BELLEVUE COLLEGE

**Board of Trustees
Community College District VIII**

Regular Meeting

April 25, 2018

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

A special meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, April 25, 2018. The business session will begin at 3:00 P.M. in room B201. Merisa Heu-Weller, Chair, will preside.

AGENDA

11:30 AM		Bellevue College Foundation *Become Exceptional* Luncheon (Meydenbauer Center)	

2:00 PM		EXECUTIVE SESSION (A201)	

The Board will be meeting in executive session to evaluate the performances of public employees and to discuss issues related to collective bargaining.

3:00 PM   BUSINESS SESSION (B201)

    I.   Call to Order
    II.   Roll Call and Introductions
    III. Consent Agenda
        A. Approval of Agenda for April 25, 2018
        B. Meeting Minutes from March 7, 2018

3:05 PM   IV. Constituent Reports
        A. Faculty   Nightingale
        B. Classified Staff   Turnbull
        C. Student   Castaneda

3:25 PM   V. Action Items
        A. Sabbatical Leave   Bangera

3:30 PM   VI. First Read Items
        A. Policy 1200 Core Values, Mission and Core Themes   Weber
        B. Policy 2200 Admission Rules   Karim
        C. 2018-19 Meeting Schedule   Weber
        D. Tenure Committee Recommendation   Bangera

3:40 PM   VII. Information Items
        A. Enrollment Report (Winter 2018)   Campbell
        B. Equity and Pluralism, Annual Report   Irey
        C. Fulbright Scholar, James Riggall   Bangera

4:00 PM   VIII. President's Report   Weber

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

4:10 PM	IX.	Board Reports
		A. Individual Member Reports
4:20 PM	X.	Unscheduled Business/Community Testimony
4:30 PM	XI.	Business Meeting Adjournment
5:00 PM	XII.	Reception honoring Trustee Steve Miller (A201)

Please note: Time and order are estimates only and are 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 March 7, 2018 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 ninety minutes to evaluate the performances of public employees and discuss collective bargaining. The executive session adjourned at 1:30 p.m.

BUSINESS SESSION

The business session was called to order at 1:35 p.m.

I. **ROLL CALL**

   Mr. Cha, Dr. Chin, Mr. Dietzel, Mr. Fukutaki, Ms. Heu-Weller, Mr. Leigh, Mr. Marvin, and President Weber were present.

II. **CONSENT AGENDA**

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

III. **CONSTITUENT REPORTS**
   A. Sue Nightingale, representing Bellevue College Association of Higher Education, reported on the following items:
      a. Faculty are glad to see the search for a Provost proceeding, although the scheduling of open forums during the week prior to finals was problematic.
      b. Diane Mauldin received the American Association of Community Colleges' Dale P. Parnell Distinguished Faculty designation.
      c. Faculty are delighted with HB1237, which aims to modify collective bargaining law to authorize providing additional compensation to academic employees at community and technical colleges. Sue stated that this aligns with President Weber's vision of greater governance involvement and greater transparency.
      d. Sue reported that fewer Sabbatical Leave requests have been submitted and requested the Board and President Weber to consider alternatives that would encourage faculty to apply.
      e. At least 15 faculty from across campus will judge projects at the Central Puget Sound Science Fair. This provides another good example of community outreach by faculty.
   B. Becky Turnbull, representing classified staff, reported on the following items:
      a. Classified morale is up.
      b. Professional Development day was February 19 and included many beneficial workshops. Staff from North Campus and Early Learning Center were in attendance.

Becky noted that there has been no increase in the classified professional development day budget for ten years.

c. Two classified academic advisors will deliver a presentation at the Mentoring Conference at Everett Community College.

C. Rebecca Chawgo representing Bellevue College Foundation, on behalf of Laura Celis, who was unable to attend due to illness, reported on the following items:

a. April 25 Annual Foundation Luncheon planning and work is underway.

b. Cima Malik Aslani and Cindy Johnson will join Foundation Board.

c. Lockwood Grants just closed.

d. A final decision on the recipients of the Excellence Awards will be made at committee March 8. A new nomination process resulted in 98 nominations received, more than ever before. Employees representing North Campus, custodial staff, and grounds crew were all represented. Ms. Heu-Weller commented that it is good to see this improvement.

IV. **ACTION ITEMS**

A. Tenure Recommendations for 2018-19 Academic Year.

Motion 02:18

It was moved by Greg Dietzel and seconded by Rich Fukutaki that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2017-18 academic year to Dianne Caraway, Health Sciences, Education & Wellness Institute (Nursing).

The motion passed.

