE DATA MANAGEMENT SYSTEMS~~
5150 ACCEPTABLE USE OF INFORMATION TECHNOLOGY

Original Date: 6/10/2003   *   Last Revision Effective: ~~9/11/12~~ 3/23/15
Policy Contact: Vice-President, Information ~~Resources~~Technology Services

POLICY

~~Bellevue College owns the Bellevue College network systems and applications. This policy is intended to provide Bellevue College network users with guidelines for responsible and appropriate utilization of this resource. This policy supplements the Bellevue College Acceptable Use of State Resources Policy; all of its tenets and any other applicable Bellevue College policies, procedures and/or standards apply to the use of the assets defined in this policy as well. Bellevue College reserves the right to determine at any time what constitutes appropriate use of the Bellevue College network and any computing access and services provided by Bellevue College. This policy also complies with current Office of the Chief Information Officer (OCIO) policies.~~

Bellevue College technology users are trusted to safeguard all state resources, including physical information technology and electronic files and records that are stored on college systems.

All access to and use of college-owned information technology is intended for the conduct of official college business. Users are expected to maintain the integrity and reliability of college information technology and preserve the security and privacy of college information.

This policy and the procedures established to implement its requirements supplement Bellevue College policy #4400 - Acceptable Use of State Resources; all of its tenets and any other college policies, procedures and/or standards, including the Agreement between the Board of Trustees of Bellevue College District VII and Bellevue College Association of Higher Education, apply to the use of technology assets.

The college reserves the right to determine what constitutes appropriate use of its information technology, and will implement additional policies and procedures as needed to ensure such appropriate use, and to guarantee compliance with Public Law 93-380, the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes the confidentiality and proper handling of student education records.

All users shall be notified in writing of these policies before being authorized to access any college information technology resources.

~~Applicability~~

~~This policy applies to all Bellevue College employees, students and non-employees who may be authorized to use the Bellevue College network as defined by this policy. They shall be notified in writing of these policies before being granted permission to access this resource. No part of this policy supersedes the Acceptable Use of State Resources Policy. This policy shall also apply to the use of all state resources at Bellevue College facilities as defined by policy and/or as defined by state or federal law. Its principles extend to and include any use or attempted use of the Bellevue College network, regardless of point of origin. Bellevue College users shall also apply this policy when using the Bellevue College network to navigate thorough networks beyond the local systems.~~

Applicability
This policy and its procedures apply to all college employees, students and non-employees who may be authorized to use any college-owned information technology or system. It also applies to the use of all applicable state resources at any college facilities, as defined by state or federal law.

Its principles extend to and include any use or attempted use of college information technology, whether accessed from on or off-campus. Campus users shall also apply this policy when using college information technology to navigate to networks beyond local college systems.

Use of the Bellevue College Network and Data Management Systems

Use of the Bellevue College network and Bellevue College data management systems shall be for the purpose of facilitating the exchange and storage of information, including information on students and/or employees, and compliance with and furtherance of, the education, research, and administrative missions of the college. The use of the Bellevue College network and Bellevue College data management systems will be consistent with the purposes and objectives of Bellevue College and the Community and Technical College system (see Washington State Executive Order 91-10, Sec. III [A]) and RCW 42.52).

Goals

The goals of this policy are to:

- Help assure the integrity and reliability of the Bellevue College internal networks, hosts on those networks, the Bellevue College databases, legacy systems, web-accessible resources, and any computing resource connected to them.
- Ensure the security and privacy of Bellevue College computer systems, networks and data.
- Ensure the protection and retention of sensitive college data.
- Establish appropriate guidelines for the use of the Bellevue College network and Bellevue College-owned data, whether accessed from on or off-campus.

Permission

It is not the intent of this policy to limit academic freedom in any way, but to provide an appropriate framework for proper exercise of those freedoms. Furthermore, it is not the intent of this policy to impinge on the intellectual property rights of authorized users.

Bellevue College employees and students may:

- Use Bellevue College-owned networks, computers, programs and data to which each individual has authorized access;
- Use Bellevue College provided networking, including access to the internet;
- Use these computing and networking facilities and resources in a manner that is consistent with the mission and educational purpose of Bellevue College.

