



Board of Trustees
Community College District VIII

Regular Meeting

February 10, 2017



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 Friday, February 10, 2017. The business session will begin at 8:45 a.m. in room B201. Dr. Lisa Chin, Chair, will preside.

AGENDA

8:00 AM	EXECUTIVE SESSION/LUNCH (A201)		
	There will be an executive session to discuss candidates for tenure, collective bargaining and evaluate qualifications of an applicant for public employment or to review the performance of a public employee.		
8:45 AM	BUSINESS SESSION (B201)		
	I. Call to Order		
	II. Roll Call and Introductions		
	III. Consent Agenda		
	A. Approval of Agenda for February 10, 2017		3
	B. Meeting Minutes from November 9, 2016		5
	C. Meeting Minutes from December 14, 2016		10
	D. Meeting Minutes from January 10, 2017		12
8:50 AM	IV. Information Item		
	A. Presidential Search		
9:00 PM	V. Constituent Reports		
	A. Faculty	Nightingale	
	B. Classified Staff	Turnbull	
	C. Foundation	Celis	
	D. Student	Akeyo	
9:40 AM	VI. Monitoring Reports (reports for this meeting in bold)		
	A. Student Success	All	15
	B. Instruction	All	17
	C. Economic and Workforce Development	All	18
	D. Student Affairs	All	20
	E. Equity and Pluralism	All	21
	F. Institutional Advancement	All	22
	G. Information Technology	Quarterly	
	H. Capital Facilities	Quarterly	23

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

	I.	Finance	Quarterly	
	J.	Human Resources	Quarterly	
	K.	Enrollment Report-Summer Quarter	Quarterly	
	L.	Budget and Legislative Developments	As needed	
	M.	Marketing and Public Relations	As needed	
9:50 AM	VII.	First Read		
	A.	Tenure Recommendations for 2017-2018	Bangera	25
	B.	Policies 1440 – Anti-Discrimination, Harassment and Retaliation Complaint Policy and 1450 Complaint Policy	Hilliard	26
10:00 AM	VII.	Action Item		
	A.	Campus Master Plan	White	33
	B.	Policy 1150 – Contract and Purchasing Signature Authority	Wakefield	34
	C.	Student Success Center Proposal	White/Karim	36
10:15 AM	VIII.	Board Reports		
	A.	ACT Board of Directors		
	B.	ACT Legislative Committee	Miller	
	C.	Foundation Liaison	Chin	
	D.	Individual Member Reports		
10:30 AM	IX.	Interim President’s Report	Wakefield	
10:45 AM	X.	Unscheduled Business/Community Testimony		
11:00 AM	XI.	Business Meeting Adjournment		
		<i>Time and order are estimates only and subject to change.</i>		

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

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held on November 9, 2016 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Dr. Lisa Chin, Chair, presided.

EXECUTIVE SESSION

Dr. Chin announced that there would be an executive session for approximately two hours to discuss a candidate for tenure, collective bargaining and to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session was adjourned at 12:50 p.m.

BUSINESS SESSION

The business session was called to order at 1:00 p.m.

I. ROLL CALL

Dr. Chin, Mr. Fukutaki, Ms. Heu-Weller, Mr. Miller, Mr. Hunter, Ms. Albay and Interim President Jill Wakefield were present.

II. CONSENT AGENDA

Mr. Hunter made a motion to approve the consent agenda. Ms. Heu-Weller seconded. The motion passed.

III. INFORMATION ITEM

Presidential Search

Ms. Heu-Weller introduced Dr. Preston Pulliams with Gold Hill Associates. Dr. Pulliams will be working with the board and presidential search committee during the presidential search process. The discussion included a commitment from Dr. Pulliams to personally recruit for the position, as well as provide informational and reference checking. Additional discussion topics included ensuring that the presidential profile and priorities accurately reflect opportunities and challenges of the position, advertising deadlines, and the compensation package.

IV. STUDY SESSION

How are BC Students Really Doing: A review of BC Success Rates

Alec Campbell from the Effectiveness and Strategic Planning Office provided an overview on Bellevue College retention and completion rates. Associate Vice President Patricia James presented the proposed college wide indicators/benchmarks.

Indicator: Increase Retention and Persistence for New Postsecondary BC Students

Target #1: The fall to winter retention rate for new postsecondary students at Bellevue College will reach 85% by 2020.

Target #2: The fall to fall retention rate for new postsecondary students at Bellevue College will reach 60% by 2020.

Indicator: Increase Completion and Transfer-out Rates for Non Postsecondary BC students

Target #1: The three year completion and transfer-out rates for new postsecondary students at Bellevue College will increase to 50% by 2020 with no group lower than 47%.

Target #2: The six year completion and transfer-out rates for new postsecondary students to Bellevue College will increase to 70% by 2020 with no group lower than 67%.

Indicator: Increase Graduation Rate for First-time, Full-time BC Students

Target: The three-year graduation rate for Bellevue College first-time, full-time degree seeking students will exceed those of leading community college peer institutions.

Indicator: Ensure Student Satisfaction

Target #1: 95% of Community College Survey of Student Engagement respondents will indicate that they would recommend BC to a friend or family member.

Target #2: 90% of Community College Survey of Student Engagement respondents will rate their BC experience as Excellent or Good.

Target #3: 85% of Community College Survey of Student Engagement respondents will indicate that BC provides the support they need to succeed.

Indicator: Maintain Adequate Enrollment levels

Target #1: BC's state-funded enrollments will exceed the annual state allocation.

Target #2: BC will develop a well-articulated enrollment management program that incorporates a balance of funding sources (state and on-state funds) to ensure the college maintains its fiscal health.

V. CONSTITUENT REPORTS

Faculty Report

Sue Nightingale, Bellevue College Association for Higher Education, reported on the following items

- Election results have had a profound impact on students. Many are upset and faculty are expressing concerned. Request for a letter on how students can be protected.
- There was a concern about the delay in distributing adjunct faculty COLAs.
- Full-time –part time faculty ratio and the auxiliary services that are needed to support adjunct faculty.

Classified Staff Report

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

- Appreciation that coming to work today, campus felt like a safe space
- Custodial staff concerns regarding plugging in tables in meeting rooms
- Reminder that the college is required to notify the union before making changes on certain items such as department reorganizations and loss of parking spaces
- Student success coaches
- Burden of participating in governance

Associated Student Government (ASG) Report

ASG President Sam Akeyo, representing ASG, presented on the following items:

- Review of student survey results
- Student legislative agenda
- Desire to align student legislative affairs messaging with faculty and administration
- Discussions with Bellevue Police Department

Foundation Report

Laura Celis, President of the BC Foundation, reported on the following items:

- Fundraising is on pace with last year and have already raised 38% of goal for this year.
- KBCS Fall fund drive surpassed \$90,000.
- *We Are BC* Annual giving campaign begins next month.
- Over 100 people attended the Exceptional 50 Reception. People who received awards were very honored.
- Lockwood distinguished faculty awards for October went to Fernando Perez and Dale Hoffman.
- Margin of Excellence application have opened.
- Foundation Director has been appointed to the city of Bellevue Advisory network.