Motion 03:18

It was moved by Rich Fukutaki and seconded by Merisa Heu-Weller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Kurt Friedrich, Institute for Business & Information Technology (Information Systems).

The motion passed.

Motion 04:18

It was moved by Merisa Heu-Weller and seconded by Rich Fukutaki that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to David Goodwin, Health Sciences, Education & Wellness Institute (Diagnostic Ultrasound).

The motion passed.

Motion 05:18

It was moved by Lisa Chin and seconded by Rich Fukutaki that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Liz Hollerman, Institute for Business & Information Technology (Digital Media).

The motion passed.

Motion 06:18

It was moved by Michael Cha and seconded by Richard Leigh that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Jean Irons-Dendy, Health Sciences, Education & Wellness Institute (Nursing).

The motion passed.

Motion 07:18

It was moved by Richard Leigh and seconded by Greg Dietzel that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Danielle Jacobson, Science (Mathematics).

The motion passed.

Motion 08:18

It was moved by Greg Dietzel and seconded by Merisa Heu-Weller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Sheila Lozan, Social Sciences (Business Transfer Program/Accounting).

The motion passed.

Motion 09:18

It was moved by Merisa Heu-Weller and seconded by Rich Fukutaki that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Chelsea Murphy, Science (Nutrition).

The motion passed.

Motion 10:15

It was moved by Lisa Chin and seconded by Rich Fukutaki that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Wendy "DeeDee" Orcajo, Health Sciences, Education & Wellness Institute (Early Learning Education).

The motion passed.

Motion 11:15

It was moved by Michael Cha and seconded by Merisa Heu-Weller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2018-19 academic year to Jono Vaughan, Art & Humanities (Art).

The motion passed.

Motion 12:15

It was moved by Richard Leigh and seconded by Rich Fukutaki that:

The Board of Trustees of Bellevue College hereby grants a fourth probationary year to John Lott, Health Sciences, Education & Wellness Institute (Neurodiagnostic Technology), in that all conditions required by RCW 28B.50.852 for advancement to a fourth year have been met.

The motion passed.

B. Reorganization of the Board
   a. Dr. Chin noted that although it has been a pleasure, honor and privilege to be on the Board for six years, and chair for two years, she has spoken to President Weber and with his understanding, will step down.
   b. Mr. Dietzel nominated Merisa Heu-Weller for chair. Richard Leigh seconded. Motion carried.
   c. Mr. Dietzel nominated Rich Fukutaki. Ms. Heu-Weller seconded. Motion carried.
   d. It was clarified that the terms would run through this year and next fiscal year.

V.   **FIRST READ ITEMS**
   A. Sabbatical Leave Recommendations

   Dr. Gita Bangera, Interim Vice President of Instruction, presented recommendations from the Sabbatical Leave Committee. Key discussion points were:

a. Dr. Chin thanked Sue Nightingale for helping the Board understand the financial implications of sabbatical leave on faculty.
b. Sue clarified that any faculty who moonlight regularly are impacted. Teaching is not allowed while on sabbatical, so those who moonlight do not apply for leave. It also impacts the length of sabbatical for which faculty apply. Faculty plan extra moonlighting in summer to prepare.
c. Bruce Marvin will look at the statute to help inform the exploration of possibilities. This is something that will be explored further.

VI.   INFORMATION ITEMS

A.   Student Housing

Dr. Ata Karim, Vice President of Student Affairs, Vice President Ray White, and Dean of Student Life, Michael Kaptik presented information about Bellevue College's student housing project. Key discussion points were:

a. A rain garden will be used to help recycle water and serve as an educational feature. Student environmental sustainability funds of $300,000 were contributed for this feature.
b. It is the hope for the HUB to become a draw for commuter students.
c. Building use plans are meant to make a connection between students' academic experience and lived experience
d. The building will open in September. A Residence Director will be in place in August.
e. With the exception of the HUB, the building will be locked at all times. Residents will have a wand to allow access. Security cameras will be in place. Meetings with Public Safety and Bellevue Police Department are occurring. With increased violence in schools in the news, it is important to make a welcoming and safe space. Attention is being paid in the program planning to topics of cultural competence and intersectionality. The Bellevue College model will be a pluralistic, inclusive, aware and safe environment for residence life.
f. Dr. Chin noted that the community gold/platinum standard needs to be determined.
g. The housing community will be an evolution. Meeting with students early and often is important. It is important for the Board to communicate with external stakeholders. There is a critical connection between housing and the event center. There will be an intentional integrated approach to the use of these spaces.
h. Discussion on the application process. There will be a priority lottery process. The primary criteria is to fill the spaces. There are no quotas. This will help in the recruitment of international students.
i. It was noted that international students in four-year programs will also need housing.