Prohibitions

Utilizing the Bellevue College Network and the Bellevue College Data Management Systems for uses and/or communications that are specifically proscribed in the Bellevue College Acceptable Use of State Resources policy or which violate any other Bellevue College policy and/or state and federal rule or law is strictly prohibited. Specifically prohibited uses of the Bellevue College network and Bellevue College data management systems include:

- Subverting, attempting to subvert, or assisting others to subvert or breach the security of any Bellevue College data, network, or technology resource, or to facilitate unauthorized access;
- Use of any Bellevue College network or Bellevue College data management system to create, disseminate or execute self-replicating or destructive programs (e.g., viruses, worms, Trojan horses);
- Participating in activities involving disclosure or masquerading;
- Viewing, copying, altering or destroying data, software, documentation or data communications belonging to Bellevue College or to another individual without permission;

- ~~Individuals allowing another individual (whether they might otherwise be authorized to use the Bellevue College network and/or Bellevue College data management systems or not) to use their login account password.~~
- ~~Accessing data for any purpose other than to perform the official duties of a Bellevue College position.~~
- ~~Unauthorized disclosure of information to a third party.~~
- ~~Bypassing the Bellevue College data management systems "time-out" feature, unless specifically authorized by the vice president of Information Resources.~~

~~**Personal Use**~~

~~Bellevue College allows de minimus personal use of the Bellevue College network by employees consistent with WAC 292-110-010 (3) and WAC 292-110-010 (6), unless such use is specifically prohibited by this policy. This personal use is defined in the Bellevue College Acceptable Use of State Resources policy.~~

Authorized Use

As with the Acceptable Use of State Resources policy, it is not the intent of this policy or its associated procedures to limit academic freedom in any way, or to impinge on the intellectual property rights of authorized users, but instead provides an appropriate framework for proper exercise of those freedoms.

Authorized users may:

- Use college-owned networks (including access to the internet), computers, programs and electronic information to which each individual has authorized access; and

- Use college information technology in a manner that is consistent with the mission and educational purpose of the college.

Employees should take no actions incompatible with their obligations to the public and should take care to use college information technology only for authorized purposes.

RESPONSIBLITIES

~~All users of the Bellevue College network and Bellevue College data management systems have a responsibility to comply with this policy and to understand their responsibilities and all expectations as spelled out in the Acceptable Use of State Resources policy. This includes the requirement for confidentiality, retention and access to public records detailed there.~~

~~Bellevue College and its representatives also have responsibilities under this policy. These include the responsibilities for logging and monitoring, for the monitoring of data management systems and for the monitoring of electronic messaging systems as enumerated in the Bellevue College Acceptable Use of State Resources policy. Additional specific responsibilities include:~~

~~**Policy Maintenance**~~

Human Resources (HR) Vice-President

Will provide oversight for policy development related to employees and to enforce compliance with all college policies, as well as federal, state and local regulations. The HR VP will review updates and changes to this policy and its procedures in light of current college policies, providing guidance on its implications for employees and other affected individuals or groups.

- ~~**Human Resources (HR)**~~
  ~~The vice president of Human Resources is responsible for reviewing any updates and changes to this policy and procedures in light of current policies, providing input on the policy and its implications for employees and other affected individuals or groups.~~

Student Services (SS) Vice-President

Will review updates and changes to this policy in light of applicable student data management policies, providing input on the policy and its implications for students and other affected individuals or groups.

- ~~**Student Services (SS)**~~
  ~~The vice president of Student Services is responsible for reviewing any updates and changes to this policy and procedures in light of current data management policies, providing input on the policy and its implications for employees and other affected individuals or groups.~~

Information Technology Services (ITS) Vice-President

Has responsibility for maintenance and administration of this policy. ITS will draft updates and changes to this policy and its associated procedures when required, with input from the Technology Advisory Committee. Changes will be approved following relevant campus procedures.

The ITS VP also will delegate responsibilities to authorized employees for the support and management of all campus information technology in accordance with the guidelines in college policies and procedures.