VI. MONITORING REPORTS

The board reviewed the monitoring reports and commented on the large number of faculty in the cohort and discussed workforce education targets, policies regarding the student success coaching program, concerns regarding the sexual assault cases and the downturn in enrollments for the healthcare programs.

VII. ACTION ITEMS

A. Tenure Recommendation

Motion: 33:16

It was moved by Mr. Miller and seconded by Mr. Hunter that the Board of Trustees of Community College District VIII grant tenure, effective spring quarter 2017 to Heidi Songstad, Arts and Humanities (Development Education/GED).

The motion passed.

B. 2017-2018 Board Meeting Dates

Motion 34:16

Mr. Hunter moved to adopt the 2017-2018 Bellevue College Board of Trustees meeting schedule as presented. Ms. Heu-Weller seconded the motion.

The motion passed.

VIII. BOARD REPORTS

ACT – ctcLink – Wave one was scheduled to go live in January of 2017, but is on hold until the Gartner commission report has been reviewed. BC is scheduled for wave three. The impact is unknown.

ACT Legislative Committee – No report.

Foundation Liaison – Dr. Chin noted that she is looking forward to the BC Foundation Gala and encouraged participation.

IX. INTERIM PRESIDENT'S REPORT

Interim President Wakefield report on the following items:

- Faculty member Tim Jones received the Stanford Teacher Tribute Award. He was nominated by former BC student Vanessa Ross.
- Bellevue College received the Community Impact Award for the college's partnership with Year-Up and expressed appreciation to Vice President Lewis and Chair Chin.
- A Black Lives Matter Community Forum was recently held on campus. Thanks to Dr. Karim and Dr. Irey who organized the event. The event provided a better opportunity to understand individual experiences on campus.
- The Washington State Supreme Court will be visiting campus next week and holding court. There is a possibility of protesters on campus.
- Sixty-four people from BC attended the Faculty and Staff of Color conference.
- The Bachelor of Applied Science in Digital Marketing was approved by the SBCTC and will now be sent to NWCCU for approval. The bachelor's degrees are continuing to grow.

There are 14 completed applications for the bachelor of science degree in computer science and the program will begin winter quarter.

- Construction of student housing is currently on a planned hold for a few months.

X. UNSCHEDULED BUSINESS

There was no unscheduled business.

XI. ADJOURNMENT

There being no further business, the meeting of the Board of Trustees adjourned at 4:12 p.m.

Lisa Chin, Chair
Board of Trustees

ATTEST:

Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

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

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held on December 14, 2016 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Steve Miller, Vice-Chair, presided.

BUSINESS SESSION

The business session was called to order at 12:03 p.m.

I. ROLL CALL

Mr. Miller, Mr. Fukutaki, Mr. Hunter, and Interim President Jill Wakefield were present in person. Dr. Chin, Ms. Heu-Weller and Ms. Albay participated via conference call.

II. ACTION ITEM

A. Presidential Profile

The board reviewed the proposed presidential profile. The consensus was to move the word “partners” to the end of the phrase in the first bullet and to add “race” as part of the commitment to social justice phrase in the list of required qualifications.

Motion: 35:16

It was moved by Mr. Fukutaki and seconded by Ms. Heu-Weller that the Board of Trustees of Community College District VIII adopt the presidential profile with the changes as noted.

The motion passed.

There was additional discussion regarding the theme of “Visionary Leader” and development of a transition/onboarding plan.

III. UNSCHEDULED BUSINESS

There was no unscheduled business.

IV. ADJOURNMENT

There being no further business, the meeting of the Board of Trustees adjourned at 12:54 p.m.

Dr. Lisa Chin, Chair
Board of Trustees

ATTEST:

Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

**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 January 10, 2017 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Dr. Lisa Chin, Chair, presided.

EXECUTIVE SESSION

Dr. Chin announced that there would be an executive session for approximately 90 minutes to discuss collective bargaining. The executive session was adjourned at 1:40 p.m.

STUDY SESSION

Campus Master Plan

Dr. Wakefield introduced Vice President Ray White who provided an overview of the campus master plan development process. The last campus master plan for the college was completed in 2008.

Following Mr. White's comments, Ms. Brodie Bain, Principal at Perkins Will, reviewed the guiding principles and processes used to develop the campus master plan. Key themes included access, strengthening community, open and identifiable to the outside. The plan was reviewed in detail.

BUSINESS SESSION

The business session was called to order at 2:30 p.m.

I. ROLL CALL

Dr. Chin, Mr. Fukutaki, Mr. Miller, Mr. Hunter, Ms. Albay and Interim President Jill Wakefield were present. Ms. Heu-Weller joined the meeting at 2:55 p.m.

II. FIRST READ

A. Campus Master Plan

The board accepted the campus master plan for first read.

B. Policy 1150 – Contract and Purchasing Signature Authority

Vice President White presented the Policy 1150 for the board's consideration. After reviewing the policy, there was a recommendation to add clarifying language that authority is also restricted to budget lines within an individual's authority.

C. Student Success Center Proposal

Dr. Wakefield introduced Vice President White to review the proposal for a new student success center. Vice President White reviewed the proposal in terms of increasing student

success and meeting student needs. The proposed funding model would be split between local funds and COP debt financing. There was also discussion of how the proposal would allow the college to become more competitive in the marketplace. There were additional questions on the current utilization of space in the B Building.

III. ACTION ITEM

- A. Deferred Action for Childhood Arrivals Resolution
- Trustee Miller spoke to the resolution supporting students who do not have legal status. The resolution reaffirms the board's commitment to all students who attend Bellevue College. The resolution also shows support for protecting all Bellevue College students and encourages elected officials to adopt federal legislation supporting these students.

Motion 01:17

Mr. Hunter moved to adopt the Resolution 312 – Resolution Supporting Deferred Action for Childhood Arrival. Mr. Hunter seconded the motion.

The motion passed.

IV. INFORMATION ITEM

Ms. Heu-Weller updated the board on the status of the presidential search. The presidential profile that the board approved at the last meeting is live on the website. There are currently 18 applicants for the position. The presidential search advisory committee will interview semi-finalists and move them forward for the board's consideration.

V. INTERIM PRESIDENT'S REPORT

Interim President Wakefield report on the following items:

- Commended Institutional Advancement/BC Foundation for the gala.
- Working hard on strategic plans to ensure that they are aligned and cohesive with a focus on achieving the benchmarks that the board established.
- Diane Troyer has been contracted to assist with strategic enrollment management
- Dr. Wakefield will be teaching in Turkey for two weeks and leaves on January 11th.

VI. UNSCHEDULED BUSINESS

There was no unscheduled business.