  A. Student Success – Assessment

   Dr. Gita Bangera, Interim Vice President of Instruction, presented information about the assessment process.

   a. This is a faculty-led process and has been evolving.

   b. Dr. Chin asked how this process aligns with Achieving the Dream (ATD). Dr. Bangera responded that ATD considers the institution and how it performs within seven capacities. This is also an ongoing, normal way of doing business and would occur whether or not Bellevue College was working in an ATD framework.

VII. **PRESIDENT'S REPORT**

   Dr. Weber provided a progress report.

   a. Dr. Weber reported that there is an immediate set of actions that the college can engage for Achieving the Dream (ATD), the college wide student success initiative. Major initiatives are being developed for Bellevue College next year in the framework of ATD. A debriefing with the ATD Core Team will occur next Monday. A plan will need to be submitted by May. There are many items for faculty professional development, advising, and strategic enrollment management. The ATD work is really driving the student success effort.

   b. Dr. Weber has been speaking with Trustees and others, and reviewing the environmental study. Barring any other studies coming through, he doesn't recommend the College changing support of the project at this time.

   c. The Resources and Planning Council has been tasked with developing a long term budget development process which will be more transparent, it will begin earlier in the fall, and it will tie into strategic objectives. ATD and other student success initiatives that are key to moving forward will be strategically funded.

   d. ATD asks that the college do all the things stated in its mission. Equity will be a cornerstone in everything the College does for student success. Dr. Weber shared mission statements from other colleges in the system and compared them with Bellevue College. He would like to begin recrafting the mission and plans to bring it back to the Board for their review.

VIII. **BOARD REPORTS**

   Mr. Dietzel, Mr. Fukutaki, and Associated Student Government (ASG) Chief Justice, Sean Stuart, reported about the national legislative conference in Washington D.C they attended. Key points included:

   a. They spoke to many legislators, including two senators. One of the legislators they spoke to was a graduate of Bellevue College.

   b. Mr. Fukutaki reported that Mr. Stuart did an excellent job discussing reauthorization of higher education act.

      c. Other topics discussed included Deferred Action for Childhood Arrivals (DACA) and the impacts on the college and community.

      d. The materials provided by Foundation were very helpful as it provided data and anecdotes of students.

IX. **<u>UNSCHEDULED BUSINESS</u>**

Meeting adjourned at 2:47pm.

_____

Dr. Lisa Chin, Chair
Board of Trustees

ATTEST:

_____

Donna Sullivan
Secretary, Board of Trustees
Community College District VIII

REGULAR MEETING AGENDA ITEM

**B
BELLEVUE
COLLEGE**

SABBATICAL LEAVE AUTHORIZATION FOR THE 2018–19 ACADEMIC YEAR

☐ INFORMATION ☐ FIRST READ ☒ ACTION

Description

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

Key Questions
* What is the final recommendation of the Sabbatical Leave Committee regarding sabbatical leave requests for the 2018–19 academic year?
* What is the President's recommendation regarding the granting of sabbatical leaves for the 2018–19 academic year?
* What is the replacement cost for this recommendation?
* What is the Board of Trustees' role in the sabbatical leave process?

Analysis

At the March 7, 2018 Board meeting, Board members were informed that the Sabbatical Leave Committee has received requests from seven (7) faculty members for sabbatical leaves during the 2018–19 academic year. The total number of quarters requested was equivalent to 3.67 FTEF.

The Board of Trustees has committed, through the Negotiated Agreement, to make "every reasonable effort to grant at least five (5) FTE Sabbatical Leaves annually; provided that at least that number of applicants have applied and are ranked by the Sabbatical Leave Committee..." (Article 21, Section 3.6). The number of leaves granted is subject to fiscal and budget constraints and also the calculation of potential cost of replacement.

The Sabbatical Leave Committee has ranked the seven (7) requests and submitted its recommendation to the President. The President recommends that the Board of Trustees grant seven (7) sabbatical leave requests equivalent to 3.67 FTEF, at the cost of $137,107 for the 2018–19 academic year.

Background/Supplemental Information

Summary of Sabbatical Leave Requests for 2018–19.

LAURA BURNS, Senior Associate Professor (Arts & Humanities — English)
Laura has taught at Bellevue College for 28 years. This re-application for a second quarter of sabbatical leave is to continue her work on a non-fictional biography of Anne Rogers Clark, a popular and highly-respected dog handler and show judge. Since Anne's career spans cultural shifts in the dog show world as it transformed from an upper-class white sport to a more racially-integrated middle-class sport, Laura will use this biography as a "lens" for examining gender roles, changing class structures, and race issues. In addition to the research and early-chapter drafting, Laura will become more involved with writing groups and creative writing classes to obtain more immediate feedback on her writing process. Laura believes a writing instructor who is actively engaged in the writing process will have a significant impact on students. The study of race, class, and gender within one specific sport will also inform classroom discussion of these topics and the publication of the biography will bring attention to the English department and the college.