- ~~**Information Resources (IR)**~~
  ~~The primary responsibility for maintenance and administration of this policy rests with the vice president of Information Resources. IR is responsible for drafting any updates and changes to the policies and procedures, with input from the Technology Advisory Committee. After appropriate campus review and final approval by the college president, IR will announce the new or revised policy to the campus providing a brief description of the policy and its implications for employees and other affected individuals or groups.~~

College Community

All users of information technology owned by Bellevue College have a responsibility to:

- Comply with all college policies, procedures and standards, including those pertaining to acceptable use;
- Actively participate in appropriate use of information technology;
- Report security breaches and violations of security policies; and
- Understand their responsibilities and all expectations as articulated in college policy #4400: Acceptable Use of State Resources.

- ~~**Technology Advisory Committee (TAC)**~~
  ~~The Technology Advisory Committee (TAC) is responsible for reviewing Bellevue College technology strategies and serving as a conduit for dialogue between IR and the campus regarding all technology policies and procedures. Membership of this group is representative of the campus, and supports the vice president of Information Resources by advocating for and presenting the campus technology needs.~~

DEFINITIONS

All terms defined in policy #4400 – Acceptable Use of State Resources are applicable in this policy. In addition, all definitions pertaining specifically to information security policies, procedures and standards are centralized in the **220** - *Information Security Definitions* standards document.

~~All terms defined in the Acceptable Use of State Resources Policy are applicable in this policy. In addition, the following are defined:~~

~~**Bellevue College Data Management Systems**~~

- This includes the student management system, human resources, finance, cashiering, degree audit and individual databases created by individual departments or the College.

Bellevue College Network

- This includes the administrative and academic local area networks (LAN), the wide area networks (WAN) supporting sites separated from the main Bellevue College campus, internet connectivity, networked infrastructure devices such as hubs, switches and servers, CTC-Net, and all other computers, networks and electronic messaging systems operated for the benefit of Bellevue College employees and students.

De Minimis

- The use of state resources is considered de minimis if the actual expenditure of state funds is so small as to be insignificant or negligible, any such use of the resource is brief in duration, occurs infrequently and is the most effective use of time or resources, if the use does not disrupt or distract from the conduct of state business due to volume or frequency, if the use does not disrupt or distract from the conduct of state business due to volume or frequency, the use does not disrupt other state employees and does not obligate them to make a personal use of state resources; and the use does not compromise the security or integrity of state property, information, or software.

Disclosure

- This occurs when an unauthorized user gains access to information. Disclosure often occurs when messages are forwarded to unauthorized users.

Masquerading

- This is when a user presents him/herself to the system as another user. This may be done in order to gain unauthorized access to information or resources, to disseminate (mis)information in another's name, or to block or deny a system from operating correctly.

Unauthorized Access

- Includes gaining access to accounts, resources, messages or files to which one is not granted privilege by the owner or sender.

RELEVANT LAWS AND OTHER RESOURCES

- Family Educational Rights and Privacy Act (FERPA)
- Revised Code of Washington
- Washington Administrative Code
- Washington State Ethics Board Rules, especially WSR 09-16-046
- Agreement between the Board of Trustees of Bellevue College District VIII and Bellevue College Association of Higher Education
- Policy #1500: Access to Public Records
- Policy #2600: Family Education Rights and Privacy Act: Disclosure of Student Information
- Policy #4400: Acceptable Use of State Resources
- Procedure #5150P: Acceptable Use of Information Technology (Procedures)
- Standard #220: Information Security Definitions

- Revised Code of Washington
- Washington Administrative Code
- Washington State OCIO Securing Information Technology Assets Policy
- Washington State Department of Information Services IT Security Audit Standards
- Washington State Ethics Board Rules
- Bellevue College IT Security Policy
- Bellevue College IT Security Strategy
- Bellevue College Acceptable Use of State Resources Policy
- Bellevue College Procedure #5150P: Acceptable Use of the Bellevue College Network and Bellevue College Data Management Systems

REVISION HISTORY

Original 6/10/2003

Revision 3/22/2005; 5/21/2009; 7/28/2012; 9/11/2012 Revisions 3/22/2005; 9/20/2005; 5/21/2009; 7/28/2012; 9/11/2012; 3/23/2015

APPROVED BY

President's Staff Cabinet

REGULAR MEETING AGENDA ITEM

CHANGES TO POLICY 2400 TUITION AND FEE WAIVERS

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

Tuition and fee waivers are established for specific categories of students as permitted by state law and the State Board of Community and Technical Colleges (SBCTC). According to the SBCTC, "Tuition waivers allow students to attend publicly funded community and technical college by "waiving" all or part of tuition and fees under certain criteria."