VII. ADJOURNMENT

There being no further business, the meeting of the Board of Trustees adjourned at 3:45 p.m.

Lisa Chin, Chair
Board of Trustees

ATTEST:

Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

STUDENT SUCCESS



BC STUDENT CONNECTIONS WITH OTHER POSTSECONDARY INSTITUTIONS

A recent Board study session presented data on aggregate graduation rates. This report deepens that analysis by looking at connections with specific postsecondary institutions to address some key questions:

- To which institutions do BC students transfer?
- At which institutions do they graduate?

Student enrollments at other institutions after leaving BC is often the focus of student progression, however, some students come to BC with prior experience at other institutions. This report examines the institutions from which BC students have arrived.

The data below reflect the enrollment and graduation activity at other postsecondary institutions of all students who took their first BC postsecondary course in a fall quarter between 2004 and 2014. Non-Running Start (N = 26,674) and Running Start (N = 7,211) students are examined separately. The analysis excludes international students because their subsequent enrollments are difficult to track through the National Student Clearinghouse database, the most reliable source of student enrollment data.

Table 1. Prior Enrollment, Transfer and Graduation (2004-2014)

Four-year Institutions	Before BC	After BC	Graduation	RS After BC	RS Graduation
U. Washington	905	2508	1919	2121	991
Washington State	419	859	564	638	258
Western Washington	238	697	404	728	332
Eastern Washington	135	512	299	191	84
Central Washington	217	626	257	294	85
Seattle U.	73	306	228	208	115
Seattle Pacific	77	175	120	181	89
Evergreen State	35	117	65	109	48
Two-year Colleges	Before BC	After BC	Graduation	RS After BC	RS Graduation
Renton	303	518	431	202	51
L.W.I.T.	411	847	349	272	58
Green River	601	379	144	182	19
Seattle Central	548	628	133	227	22
South Seattle	398	438	114	85	9
Edmonds	421	383	102	158	10
Highline	452	387	95	83	9
Cascadia	383	421	85	248	32
North Seattle	372	494	36	157	10

Table 1 shows data for students with enrollments and graduations from other institutions. The first column shows the number of students with enrollments before coming to BC. The second column shows the number of students with enrollments after BC.¹ The third column shows graduations. The fourth and

¹ Students with enrollments both before and after BC appear in the before BC column.

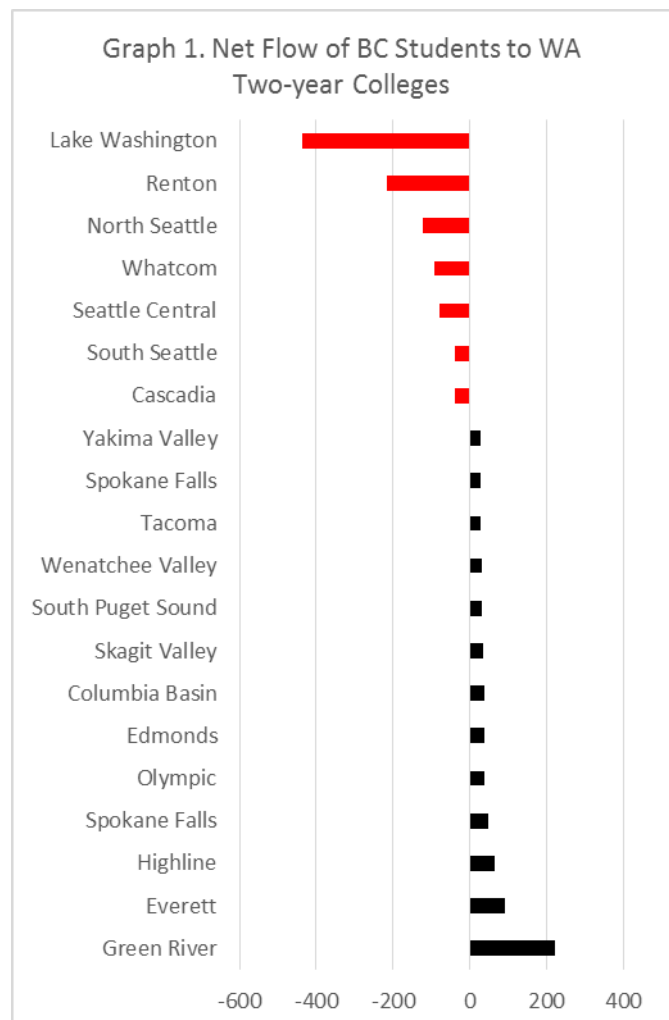
fifth columns show similar data for Running Start students. Using Renton as an example, 303 students attended Renton *before* attending BC, 518 attended Renton *after* BC, and 431 former BC students graduated from Renton. The schools included in these tables were among the top ten schools in at least one of the five categories. Entries in **small font** signify that the school was not in the top ten for that category.

The data show several things including the following:

- The University of Washington is BC's most significant connection. More students come from, go to, and graduate at the UW than any other school.
- Students come from and go to other WA two-year colleges as well as four-year institutions.
- Running Start students are more likely to go to four-year institutions after BC.
- As compared to others, Running Start students are more likely to attend Western Washington relative to Eastern Washington and Washington State University.

It is possible to look at the net flow of BC students to other WA two-year colleges. **Graph 1** shows this flow for any school with a net flow of greater than |25|. In most cases the flows of students between institutions balance but there is a significant outflow of students to Lake Washington and Renton Technical colleges and a substantial inflow from Green River College.

More generally, BC students have attended, go on to attend, and graduate from a very large number of institutions in all 50 states. Between 2004 and 2014 non-Running Start students had attended 1,067 different institutions of higher education prior to enrolling at BC. Students attended 1,215 institutions of higher education after attending BC and graduated from 690 separate institutions. Running Start students attended 934 institutions and graduated from 484 separate institutions. Running Start students are more likely to leave the state than other students. About 90% of non-Running Start enrollments after BC stay in Washington as compared to only about 70% of Running Start students.