RAY BUTLER, Health and Physical Education Program Chair and Wellness Center Director (Health Sciences, Education & Wellness Institute)
Ray has served at Bellevue College for 18 years, working in a number of roles, as instructor, coach, program chair, interim dean, assistant dean, and Wellness Center founder and director. In this first application for sabbatical leave, Ray hopes to take 3 quarters to develop educational opportunities with a global health and wellness focus. One concentration will be the research and development of a Global Wellness Explorations course, which will offer experiential learning during short trips to Shanghai, China and Costa Rica during winter and spring breaks in the coming academic year. Students will gain a wider global wellness perspective as they look at health expectancy, causes of premature death, national healthcare approaches, and lifestyle choices affecting health. In addition, Ray hopes to audit healthcare and epidemiology courses, carry out in-depth research on disease prevention, improve his Canvas course development skills, develop an online version of Health 145, and create a professional development workshop for other faculty enabling them to infuse their course material with a cultural, environmental, and wellness curriculum.

JENNIFER LAVEGLIA, Senior Associate Professor (Science — Math)
Jennifer has been at Bellevue College for 24 years. This is her first application for sabbatical leave, but she hopes to take 3 quarters of leave over the course of 2 academic years. During her time at BC, Jennifer has been increasingly involved in leadership and administration, but she has had fewer opportunities to teach. She worked as developmental math coordinator for 5 years, and currently serves in a second term as program chair. Jennifer wishes to re-dedicate herself to teaching since that was the reason why she came to Bellevue College. In this sabbatical leave, Jennifer will focus on teaching by learning newer strategies for engaging students. She will work on revitalizing the pre-calculus sequence, as well as revising her own teaching methods. She plans to examine innovative curricula, research effective co-requisite course models, complete the Accessibility 101 training, attend some conferences and re-design the day-to-day delivery of her courses. A major goal is to better serve her students by improving success and retention, especially in STEM-pathway courses.

EVA NORLING, Senior Associate Professor (Arts & Humanities — World Languages)
Eva started at Bellevue College in 1993 as an adjunct instructor, but has been full-time faculty since 2004. She teaches French and German. Last year Eva applied for a 3-quarter leave, but was granted only one quarter. She is re-applying for 2 additional quarters in the 2018-19 academic year. Eva's purpose is to live in Europe, strengthening her language skills by immersion but also exploring changes in culture

that have developed over the past few decades. Germany, for example, has changed substantially in recent years due to unprecedented waves of immigrants. Eva plans to attend classes and cultural events, visit schools and universities to investigate new language methodologies and pedagogy, and research how other countries in Europe are integrating and successfully balancing technology into their courses and lives to benefit student learning. A two-quarter leave will allow Eva to come back to Bellevue College with a new energy to stimulate her students and colleagues.

HYESU PARK, Associate Professor (Arts & Humanities — English)
Hyesu has been with Bellevue College for 5 years. When she started here in 2013, she was completing her PhD from Ohio State University. She credits the support of her colleagues and the mentoring of her Tenure Evaluation Subcommittee members for enabling her to complete her doctorate while going through the tenure process. Hyesu's academic teaching has been complemented by international conferences, published articles, and speaking engagements. This first application is for a one-quarter sabbatical leave. Hyesu plans to finish work on publishing *Media Culture and Race Matters in Asia: Convergences and Divergences.* The book is an anthology that will be published either by Rutgers University Press, or by a Netherlands publishing company. Hyesu is co-editor with Dr. Maya Dodd in India. Hyesu will write the book's introduction and conclusion, as well as a chapter on Korean media. She anticipates needed travel to both Korea and India. In addition to the research, travel and writing, Hyesu will coordinate with the other contributors and do whatever is needed to meet the manuscript's due date of November 2018.