The following changes serve to update the college's policy to meet the criteria established by the state of Washington:

- Running Start student waivers have decreased from 18 to 15 credits.
- Language has been added to include waivers for wrongfully convicted individuals and their children and step-children.
- Transportation waivers are now included for eligible non-financial aid students.
- A link to the SBCTC Tuition Waivers and Residency classifications has been added to the Relevant Laws and Other Resources section.

Key Questions
* Are the changes in compliance with Washington state law?

Analysis

The revisions to college policy 2400 reflect current legislative and SBCTC guidelines.

Background/Supplemental Information

2400 Tuition and Fee Waivers Draft Changes
State Board for Community & Technical Colleges Tuition Waivers and Residency Classification
RCW 28B
WAC 131-28-026(4)(a)

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves the proposed changes to Policy 2400 Tuition and Fee Waivers.

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

2400 TUITION AND FEE WAIVERS

Original Date: 9/12/1995 ✳ Last Revision Effective: 9/11/2012
Policy Contact: Vice President, Student Services

POLICY

The board of trustees of Bellevue College establishes and revises tuition and fee waivers for specific categories of students as permitted by state law and by the State Board for Community and Technical Colleges. The college may waive all or some portion of tuition and/or fees for state-supported courses.

The following waivers have been established and may be granted by the college:

General Waivers

- **Vocation training over eighteen (18) credits**. The college may waive overload fees for resident or non-resident students enrolled in more than eighteen (18) credits in a vocational preparatory program.
- **Children of deceased or disabled law officers and firefighters**. The college may waive all or a portion of tuition and services and activities fees.
- **Needy students**. The college may waive all or a portion of tuition and services and activities fees (not to exceed 3% of estimated tuition revenues) for resident needy students as designated by the financial aid office. Up to 25% of the maximum waiver capacity may be used for other than needy resident students, with the exception of waivers for athletics.
- **Eligible veterans or National Guard members who have served in a war or conflict fought on foreign soil or in international waters, or served in support of those that were**. The college may waive 25% of the operating tuition fee.
- **Child and spouse of eligible veteran who is totally disabled or POW/MIA or deceased**. The college must waive 100% tuition and services and activities fees.
- **Athletes**. Beginning with Fall Quarter 2007 the college may waive 25% tuition and service and activities fees for all enrolled Bellevue College athletes that are grant-in-aid eligible.
- **Eligible running start students'** tuition and operating fees are waived up to ~~eighteen~~fifteen combined college and high school (1~~8~~5) credits. Need based waivers are available for qualifying low-income running start students for all fees other than tuition and operating fees.
- **Wrongfully convicted individuals and their children and step-children**. The college must waive all tuition and fees for wrongfully convicted individuals, their children and step-children. ~~Recipeints~~Recipients may attend full-time or part-time. Total credits earned using the waiver may not exceed two-hundred quarter credits, or the equivalent of semester credits.

Waivers for Non-Resident Differential in Tuition and Fees

- **U.S. citizens and resident aliens**. The college may waive 40% of the non-resident operating fee differential, not building fee differential, after the student has enrolled and paid as a non-resident for at least one quarter. The waiver is applicable starting the second quarter and thereafter.
- **Distance learners**. The college may waive the non-resident operating fee differential, not building fee differential, for students enrolled only in distance education classes.
- **Congressional dependents**. The college may waive all or a portion of the non-resident differential.
- **Higher education employees, spouses and dependents**. The college may waive all or a portion of the non-residential differential for those persons living in the state of Washington and employed in higher education on at least a half-time basis and for their spouses and dependents.
- **International student exchange**. The college may waive all or a portion of the non-residential differential, limited to 100 full-time students statewide.
- **Refugees**. The college may waive all or a portion of the non-residential differential of operating fees for refugees, their spouses and dependents with parole status, immigrant visa, or citizenship applications.

Space-Available Waivers

- **Seniors taking credit and/or auditing courses**. The college may waive all or a portion of tuition and services and activities fees with a minimum registration fee of $5.
- **State employees**. The college may waive all or a portion of tuition and services and activities fees for at least half-time state employees. Preference for registration may be given to Bellevue College employees.