Prepared by: Alec Campbell, Director of Research and Analysis, alec.campbell@bellevuecollege.edu

Submitted by: Patty James, Associate VP Effectiveness and Strategic Planning

patricia.james@bellevuecollege.edu

INSTRUCTION



EASTSIDE PATHWAYS

Key Points

- In 2009, the leadership from Bellevue School District's Foundation embarked on a community-wide campaign to help support all of the students within their service area. The campaign became known as Eastside Pathways, *Every child thriving, cradle to career*.
- This local initiative was modeled after researching a very successful effort in Cincinnati, led by the non-profit Strive, where community leaders came together as a collective with the goal of positively impacting regional student educational achievement on a very wide scale. Over 300 leaders from local social service agencies, community groups, school districts, private and public sector businesses, universities and community colleges, private and corporate foundations, city government are now active participants in the Strive organization. Positive trends they have tracked over time include higher high school graduation rates, higher fourth-grade reading and math scores and increased numbers of preschool children prepared for kindergarten.
- In June 2011, Bellevue College pledged a commitment as a partner in the Eastside Pathways initiative. There were four areas of focus identified at that time:
 - BC assists in **accumulation of data**, providing an overview of current situation for BSD kids.
 - BC helps to **encourage and facilitate** BSD students entering and completing courses of higher education study.
 - BC works with BSD to **review curricula** and **assessment** such that high school coursework leads productively to BC readiness.
 - BC works with the broader initiative to **identify and recruit BC student participation** in volunteer, internship and job training activities resulting from the collaboration.
- Although still in its infancy when compared with the Cincinnati initiative, Eastside Pathways has now grown into a partnership of over 50 organizations, with a Board, a Partner Leadership Committee, a staff of seven, and nine individual areas of focus called Collaboratives. They also offer quarterly All Partner meetings as well as an Eastside Pathways 101, for new partners. A group of individuals from the college regularly attend one or more of their meetings and events. Areas represented include Effectiveness and Strategic Planning, Instruction, Advising and the Center for Career Connections.

Next Steps

- The individuals from BC most actively involved in Eastside Pathways have scheduled a working session in early January for the purpose of developing a plan for involvement in the EP partnership, using the Grant Concept Case Statement activity as a decision-making guide.
- The Eastside Pathways leadership is investigating the possibility/advisability of expanding beyond the Bellevue School District to include at least two other neighboring districts.

- The EP Partner Leadership Committee has scheduled a January retreat to review, reflect and move forward, building a foundation for the partnership work, including accountability, based on the two priority goals identified for 2017:
 - The partnership enables the collection and connection of student-level academic and non-academic data across the cradle to career pipeline and among partners to enable continuous improvement.
 - Partners allocate and align resources to improve community level outcomes.
- EP's goal indicators – to be voted on at the January All Partners meeting – include:
 - Kindergarten Readiness
 - Early Grade Math
 - High School Graduation
 - Post-secondary Degree Completion(Left out of the original six Strive indicators: Middle Grade Math and Post-secondary Enrollment)

Report by: Dr. Gita Bangera, Interim Vice President, Instruction
gita.bangera@bellevuecollege.edu

ECONOMIC & WORKFORCE DEVELOPMENT



CONTINUING EDUCATION

Key Points

- Two consulting agencies were engaged to review the programming, operations, sales, and marketing of Continuing Education (CE)
- LERN, a national organization that consults with continuing education departments across the country performed program and operational assessment and 2A Marketing performed the marketing assessment.
- The LERN findings for CE, when compared to national benchmarks, indicated that CE exhibited strong performance in the following areas: revenue generated per employee, product mix, the generation of data, the offering of online programs, and an integrated marketing approach, but lacked adequate new program development.
- The marketing assessment indicated that marketing was multifaceted and used multiple modalities, but lacked a strategic focus.

Next Steps

- Review the data and create a roadmap for future program development and execution.
- Take a strategic approach to marketing and seek other ways to create value for students, clients and the community at large.
- Improve alignment of CE offerings with current Bellevue College professional technical divisions.
- Align programs with industry sector priorities as established by the King County Workforce Development Council.
- Expand offerings to provide a broader set of industry based continuing education credits as determined by the State of Washington State Licensing board for professionals in need of continuing education to maintain licensure.

Report by: Albert Lewis, Vice President of Economic and Workforce Development
albert.lewis@bellevuecollege.edu

STUDENT AFFAIRS



ACADEMIC ADVISING

Key Points

- **Bellevue Advising and Registration Kickoff (BARK)**, attendance at first-time-to-college advising sessions served 1,460 students for the 2016/17 academic year, providing students with general campus information and key enrollment and tuition deadlines. The department is looking into offering BARK sessions every quarter.
- BC's BARK program drew interest at a regional conference as an advising best practice.
- **First Year Experience (FYE)**, a one-credit student success course for first time college students, was revised this fall to include sessions to encourage early career identification for new students. Advising and Career administrators shared this at a statewide Advising and Counseling Council meeting focused on strategies to move toward Guided Pathways.
- **Quarterly transfer fairs**, transfer workshops and one-on-one appointments with admissions representatives from a variety of schools, are offered throughout the year giving more than 50% of students a variety of opportunities to explore options to transfer to a university following their time at BC.
- **Transfer Workshops:** These workshops represent collaborations with both BC Faculty and University Advisors and Admissions representatives. Workshops covered Psychology, Computer Science, Engineering and Communication and information on Writing a Personal Statement or transferring to a specific school.
- **One-on-One Appointments with Admissions Representatives:** UW Bothell, Seattle University, and others meet one-on-one with students in the BC Academic Advising Department.

Next Steps

- **Student athlete advising:** Initiating a more proactive approach to advising student athletes by embedding an advisor in the athletics department to reach the goal for all athletes to have an educational plan to keep them on track. This advisor would also outreach to teams and coaches.
- **"Summer Melt" partnership with Bellevue School District:** An initiative to outreach to high school seniors who either identified that they would like to attend BC or are undecided about future plans. Advisors would bring new student advising sessions into the high schools and highlight student success programs like MCS, STEM to Stern, as well as BC academic programs and pathways.
- The current ratio of degree-seeking students to full-time academic advisors at BC is approximately 950:1. The National Academic Advising Association (NACADA) recommends a ratio of 350:1.

Report by: Ata Karim, Vice President of Student Affairs
 ata.karim@bellevuecollege.edu

EQUITY AND PLURALISM



Key Points:

- Office of Equity Pluralism (OEP) will lead the Bellevue College Achieving the Dream (ATD) Team, starting this winter quarter.
- The Office of Civil Rights (OCR) audit in process – Interim Vice President for Diversity will coordinate and lead on behalf of Bellevue College.
- The Boom Experience (Dec. 13, 2016) brought over 200 middle school and high school male students of color, especially Black and Brown student.
- Twilight, Los Angeles Riot Drama performance, (Jan. 18, 2017) was shown as a part of Black Lives Matter teach-in.
- Courageous Conversation Series (Race, Ageism, Sexism, etc.) on campus began.
- Title IX Cases for Bellevue College Students – 39 cases (Fall 2016)

Next Steps: What will be pursued in the coming months

- Revising the *Affirmation of Inclusion* statement with the Diversity and Inclusion Council governance team.
- Co-sponsoring the College Issues day (Feb., 9, 2017) with the President's Office. The topics will be Achieving the Dream and mandatory and other professional development trainings for all employees.
- Ongoing work with the Office of Civil Rights to follow the federal mandates.
- Co-sponsorship for the Sistahs Having Outstanding Uniqueness Together (SHOUT) experience on March 28, 2017.
(SHOUT is for the youth who identify as female in grades 7-12 and who racially identify as Black, Latina, Native American or mix of any.)