ANNE MATSUMOTO STEWART, Senior Associate Professor (Arts & Humanities — World Languages)
Anne started at Bellevue College in 2008 as an adjunct instructor of Japanese; she became full-time faculty and obtained tenure in 2011. She has created many teaching materials that are in use by the Japanese instructors at BC. Anne wants to take one quarter of sabbatical leave to develop even more effective teaching materials. She is particularly interested in studying and developing some of the newer digital learning tools for Japanese classes. She plans to work in Canvas, developing exercises on conjugation, particles, and character recognition, as well as creating online quizzes, drills, short essay topics, and reading and hearing comprehension assignments. She hopes to explore the Nearpod website, which works with Canvas and allows instant feedback and interactive participation. She also wants to investigate Suzuki-kun, a Japanese language tutoring website that can aid in fluency. Finally, she will scrutinize HelloTalk, a chat website for students to speak with native Japanese speakers. It could be powerful new tool for the instructors and students, provided it is a safe environment.

JEFFERY WHITE, Senior Associate Professor (Arts & Humanities — English)
Jeffery has taught at Bellevue College for 24 years. He makes a first application for one quarter of sabbatical leave, although he anticipates needing a second quarter of sabbatical leave in a subsequent academic year. During this quarter of sabbatical leave, Jeffery hopes to begin formulating a book on the evolution and impact of storytelling. We tell stories to give our lives direction and meaning; however, for Jeffery this conventional understanding of fiction is being challenged in light of scientific views of consciousness and self-identity. As he re-examines his own assumptions about the act of fabricating meaning, Jeffery will use a multi-disciplinary approach (e.g., history, psychology, and myth/religion as cultural identity) to define the scope and structure of the book, and begin querying agents and editors. His goal is to bring greater awareness to the ways in which the story-telling impulse constructs our experience and our perception of reality. In the classroom, Jeffery hopes this work will help him show students how certain fictions and narratives shape their lives and influence their decisions.

REGULAR MEETING AGENDA ITEM

continued

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII concurs with the recommendation of the President and authorizes sabbatical leaves equivalent to 3.67 FTEF, at the cost of $137,107 for the 2018–19 academic year.

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

REGULAR MEETING AGENDA ITEM

REVISION TO **POLICY 1200** COLLEGE VISION, CORE VALUES, MISSION AND GOALS

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

The name of this policy and the section referencing nine institutional goals should be updated to reflect current language.

Key Questions

∗   Why is this policy being changed?

∗   What is the relationship between the nine institutional goals and the four core themes?

Analysis

Bellevue College was most recently affirmed by its regional accrediting body in 2009. Following the comprehensive report and visit, the Northwest Commission on Colleges and Universities (NWCCU) revised its standards, requiring accredited institutions to adopt core themes. These core themes would form the basis to develop objectives and indicators of achievement.

In order to fulfill this requirement, the college converted its previous nine institutional goals based on the following formula:

Core theme	Related institutional goal(s)
Student Success	Access, student success
Teaching & Learning Excellence	Teaching & learning excellence
College Life & Culture	Institutional accountability, financial sustainability, professional & organizational excellence, technology leadership, pluralism
Community Engagement & Enrichment	Community leadership & partnership

These core themes were rolled out to the college on College Issues Day in 2010. However, the policy that included the nine institutional goals was never updated, and they still appear quarterly in the course catalog.

REGULAR MEETING AGENDA ITEM
continued

Because planning around the institution's core themes is a requirement for NWCCU accreditation; and because the nine institutional goals have been superseded by the core themes, Policy 1200 should be updated to replace the old system with the current system.

Recommendation/Outcomes
That the Board of Trustees of Community College District VIII approves a name change and revision to Policy 1200, which will become effective immediately.

Prepared by: Alec Campbell, Interim Associate Vice President, Effectiveness & Strategic Planning
alec.campbell@bellevuecollege.edu

1200 COLLEGE VISION, CORE VALUES, MISSION AND Core Themes

Original Date: 1/27/1994 ✳ Last Revision Effective: 2/3/2015
Policy Contact: President

POLICY

Bellevue College's statement of vision, core values, mission and goals is as follows:

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

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.

REVISION HISTORY
Original 1/27/1994
Revisions 10/29/2003; 3/22/2005; 6/11/2008; 5/21/2009; 2/3/2015

APPROVED BY

Board of Trustees
President's Cabinet

1200 COLLEGE VISION, CORE VALUES, MISSION AND Core Themes~~GOALS~~

Original Date: 1/27/1994 ＊ Last Revision Effective: 2/3/2015
Policy Contact: President

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~~Goals~~

~~Access~~
~~Bellevue College will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.~~

~~Student Success~~
~~Bellevue College will support students' lifelong educational development by offering programs and services consistent with their needs, interests, and abilities.~~

~~Teaching & Learning Excellence~~
~~Bellevue College will offer educational programs and services that are responsive, flexible, and of the highest quality.~~

~~Institutional Accountability~~
~~Bellevue College will maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs.~~

~~Professional & Organizational Excellence~~
~~Bellevue College will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal.~~

~~Financial Sustainability~~
~~Bellevue College will remain preeminent by strengthening its financial position.~~

~~Technology Leadership~~
~~Bellevue College will be a leader in administrative and educational technology, including online learning.~~

~~Pluralism~~
~~Bellevue College will advance diversity programs that promote pluralism, inclusion, and global awareness.~~

~~Community Leadership & Partnership~~
~~Bellevue College will be a leader and partner in building a strong and vibrant region.~~

Core Themes

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.