Ungraded Courses

- **ABE/ESL/GED**. The college may waive all of the tuition for needy students, who must provide documentation from organization(s) that verify the student's low income status.

Transportation

- The college may waive up to 100% of parking permit costs and 100% of bus permit costs for eligible non-financial-aid students meeting need-based criteria established by the college.

RELEVANT LAWS AND OTHER RESOURCES

- Board of Trustees Resolution 233
- RCW 28B
- WAC 131-28-026(4)(a)
- State Board for Community & Technical Colleges Tuition Waivers and Residency Classification
- Bellevue College Procedure #2400P Tuition and Fee Waivers

REVISION HISTORY

Original 9/12/1995
Revisions 10/22/1997; 3/22/2005; 12/13/2005; 9/12/2007; 5/21/2009; 9/11/2012

APPROVED BY

Board of Trustees
President's Staff

REGULAR MEETING AGENDA ITEM

POLICY 2450-OFFICIAL WITHDRAWAL FROM A COURSE/S

☐ INFORMATION ☐ FIRST READ ☒ ACTION

Description

Currently no policy exists that covers the official withdrawal from a course(s) exists in the policy and procedures handbook. This policy fills the current gap addressing this area.

Key Questions

* Why is a withdrawal from course(s) policy needed?
* Will adherence to this policy maintain compliance with regulations as stated in the Revised Code of Washington (RCW)?

Analysis

This policy has been written to address the absence of a policy related to Official withdrawal from a course(s). Currently there is a procedure 2450P that does not have an accompanying policy. This policy rectifies that omission. The procedure 2450P has also been revised to fit in with Policy 2450 - Official withdrawal from a course(s).

Background/Supplemental Information

RCW 28B.15.605: Refunds or cancellation of fees — Community colleges and technical colleges
RCW 28B.10.270: Rights of Washington national guard and other military reserve students called to service

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve Policy 2450 – Official Withdrawal from a Course/s.

Prepared by: Ata U. Karim, Vice President of Student Affairs
                Ata.karim@bellevuecollege.edu

2450 Official Withdrawal from a Course/s

Original Date:

Policy Contact: Vice President, Student Affairs

Policy

Students may initiate an official withdrawal during the established deadlines as listed on the academic/enrollment calendar. In accordance with state law the college may grant an exception to the withdrawal and refund deadlines for students who experience a serious medical situation or for those fulfilling a state or federal military service obligation that exceeds 30 calendar days. Accommodations, other than a withdrawal, are allowed for service members fulfilling a military service obligation that is 30 days or less.

The college will establish procedures and guidelines for students who wish to withdraw from a class or classes.

Relevant Laws and Other Resources

- RCW 28B.15.605: Refunds or cancellation of fees — Community colleges and technical colleges
- RCW 28B.10.270: Rights of Washington national guard and other military reserve students called to service

Approved By

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, 2015. 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 2015-16 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 2015-2016 term commencing on July 1, 2015 and ending on June 30, 2016.

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

REGULAR MEETING AGENDA ITEM

POLICY 2950-ACCOMMODATIONS FOR REASONS OF FAITH OR CONSCIENCE – STUDENTS

☐ **INFORMATION**   ☒ **FIRST READ**   ☐ **ACTION**

Description

Bellevue College is committed to ensuring that students with faith- or conscience-based beliefs have equal opportunity to access and benefit from the college's educational offerings and services. Currently no policy exists that covers accommodations for reasons of faith or conscience for students. This policy addresses this gap.

> **Key Questions**
> * Why is an accommodations for reasons of faith or conscience for students needed?
> * Will adherence to this policy maintain compliance with federal and state regulations?
> * Will this policy affirm Bellevue College's commitment to equity and social justice and affirmation of inclusion?

Analysis

This policy has been written to address the absence of a policy related to accommodations for reasons of faith or conscience for students. Currently there is no policy that addresses accommodation needs for students on the basis of faith or conscience. This policy will enact the institutional commitment towards, inclusion, equity and social justice. Currently there is an accommodation policy for employees for reasons of faith or conscience.

Background/Supplemental Information

Washington's Law Against Discrimination (WLAD) RCW 49.60.215
RCW 28B.10.039
Title VI of the Civil Rights Act of 1964

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve Policy 2950-Accommodations for Reasons of Faith or Conscience – Students.