Report by: Sayumi Irei, Interim Vice President for Diversity
Sayumi.irei@bellevuecollege.edu



BELLEVUE
C O L L E G E

INSTITUTIONAL ADVANCEMENT

Events

Over 200 community members, faculty, and staff attended Bellevue College's 50th Anniversary Gala held at The Golf Club at Newcastle, which culminated a year-long series of events celebrating BC's golden anniversary. The formal affair raised \$227,500.00 to benefit students, and was featured in 425Magazine.com.

KBCS' Year-End Membership drive surpassed its revenue goal by 15%, despite being held in a different month and at the same time as the 50th Anniversary Gala. The average gift size also increased.

Programs

Eight faculty members were honored for their academic excellence with a Lockwood Distinguished Faculty Award. The award seeks to recognize exceptional talent in the areas of teaching and learning, institutional thought leadership, curriculum development, and professional development.

Theresa Ford, Communication Studies
Terry Hatcher, Diagnostic Ultrasound
Dale Hoffman, Mathematics
Dr. Tim Jones, Political Science

Leslie Lum, Social Science
Diane Mauldin, Biology
Fernando Perez, English
Dr. Chase Stiehl, Economics

Communications

Ongoing training sessions were introduced for web managers across the campus, providing instruction on the basics of website maintenance, content presentation and ADA compliance. These training sessions have been a joint project between Institutional Advancement and Information Technology Services.

Marketing Services

A monthly email newsletter was launched for students and faculty/staff to share events, important news, promote awareness of recent awards and accolades, and build community.

The College successfully campaigned for a TEDx license, and will hold its first event Feb. 7. Over 500 people have submitted an application for one of the coveted spots, and the story was picked up by 425Magazine.com

Institutional Advancement launched a website to promote and inform the BC community about its department, opportunities for engagement of agency-style services, and processes.

The team took a creative approach to a Winter quarter enrollment campaign using the beloved mascot Brutus, with posters, and social media engagement. Applications increased 6.5%.

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

CAPITAL FACILITIES



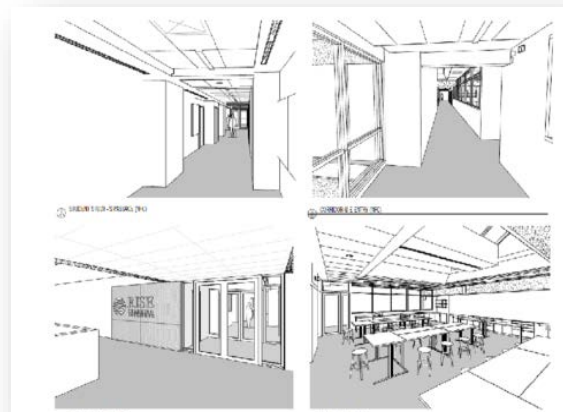
BELLEVUE
COLLEGE

Student Housing: Notice to proceed (NTP) was issued in September 2016 to begin early clearing and grading work. The building design is now complete. A Guaranteed Maximum Price will be established in January and ground up construction will begin February 2017. Phase I will house 425 beds.



Master Planning: The master planning process is in its final draft stage. This study will provide BC with a 10-year infrastructure plan and a 30-year vision. A draft plan was presented to the city, neighborhood community and Board of Trustees. It is now awaiting adoption.

Athletic Field Improvements: Zervas Architects and their consultant team are designing the soccer/softball field upgrades. The scope will include softball and soccer field with artificial turf designed per NCAA standards. The project will be re-bid in January 2017 and construction will begin in March. The new facility will be available fall 2017.



B Building RISE/Physics Remodel: Bellevue has hired Schacht Aslani Architects to redesign space on the second floor of the B building into an undergraduate research facility and physics labs. The construction is in progress and scheduled to be completed in spring 2017.

C Portal Project: As part of a study to enhance the front entrance of the campus a new pull out area is currently under design. Phase I was completed this summer. Phase 2 design includes a pullout and an additional right only lane at the main roundabout to help manage peak-hour traffic.



Lot 99 Parking Lot Addition: A new parking lot addition is under design to replace the parking lost for ELC staff and parents due to the student housing construction. The project is currently going through the permitting process and is scheduled to be completed fall 2017.

Parking , Street and Breezeway Lighting Study: Hargis Engineers have been hired to study our exterior and breezeway lighting systems. Currently all exterior lighting are under performing and require constant maintenance. This study will identify all the deficiencies in the system and provide recommendations to resolve the problems.

Other Repair Projects: Completed Fall 2016

- B144 Renovation to accommodate OIEGI
- C Building Staff Restroom renovation
- N250 and D101 Computer lab Remodel

Report by: Ray White, Vice President for Administrative Services
ray.white@bellevuecollege.edu



BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

TENURE REVIEW COMMITTEE RECOMMENDATIONS

☐ INFORMATION

☒ FIRST READ

☐ ACTION

Description

A recommendation from the Tenure Review Committee regarding tenure appointments for full-time faculty members listed below has been submitted to the College President, 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

Kyle Barber	Institute for Business and Information Technology (Marketing Management)
Catherine Berkenfield	Arts and Humanities (English)
Mari Brunson	Arts and Humanities (World Languages)
Eric Davis	Social Science (Sociology)
Reza Forough	Science (Biology)
Robert Guyton	Science (Mathematics)
Craig Hurd-McKenney	Arts and Humanities (English)
Naomi Jones	Science (Biology)
Ann Minks	Health Sciences, Education and Wellness Institute (Allied Health)
Fernando Perez	Arts and Humanities (English)
J. Engel Szwaja-Franken	Arts and Humanities (Spanish)
Caleb Teel	Science (Physics)

Fourth Year Candidates Recommended for Tenure

Ricardo Chavez	Science (Mathematics)
----------------	-----------------------

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.

This year, thirteen tenure candidates will be presented for Board action at the next meeting. The candidates have participated in a rigorous tenure review process as outlined in the college's tenure guidelines. A recommendation has been forwarded to the Interim President by the Tenure Review Committee (TRC) to grant tenure to thirteen candidates.

As outlined in the Tenure Guidelines, the tenure process at Bellevue College normally consists of a three-year probationary period for each candidate, and includes three levels of review.

- 1) A Tenure Evaluation Subcommittee (TES), composed of members elected within the candidate's division and chosen by the candidate and approved by the Tenure Review Committee (TRC), is formed for each candidate. This group gathers information and data in support of the candidate's tenure, and provides mentoring and assists the candidate throughout the three year process.
- 2) The Tenure Review Committee, including six members elected by the faculty, reviews the documentation prepared by the TES to ensure that college and program 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 recommendations of the TES is sound, and provides a recommendation each year to the President.
- 3) 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. In the third year, the President considers the recommendation of the TRC in formulating her/his recommendation to the Board of Trustees to grant tenure or extend the probationary period.

Finally, the Board of Trustees, giving serious consideration to the recommendation of the President and the TRC, decides to grant or not grant tenure.