REVISION HISTORY
Original 1/27/1994
Revisions 10/29/2003; 3/22/2005; 6/11/2008; 5/21/2009; 2/3/2015

APPROVED BY

Board of Trustees
President's Cabinet

2200 ADMISSION RULES

POLICY

General Admission

The Chief Admissions Officer or designee admits applicants to the college based on meeting the following conditions:

- Applicants are competent to benefit from the course offerings of the college, and
- they would not, by their presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution, and
- they are at least eighteen (18) years of age or older, or
- they have applied for admission under the provisions of the student enrollment options program, such as Running Start, Basic and Transitional Studies (BATS) International High School Completion, other local student enrollment options, or a successor program, or
- they are a high school graduate, hold a GED, or other equivalent high school credential, and
- they follow the established admission procedures.

Selective Admission Programs

Academic and other programs may require additional criteria for admission based on the following:

- Demand exceeds supply of space in the program.
- Program accreditation requires additional criteria for admission or graduation.
- The program requires students to complete prerequisites prior to program admission.
- The International Education program requires its applicants to meet federal, division, and specific program entrance requirements.

Selective admission programs may charge a fee in addition to the general college admission fee. Applicants must follow the requirements and processes established for the college and each selective admission program. Selective admission programs may deny admission based on the above criteria.

Underage Admission

Programs targeted to underage populations, also referred to as high school student enrollment options programs, such as Running Start, CEO (Career Education Options), International High School Completion, and programs associated with Basic and Transitional Studies (BATS), or a successor program, may allow admission to applicants under the age of 18. Each program establishes requirements and processes that all applicants must follow.

The college admits other students enrolled in a district or private high school or home-schooled high school students under the age of 18 with exceptional or extenuating circumstances on a case-by-case basis. The college enforces the following minimum requirements:

- Applicants must place in college-level English using the established process.
- Applicants may only take college-level courses and must meet the course prerequisite or placement requirements using the established process. Under rare circumstances, the Chief Admissions Officer or designee may make an exception on a case-by-case basis.
- Applicants must have started high school (9th – 12th grade). Applicants going into the ninth grade are not eligible until the start of the district school year.
- Applicants must follow all other requirements and processes as established by the college and pay any established fees.

Revoking Admission

The college may revoke an admission application under the following circumstances:

- Prior to enrollment in classes, an admitted student by their presence or conduct creates a disruptive atmosphere within the college inconsistent with the purposes of the institution.
- An admitted student fails to enroll in classes for four or more consecutive quarters.

Admitted students are subject to Policy 2050 Student Conduct Code. The college may impose disciplinary sanctions against a student who commits, or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct as indicated in the policy.

Responsibilities

The Dean of Student Central or designee has responsibility for implementation of this policy.

Relevant Laws and Other Resources

- Board of Trustees Resolution 38
- RCW 28B.50.090(3)(b)
- WAC 132H-160-270, 132H-160-280
- Bellevue College Procedure #2200P Admission Rules
- Bellevue College Policy 2050 Student Conduct Code

REVISION HISTORY

Original 4/18/1973
Revisions 3/18/2003; 3/22/2005; 5/21/2009; 4/6/2015

APPROVED BY

Board of Trustees
President's Cabinet

REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 2200 ADMISSIONS RULES

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

Student Affairs proposes that Policy 2200 be revised to meet current standards and avoid legal liability, particularly concerning underage students.

Key Questions

* Why does the admission policy need to address underage students?
* How is admission addressed generally versus selective admission or other programs?

Analysis

The following changes to Policy 2200 are proposed:

* Updated and revised language, including the "International Admissions (non-immigrant alien)" section.
* Revised the flow of the document related to Selective Admission programs.
* Changed the "Denying Admission" section to a more accurate heading of "Revoking Admission." As an open admission and access college, Bellevue College does not deny an applicant general admission. The College may revoke admission for the reasons stated in the new sections.
* Added language explaining that Selective Admission programs may deny admission. Incorporates language used in Policy 2050 Student Code.
* Added Underage Admission section to comply with State Board for Community and Technical Colleges (SBCTC) requirements and avoid potential liability associated with underage student admission and participation in instruction and activities. The new language creates standards and proper oversight to address the health and safety concerns of underage students. The policy currently in effect has no proper oversight for underage students other than faculty approval for non-credit classes.