Prepared by: Ata U. Karim, Vice President of Student Affairs Ata.karim@bellevuecollege.edu

Policy 2950 – Accommodations for Reasons of Faith or Conscience-Students

Original Date: 4/9/2015   ✳   Last Revision Effective:
Policy Contact: Vice President of Student Affairs

POLICY

Bellevue College is committed to ensuring that students with faith- or conscience-based beliefs have equal opportunity to access and benefit from the College's educational offerings and services. To this end and in compliance with Title VII of the Civil Rights Act of 1964 and Washington's Law Against Discrimination, Bellevue College will adopt procedures for reasonably accommodating the faith or conscience based beliefs, observances, and practices of its students.

RELEVANT LAWS AND OTHER RESOURCES

Title VII of the Civil Rights Act of 1964
Washington's Law Against Discrimination

REVISION HISTORY

[For Policy Coordinator's Use Only]

APPROVED BY

President's Cabinet
All College Council

REGULAR MEETING AGENDA ITEM

POLICY 3110 - AWARDING CREDIT FOR NON-TRADITIONAL LEARNING

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

This policy replaces the existing Awarding Credit for Non-Traditional Learning Policy 3100. The revision clarifies that the College will establish procedures and guidelines for the awarding of credit for non-traditional learning and moves procedural language to the accompanying 3110P procedures document.

Key Questions

* Are the standards set by the State Board reflected in the revised policy?
* Will adherence to the policy maintain compliance with accreditation requirements?
* In what ways does this policy support student success?

Analysis

This policy revision has been designed to align with the standards set by the State Board for Community and Technical Colleges and the Northwest Commission for Colleges and Universities, with language clarifying that the College recognizes four categories of Credit for Non-Traditional Learning:

1. Credit by Testing
2. Prior Experiential Learning
3. Extra-Institutional Learning
4. Course Challenges (formerly Credit by Examination)

This policy will assist students in understanding the College's expectations and requirements for awarding non-traditional credit for work completed in private study, at non-accredited institutions, military training, other industry related certificates and trainings, and for certain examinations. By giving credit for non-traditional learning, and making explicit and transparent the opportunities and requirements, more students should be able to take advantage of these opportunities to accelerate their paths toward desired goals and credentials.

The policy has been reviewed and approved by Educational Services Cabinet and President's Cabinet.

Background/Supplemental Information
http://www.bellevuecollege.edu/policies/id-3110/
http://www.bellevuecollege.edu/policies/id-3110p/

Policy 3110 – Awarding of Non-traditional Credit
Page two

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve Policy 3110 – Awarding Credit for Non-Traditional Learning at a future meeting.

Prepared by: Tom Nielsen, Vice President of Instruction
                 tom.nielsen@bellevuecollege.edu

Policy 3110 – Awarding Credit for Non-Traditional Learning

Original Date: ✱   Last Revision Effective:
Policy Contact: Vice President of Instruction

POLICY

The college awards credit for non-traditional learning for work completed in private study, at non-accredited institutions, military training, other industry related certificates and trainings, and for certain examinations. The following applies:

- Transferability of awarded credits are subject to the policies of the receiving institution and the college makes no claim regarding the application or transfer of awarded credits to the programs at other institutions.
- Awarded credits are subject to review and recommendation by faculty.
- The college will establish procedures and guidelines for students to request the awarding of non-traditional credit.

In accordance with the standards set by the State Board for Community and Technical Colleges and the Northwest Commission on Colleges and Universities, the college recognizes four categories of Credit for Non-Traditional Learning:

1. Credit by Testing
2. Prior Experiential Learning
3. Extra-Institutional Learning
4. Course Challenges (formerly Credit by Examination)

RESPONSIBLITIES
(if applicable)

The Evaluations Office unit administrator, in consultation with instructional departments and programs, has responsibility for enforcing procedures that accompany the policy.