Background/Supplemental Information

Electronic notebooks in .pdf format have been assembled for each tenure candidate, and all pertinent documents for each case will be included for review by members of the Board of Trustees.

Recommendation/Outcomes

This item will be presented for board action at the March 1, 2017 meeting.

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
gita.bangera@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM



POLICY 1440 – ANTI-DISCRIMINATION, HARASSMENT AND RETALIATION COMPLAINT POLICY

POLICY 1450 – COMPLAINT POLICY

☐

INFORMATION

☒

FIRST READ

☐

ACTION

Description

Bellevue College Administration presents to the Board of Trustees updates to Policy 1440 – Anti-Discrimination Harassment and Retaliation and Policy 1450 – General Complaint Policy.

Key Questions

- * Are there substantial changes to either policy?
- * Do the changes alter the level of accountability of the institution?
- * Have other legislative changes been considered in relation to the policies?
- * Do these policies conflict with other College policies?

Analysis

Policy 1440 - Anti-Discrimination, Harassment and Retaliation is based on the Model Grievance policy (Procedure) developed by the Assistant Attorney Generals which includes language to incorporate Guidance from the Office of Civil Rights. In addition, definitions in both policies have been updated. In Policy 1450 staff, students, and visitors are referred to other policies that may be more appropriate for the type of complaint presented.

Background/Supplemental Information

Policy 1440 - Anti-Discrimination, Harassment and Retaliation Policy
Policy 1450 – Complaint Policy

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves the changes to Policy 1440 and 1450 at their next meeting.

Prepared by: Aaron Hilliard, Vice President of Human Resources
Aaron.hilliard@bellevuecollege.edu

1450 Complaint Policy

Original Date: 7/22/2008 * Last Revision Effective:
Policy Contact: Vice President, Human Resources

POLICY

It is the policy of Bellevue College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and staff members. The purpose of this policy and associated procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances about dissatisfaction with college personnel, services, processes or facilities, ~~discrimination~~ or academic issues. This policy is intended to provide fair consideration to student and staff complaints. Complaints about discrimination, harassment or retaliation should refer to Policy 1440.

~~Bellevue College, through its equal employment opportunity affirmative action policy, equal opportunity in education and employment policy, anti-discrimination, harassment and retaliation policy, and in accordance with state and federal regulations, prohibits discrimination against persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.~~

Bellevue College employees are responsible for ensuring that their conduct does not discriminate against anyone; they are expected to treat people conducting business at Bellevue College with respect and may expect the same consideration, in return.

The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal process provides an impartial and equitable way to resolve those conflicts.

Bellevue College, through its equal employment opportunity affirmative action policy, equal opportunity in education and employment policy, anti-discrimination, harassment and retaliation policy, and in accordance with state and federal regulations, prohibits discrimination against persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.

RELEVANT LAWS AND OTHER RESOURCES

Bellevue College Policy 1440 – Anti-Discrimination, Harassment, and Retaliation Policy

Bellevue College Procedure 1440P – Anti-Discrimination, Harassment, and Retaliation Procedure

Bellevue College Procedure 1450P – General Complaint Resolution Procedures

Bellevue College Procedure 1450P2 – Student Dispute Resolution Procedures

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964

Title IX of the Education al Amendments of 1972

Sections 504 and 508 of the Rehabilitation Act of 1973

The Americans with Disabilities Act and the ADA Amendment Act

The Age Discrimination Act of 1975

The Violence Against Women Reauthorization Act

Washington State's Law Against Discrimination, Chapter 49.60 RCW their implementing regulations

REVISION HISTORY

[For Policy Coordinator's Use Only]

APPROVED BY

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

1440 Anti-Discrimination, Harassment and Retaliation Complaint Policy

Original Date: 7/22/2008 * Last Revision Effective:
Policy Contact: Vice President, Human Resources

POLICY

It is the policy of Bellevue College (College) to provide a working and learning environment free from discrimination, harassment or retaliation. This policy expressly prohibits conduct that discriminates against individuals or groups who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex/gender, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.

Retaliation by, for or against any participant (including complainant, respondent, witness, the coordinator, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation or any resulting disciplinary proceedings is prohibited and is conduct subject to discipline. Any person who thinks he/she/they has been the victim of retaliation should contact the Human Resources immediately.

SCOPE OF POLICY

This policy prohibits discriminatory, harassing or retaliatory conduct occurring on the college campus, in college facilities (including vehicles), and at any college-sponsored event or activity, whether on or off campus (such as social functions, athletic events, celebrations, conferences, etc.). Messages or communications sent or downloaded by an employee or student through the college's electronic or telephone communication systems are also subject to the college's anti-discrimination policies.

This policy does not alter or modify applicable laws to the legitimate exercise of academic freedom or constitutional rights.

CONSEQUENCES OF POLICY VIOLATIONS

Any member of the college community violating this policy may be subject to corrective or disciplinary action, up to and including dismissal. Any corrective action taken will be consistent with applicable collective bargaining agreements, college policies and procedures and/or state law.

Employees involved in complaint procedures are entitled to representation consistent with their collective bargaining agreements and in the absence of any such agreement, employees may bring a person of his or her choice to the initial and/or any subsequent meetings regarding the complaint.

Employees who are found to have engaged in discrimination, harassment, or retaliation, including administrators, managers or supervisors who are aware of situations but fail to report and/or mediate the situation may be held liable. The attorney general is authorized to defend state employees only when they are acting in good faith within the scope of their official duties. Discriminatory, harassing, or retaliatory conduct in violation of this policy may be determined to be outside the scope of an employee's official duties.

RESPONSIBILITIES

Any employee, student, applicant or visitor who believes that an individual has been the subject of discrimination or harassment should report the incident or incidents to the College's Human Resources Office (HRO) or Title IX Coordinator. If the complaint is against the Human Resources Office or the Title IX Coordinator, the complainant should report the matter to the president's office for referral to a trained designee.

Management: Administrators, managers and supervisors are responsible for providing a working and learning environment free from discrimination, harassment, and retaliation. It is the responsibility of administrators, managers and supervisors to:

- Take appropriate action to stop discriminatory, harassing, or retaliatory behavior by interceding and reporting it immediately to the human resources office in accordance with the college discrimination complaint procedure;

- Address inappropriate behavior of co-workers, students and non-employees;
- Take discrimination, harassment, and retaliation concerns seriously;
- Monitor the work and learning environment for potential discrimination, harassment, and retaliation;
- Follow up on situations that have been addressed and be watchful for potential recurrence or retaliation.

Faculty: Faculty members are responsible to make strong efforts to provide a learning environment free from discrimination, harassment, and retaliation. It is the responsibility of faculty members to:

- Take discrimination, harassment, and retaliation concerns seriously in their learning environment;
- Monitor their learning environment for potential discrimination, harassment, and retaliation and address inappropriate behavior;
- Take appropriate action to stop discriminatory, harassing, or retaliatory behavior in their learning environment by interceding and reporting it immediately to the human resources office in accordance with the college discrimination complaint procedure;
- Follow up on situations in their learning environment that have been addressed and be watchful for potential recurrence or retaliation.