This policy revision was publically posted from February 7 through March 18 for comments from BC Governance and the college community. In response to comments, references to Basic Adult Transitional Studies (BATS) and the International High School Completion program were added. An

additional suggestion from BaTS to change the approval process for underage students was rejected. The college would only rarely admit an underage student to take courses below the college level and the "case-by-case" approval process in the revised policy adequately addresses these rare cases.

Recommendation/Outcomes
That the Board of Trustees of Community College District VIII approves the revision of Policy 2200, which will become effective immediately.

Prepared by: Ata Karim, Vice President, Student Affairs
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2200 ADMISSION RULES

Original Date: 4/18/1973 ✳ Last Revision Effective: 4/6/2015
Policy Contact: Vice President, Student Affairs

POLICY

~~Basic Admissions Policy~~General Admission

The Chief Admissions Officer or designee admits applicants to the college based on meeting the following conditions:

~~Any applicant for admission to Bellevue College shall be admitted when the president or his/her designee determines that the applicant:~~

- Applicants are competent to benefit from the course offerings of the college, and
- they would not, by their presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution, and
- they are at least eighteen (18) years of age or older, or
- they have applied for admission under the provisions of the student enrollment options program, such as Running Start~~, or a successor program; or other local student enrollment options program such as Basic and Transitional Studies (BATS)~~, International High School Completion, other local student enrollment options, or a successor program, or
- they are a high school graduate, hold a GED, or other equivalent high school credential, and
- they follow the established admission procedures.

- ~~is competent to benefit from the curricular offerings of the college; and would not, by his or her presence or conduct, create a disruptive atmosphere within the college inconsistent with its institutional purposes; and~~
- ~~is 18 years of age or older; or~~
- ~~is a high school graduate; or~~
- ~~has applied for admission under the provisions of a student enrollment options program such as Running Start or a successor program.~~

~~Applicants for programs that are targeted to specific populations, such as Title III Adult Education Programs, may be admitted under the specific guidelines established for each program. Special restricted admission criteria apply to those applicants under the age of 18.~~

Selective Admission ~~s~~Programs

Academic and other programs may require additional criteria for admission based on the following:

~~Departments which require additional criteria for admission into the major will establish guidelines approved by the college. Selective admission may require an additional non-refundable fee and applies to programs which may meet one or more of the following:~~

- Demand exceeds supply of space in the program.
- Program accreditation requires additional criteria for admission or graduation.
- The program requires students to complete prerequisites prior to program admission.
- The International Education program requires its applicants to meet federal, division, and specific program entrance requirements.

- ~~Demand exceeds supply of space in the major.~~
- ~~Accreditation requires additional criteria for admission and/or graduation.~~

- Pre-requisites are required for enrollment into the major.

Selective admission programs may charge a fee in addition to the general college admission fee. Applicants must follow the requirements and processes established for the college and each selective admission program. Selective admission programs may deny admission based on the above criteria.

International Admissions (non-immigrant aliens)
Bellevue College is authorized under federal law to enroll non-immigrant aliens. International students may enroll either in the college's credit programs (provided they meet the selective admissions requirements) or in an intensive English program (if they do not meet English proficiency requirements).

Underage Admission

Special Programs Admissions for Noncredit Courses

Programs targeted to underage populations, also referred to as high school student enrollment options programs, such as Running Start, and CEO (Career Education Options), International High School Completion, and programs associated with the Basic and Transitional Studies (BATS) program, or a successor program, may allow admission to applicants under the age of 18. Each program establishes requirements and processes that all applicants must follow.

The college admits other high school students enrolled in a district or private high school or home-schooled high school students under the age of 18 with exceptional or extenuating circumstances on a case-by-case basis. The college enforces the following minimum requirements:

- Applicants must place in college-level English using the established process.
- Applicants may only take college-level courses and must meet the course prerequisite or placement requirements using the established process. Under rare circumstances, the Chief Admissions Officer or designee may make an exception on a case-by-case basis.
- Applicants must have started high school (9th – 12th grade). Applicants going into the ninth grade are not eligible until the start of the district school year.
- Applicants must follow all other requirements and processes as established by the college and pay any established fees.

The college may allow enrollments for students under 18 years old for non-credit classes, including but not limited to workshops and seminars provided that:
- The applicant meets all course-specific requirements.
- The faculty or department head has granted permission.