RELEVANT LAWS AND OTHER RESOURCES

- [Academic Credit for Military Training: RCW 28B.10.057](#)

- [Department of Defense MOU – Higher Education](#)

- [NWCCU Accreditation Policy: Transfer and Award of Academic Credit](#)

- [NWCCU Standards 2.A.14, 2.C.7, and 2.C.8](#)

- [PLA – Washington State Board for Community and Technical Colleges](#)

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

POLICY 3200 - STUDENT ACADEMIC STANDING

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

Bellevue College 3200P covers academic progress, probation, dismissal, reinstatement and appeals; however, there is no accompanying policy document; 3200 Student Academic Standing will serve as that document.

Key Questions

* What is the recommended language for 3200 Student Academic Standing?
* In what ways does the policy support student success?

Analysis

Proposed Language:

Bellevue College is committed to the academic success of its students. The primary purpose of the Student Academic Standing Policy is to identify and alert students who are not making satisfactory academic progress and provide those students with assistance to improve their academic performance.

Academic Standing is defined in the policy as the cumulative grade point average (GPA) of a Bellevue College Student.

Satisfactory Academic Progress is defined in the policy as a cumulative GPA of 2.0 or better. The policy will clarify the College's expectation of students to maintain satisfactory academic progress, and establish consequences and supportive interventions to promote student progress and success, as identified in the accompanying procedures.

The policy has been reviewed and approved by Educational Services Cabinet and President's Cabinet.

Background/Supplemental Information

http://www.bellevuecollege.edu/policies/id-3200p/

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII consider Policy 3200 Student Academic Standing for approval at a future meeting.

Prepared by: Tom Nielsen, Vice President of Instruction

tom.nielsen@bellevuecollege.edu

3200 STUDENT ACADEMIC STANDING

Original Date: February 2015   ✱   Last Revision Effective:
Policy Contact: Office of Instruction

POLICY

Bellevue College is committed to the academic success of its students. The primary purpose of the Student Academic Standing Policy is to identify and alert students who are not making satisfactory academic progress and provide those students with assistance to improve their academic performance.

RESPONSIBLITIES
(if applicable)

The Dean of Student Success will apply and enforce the procedures that accompany this policy.

DEFINITIONS
(If applicable)

Academic Standing
- The cumulative grade point average (GPA) of a Bellevue College student.

Academic Progress
- Students must earn a cumulative GPA of 2.0 or better to maintain satisfactory academic progress and remain in good academic standing. The accompanying procedure identifies consequences and interventions that will be imposed progressively for students who are not in good academic standing.

RELEVANT LAWS AND OTHER RESOURCES

- RCW 28B.10.695
- Bellevue College Procedure #3200P Student Academic Standing Procedures

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

TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2015-16 ACADEMIC YEAR

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

A recommendation from the Tenure Review Committee regarding tenure appointment for the full-time faculty member listed below is being 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.

Third Year Candidates Recommended for Tenure

Linda Schinman   Health Sciences, Education and Wellness Institute (Radiation Therapy)

Key Questions

∗   What is the reason for granting tenure to faculty?

∗   Has a process for granting tenure been followed for each candidate under consideration, and what elements are included in the process?

Analysis

According to the Tenure Guidelines, 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.

In addition to the eleven candidates recommended for tenure at the March 4, 2015 meeting of the Board of Trustees, the Board voted to extend the timeline for one tenure candidate by two quarters. This candidate will be presented for Board action at their next meeting. The candidate has participated in a rigorous tenure process as outlined in the college's tenure guidelines, and the information provided to the Board will include documentation from two additional quarters of work. A recommendation will be forwarded to the Board of Trustees and the President by the Tenure Review Committee (TRC). To address a program-specific accreditation requirement the Board will also be asked to grant tenure effective fall quarter 2015, in advance of the start of the candidate's two quarter extension based on length of employment. More specific information about the timeline will be included in the President's recommendation to the Board.

The tenure process at Bellevue College involves four 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. The College President, after reviewing the recommendations of the TRC, submits those recommendations and accompanying materials, along with his/her own recommendation, to the Board of Trustees.

4. Finally, the Board of Trustees, giving serious consideration to the recommendation of the President and the TRC, decides to grant or not grant tenure or extend the probationary period. 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
An electronic notebook in .pdf format has been assembled for the tenure candidate, and all pertinent documents will be included for review by members of the Board of Trustees.

Recommendation/Outcomes
This item will be presented for board action at the next meeting.

Prepared by: Tom Nielsen, Vice President of Instruction
                 tom.nielsen@bellevuecollege.edu