All Employees and Students: All employees (administrators, faculty and staff) and students are responsible for their own actions and for not engaging in behavior that is discriminatory, harassing, or retaliatory in nature, whether physical, verbal or non-verbal. It is the responsibility of employees and students to:

- Immediately report incidents of discrimination, harassment, or retaliation, whether directly involved or observed, to appropriate management and/or the human resources office, in accordance with the college discrimination complaint procedure;
- Cooperate fully with the institution's investigative and corrective procedures;
- Refrain from engaging in behavior that is or could be discriminatory, harassing, or retaliatory in nature, whether physical, verbal or non-verbal.

DEFINITIONS

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

Complaint: a description of facts that allege violation of the College's policy against discrimination or harassment.

Consent: knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if he/she/they is unable to understand what is happening or is disoriented, helpless, asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

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

Discrimination: unfavorable treatment of a person based on that person's membership or perceived membership in a protected class. Harassment is a form of discrimination.

Harassment: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and student housing. Petty slights, annoyances, offensive utterances, and isolated incidents (unless

extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:

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

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

Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes or other materials that relate to race, ethnic origin, gender or any other protected class.

Protected Class: persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.

Resolution: the means by which the complaint is finally addressed. This may be accomplished through informal or formal processes, including counseling, mediation, or the formal imposition of discipline sanction.

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

Sexual Harassment: a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender.

There are two types of sexual harassment.

- **Hostile Environment Sexual Harassment** occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs [and/or student housing].
- **Quid Pro Quo Sexual Harassment** occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.
 - Examples of conduct that may qualify as sexual harassment include:
 - Persistent comments or questions of a sexual nature.
 - A supervisor who gives an employee a raise in exchange for submitting to sexual advances.
 - An instructor who promises a student a better grade in exchange for sexual favors.
 - Sexually explicit statements, questions, jokes, or anecdotes.
 - Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body.
 - Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences.
 - Persistent, unwanted attempts to change a professional relationship to an amorous relationship.
 - Direct or indirect propositions for sexual activity.
 - Unwelcome letters, emails, texts, telephone calls, or other communications referring to or depicting sexual activities.

Sexual Violence: is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

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

Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object, by a

person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

Stalking means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent.

RELEVANT LAWS AND OTHER RESOURCES

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964

Title IX of the Education al Amendments of 1972

Sections 504 and 508 of the Rehabilitation Act of 1973

The Americans with Disabilities Act and the ADA Amendment Act

The Age Discrimination Act of 1975

The Violence Against Women Reauthorization Act

Washington State's Law Against Discrimination, Chapter 49.60 RCW their implementing regulations

REVISION HISTORY

[For Policy Coordinator's Use Only]

APPROVED BY

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



BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

CAMPUS MASTER PLAN

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

In 2015, the college engaged Perkins and Will Architects to conduct a study of Bellevue's physical campus and produce a comprehensive master plan. The team met with students, staff, departments, the city of Bellevue and our local community solicit input and gather current information. They also collaborated with a BC steering committee to establish infrastructure goals and projections based on needs and enrollment. This study provides BC with a ten-year development plan and a thirty-year vision for our campus. The process was completed Fall 2016 and the resulting Campus Master Plan is presented for adoption by the Board.

Key Questions

- * What is the condition Bellevue College facilities and capacity for growth?
- * What themes can be developed to bring continuity and efficiency to the campus?
- * Are there opportunities and synergies that can be nurtured and exploited over time?
- * Does the master plan inspire, guide and support the future growth of the campus?

Analysis

Bellevue's recently completed master plan shows a current space deficiency of 70,000 square feet – growing to 280,000 gsf by 2026. The document presents both a ten-year plan and a thirty-year outlook for the development of the physical campus. Bellevue's Master Plan will guide our campus development, creating consistency and synergies over time. It will be instrumental in planning both on campus and within the surrounding communities. It will also help to secure funding for future state and local major capital projects.

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII adopts the Bellevue College Master Plan as presented.

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

REGULAR MEETING AGENDA ITEM



REVISION OF POLICY 1150 - Contract and Purchasing Signature Authority

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

The board is asked to review proposed changes to college policy 1150 regarding signature authority for purchasing and contracting. The changes are recommended to provide more clear and comprehensive guidance and to ensure appropriate levels of internal control.

Key Questions

- * Should the college limit, by type and amount, the authority for spending and contracting?
- * Does prudent internal control suggest the college adopt and enforce clear procedures that address various types of institutional commitment?
- * Where should authority rest for various operational commitments?
- * How much spending authority are appropriate for various levels and officers of the college?

Analysis

At the request of the board of trustees, a review of college contracting and purchasing was conducted. A task force was formed to study these policies, procedures and practices and make recommendations as appropriate. Indeed, they found that college practices are inconsistent and the policy, as written, fails to provide adequate and clear guidance. The task force recommendation calls for a new written procedure (1150p attached) and revision of existing policy language to include a reference to the new procedure. The new procedure is quite comprehensive and details appropriate authority for both the type and amounts of various contracts and purchases. Recommendations have been further reviewed and accepted by cabinet and the president's office.

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII approve Policy 1150 Contracting and Purchasing Signature Authority as submitted.

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

1150 CONTRACT AND PURCHASING SIGNATURE AUTHORITY

Original Date: 8/17/2004 * Last Revision Effective: 5/21/2009
Policy Contact: Vice President, Administrative Services

POLICY

In order to carry on the day-to-day business of Bellevue College, it is necessary for the president to delegate signature authority to certain individuals.

Contract Signature Authority

The table in 1150P Contract and Purchasing Signature Authority Procedures lists the approved delegated signature authority for most documents.

Outside specific delegated signature authority, no individual has the authority to commit Bellevue College contractually to goods and service or any type of agreement. Contracts signed by unauthorized employees or agents are not valid and do not bind the college. Items requiring signature that are not addressed by this list must be submitted to the vice president of administrative services for approval.

All college contracts shall be reviewed and approved as to legal form and validity before execution.

Purchasing Signature Authority

Certain designated employees in college departments have authority within their assigned budgets to purchase goods and services directly with suppliers via procurement cards and requisitions. Purchasing guidelines and limits are listed in 1150P Contract and Signature Authority Procedures.

RESPONSIBILITIES

President's Cabinet

- Approves master signature authority list.

Vice President of Administrative Services

- Maintains the master signature authority list at the direction of president's cabinet.
- Ensures that the list is posted on the employee portal.

REVISION HISTORY

Original 8/17/2004

Revisions 3/22/2005; 5/21/2009

APPROVED BY

President's Cabinet

REGULAR MEETING AGENDA ITEM



MAJOR CAPITAL PROJECT PROPOSAL

☐

INFORMATION

☐

FIRST READ

☒

ACTION

Description

It is proposed that the college engage a design-build team for a major capital project. The proposed Student Success Center is a seventy thousand square foot building that will accommodate the student services programs currently located in the B building and will co-locate a variety of services such as International Programs, Residence Life, Academic Success Center and a student multi-purpose space. Total project cost is estimated to be \$35 million and will be funded half from debt and half from college capital reserves.

Key Questions

- * Does the proposed building represent the best use of capital reserves and debt capacity?
- * Have other strategies been considered and evaluated to meet the demands of program growth, aging infrastructure, student housing and a growing international program?
- * How will the funding burden impact the long-term financial health of the college?

Analysis

Bellevue's recently completed master plan shows an existing space deficiency of 70,000 gross square feet. And by 2026 that need will be 280,000 gsf. A space study requested by the Board of Trustees in 2015 identified that the Student Success Center to be the best and highest use of capital resources in the near-term. The study suggested a rough program, site and funding strategy (see attached concept paper). The proposed Student Success Center is consistent with long-range planning for campus development and supports current strategic goals.

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII directs the president and capital team to proceed with the design and construction of the Student Success Center.

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

Proposal - Student Success Center

White / Karim November 2016

What are we building?

The proposed Student Success Center is a **seventy thousand square foot building** focused on providing a welcoming environment for new students and support to encourage students to reach graduation. Designed to be high touch and high tech, the building will integrate technology to provide support services at all stages of the student's experience. It will accommodate the student services programs currently located in the B building and will co-locate a variety of programs such as International Programs, Residence Life, Academic Success Center and a student multi-purpose space. Total project cost is estimated to be **\$35 million** and will be funded **half from debt and half from college capital reserves**. The project will...

- add **functional synergies** to leverage services,
- provide **support for international** students,
- create a true student center **supporting residence life**,
- serve as a **catalyst for campus planning**, and
- become a powerful resource for **student success and retention**.

Program Element	Sq. Ft.	%
<i>Student Services</i>	18,308	44%
<i>Academic Success Ctr.</i>	9,328	16%
<i>Banquet/Multi-Purpose.</i>	6,000	10%
<i>International Programs</i>	3,670	10%
<i>Workforce Education</i>	4,600	8%
<i>Learning Commons</i>	3,000	5%
<i>Res. Life Services</i>	2,000	3%
<i>Commuter Lounge</i>	1,000	2%
<i>Testing for DRC</i>	950	2%
<i>Coffee Shop</i>	330	1%
<i>Public Safety</i>	300	1%
<i>Net S.F.</i>	49,486	
<i>Gross S.F.</i>	70,694	

Who will benefit?

The project has **direct and indirect benefit for stakeholders** on campus and within the community.

- **BC Students** – Innovative model of support and added services will increase student success. - 80% of program
- **Potential Students** – Iconic, modern Student Success Center will be a powerful tool for recruiting domestic and foreign students. - 35% of program
- **International Students** – Services and activities for international students are centralized and located near student housing. - 25% of program
- **On-Campus Residents** – Resources and activities for residential students are located near housing and available extended hours. - 16% of program
- **Local Community** – A rooftop banquet facility will be a popular meeting and event space for campus and community use. - 11% of program
- **BC Faculty and Staff** – Front-line staff will have appropriate space to serve students with excellence. Vacated spaces may be repurposed to relieve existing campus needs e.g., adjunct faculty work spaces. - 76% of program

Why does this make sense?

For an upfront investment of \$35m, the Student Success Center will provide positive annual return (see table). After annual operating costs and debt service of \$1.3m, the **project is estimated to net an annual financial return of \$1.7m**. However, the return on investment (ROI) is **also realized in non-financial benefits**.

Non-financial Returns

- **Serving Students Better** - Directly supports institutional goals of student success, retention, and closing the equity gap. The Student Success Center will be located at the center of campus, adjacent to academic, athletic, and residential zones.
- **24x7 Support of Residence Life** – Housing offices and residential support are located in the building adjacent to student housing. Critical student services are consolidated into one facility allowing late night and weekend access.

- **Growing International Program** – Consolidating support and activities for BC’s international students (est. 2,000 overall) into the building program and adjacent to student housing.
- **Providing Relief for Staff and Faculty** – Project addresses immediate needs by providing adequate space for existing programs to effectively serve students. Vacated B building space will be available for renovation to meet a backlog of space needs including workspace for adjunct faculty.
- **Creating BC Pride** – The visibility of a welcoming, modern Student Success Center will help brand BC as the college of choice for prospective students (and their families). It will contribute to higher levels of retention and graduation.
- **Clearing the Way for Campus Development** – Supports long-term campus development by solving for capital needs unsupported by the state while clearing the way for a very competitive proposal for state funding in the 2017-2019 biennium. By vacating strategic spaces across campus, we create renovation opportunities and surge space for future growth.

Financial Returns

- **International Program Growth** – With significant investment in student housing and supporting infrastructure, the international program is expected to grow from 1,100 to 2,000 FTE – generating annual revenues of more than \$28 million. Assignable square feet attributed to support of International Programs is roughly 10% of this project. For this, we are assuming a supporting contribution of **2% of the gross annual international revenues, or \$560,000.**
- **Facility Rental** – The banquet facility is expected to rent for \$1,000 per event. Revenue **assumptions for annual rental revenue is \$50,000.**
- **Lease Savings** – To accommodate existing space needs and future surge space for major renovations, the college will lease nearby commercial office space and back office functions will be relocated off-campus. This **leased space will cost \$900,000 annually.**
- **Retention and Recruitment** – While it is difficult to predict how much retention and recruitment will be increased with the improved services and branding this project will bring, a **one percent increase in both** is assumed in this financial model – contributing \$730,000 each.

International Growth	2% Gross Revenues	560,000
Facility Rental	50 events @ \$1,000	50,000
Lease Savings	30k s.f. @ \$30ft	900,000
Retention	1% - st, RS, intl.	730,000
Recruitment	1% - st, RS, intl.	730,000
Annual Return		\$2,970,000

How will we fund and execute this?

It is proposed to **fund the project half (\$17.5m) through a certificate of participation (COP)** with the state and **half with college capital reserves**. This strategy allows flexibility for future college projects by leaving excess capacity for capital funding from both debt and savings. The nature of the project, and the desire to expedite the delivery, suggest that we **use the progressive, design-build method of delivery**.

When would this happen?

Internal and external factors combine to create some urgency for this project. Internally, heightened support for housing and international students is eminent, as is the need for surge space for renovations. External factors, such as interest rates, materials pricing and the bid environment, are worsening. Given the ‘go ahead’, and using the design-build delivery model, the **project could be completed within two years**. More information (i.e. program, costs, and site selection) will be available after the design-build team conducts initial feasibility and design studies in roughly six months.