Revoking Admission

Denying Admission

The college may revoke an admission application under the following circumstances:

- Prior to enrollment in classes, an admitted student by their presence or conduct creates a disruptive atmosphere within the college inconsistent with the purposes of the institution.
- An admitted student fails to enroll in classes for four or more consecutive quarters.

Admitted students are subject to Policy 2050 Student Conduct Code. The college may impose disciplinary sanctions against a student who commits, or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct as indicated in the policy.

The college may deny admission to an applicant after reviewing circumstances and determining that the applicant's presence would be disruptive to the educational process per RCW 28B.50.090(3)(b). Each situation will be evaluated, on a case-by-case basis, including information provided by law enforcement agencies. The college may:
Expel an admitted student who failed to disclose information and/or failed to abide by local, state or federal law.
Set restrictions on attendance or places where the student may be allowed.

Responsibilities

The Dean of Student Central or designee has responsibility for implementation of this policy.

Relevant Laws and Other Resources

- Board of Trustees Resolution 38
- RCW 28B.50.090(3)(b)
- WAC 132H-160-270, 132H-160-280
- Bellevue College Procedure #2200P Admission Rules
- Bellevue College Policy 2050 Student Conduct Code

REVISION HISTORY

Original 4/18/1973
Revisions 3/18/2003; 3/22/2005; 5/21/2009; 4/6/2015

APPROVED BY

Board of Trustees
President's Cabinet

REGULAR MEETING AGENDA ITEM

PROPOSED BOARD OF TRUSTEES MEETING DATES

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

Description

The Washington Administrative Code (W.A.C) requires that a list of Board meeting dates be filed with the Code Revisers Office each calendar year so that the appropriate notice of meeting dates can be given to the public.

The following dates are being submitted for the Board's consideration as regular meeting dates for the 2018-19 academic year.

> **2018-19 Academic Year**
> Wednesday, September 5, 2018
> Wednesday, October 17, 2018
> Wednesday, December 5, 2018 (tentatively scheduled as an all-day retreat, time and location may vary)
> Wednesday, January 9, 2019
> Wednesday, February 6, 2019
> Wednesday, March 6, 2019
> Wednesday, April 3, 2019
> Wednesday, May 8, 2019
> Wednesday, June 5, 2019
> Wednesday, June 12, 2019 (tentative, pending budget process needs)

Key Questions

* Do the proposed dates meet the needs of the college in maintaining its administrative and contractual obligations?
* Do the proposed dates conflict with any major religious or secular holidays or other dates that might cause key personnel to be unavailable?
* Do the proposed dates meet the needs of the individual trustees?

Analysis

The proposed dates meet the needs of the college in maintaining its administrative and contractual obligations and do not conflict with any major religious or secular holidays. None of the proposed dates conflict with school breaks during the 2018-19 academic year for the Bellevue, Issaquah and Mercer Island School District calendars. As requested by the board and president, there are a total of 10 potential meeting dates.

Background/Supplemental Information

The September meeting should be scheduled for the first or second Wednesday of the month to allow any negotiated changes in faculty salary to be implemented by the September 25 paycheck. This assumes that a tentative agreement has been reached that may have salary implications.

The December meeting is an ideal time for a retreat to review the college's strategic planning for the coming year. None of the dates conflict with the current Association of College Trustees (ACT) Conference Schedule for 2018-19, although the spring 2019 ACT conference date has yet to be determined.

Other considerations for September and October include the Jewish observance of Sukkot September 23-30, 2018 the Hindu observance of Navaratri October 10-19, 2018, and the Islam observance of Eid al Adha August 22-25. The Interfaith calendar at http://www.interfaith-calendar.org/2019.htm was used to determine primary sacred times for world religions.

State law requires that a tenure decision be made before the start of the candidate's 9th consecutive quarter (not counting summer) which necessitates a meeting scheduled for the beginning of March. In addition, the BCAHE negotiated contract requires that, if the Board disagrees with the recommendations of the TRC, this disagreement must be determined in open session and that the Board must then meet with the TRC at least five days before they make their final decision. In order to allow for this possibility and to avoid meeting during finals week, the March meeting should occur prior to March 9, 2019. Finals are anticipated for March 20-22, 2019.

The April/May board meeting is usually scheduled to accommodate any tuition recommendations from the SBCTC and any budget information from the legislature. The budget must be approved in June and a second tentative meeting is typically scheduled to accommodate a late decision by the legislature. The year-end event will likely be scheduled for June 5, 2019.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII review the proposed schedule of meeting dates for 2018-19 and that the proposed meeting dates be presented for approval at the June 6, 2018 meeting.

Prepared by: Donna Sullivan, Executive Assistant to the President and Board of Trustees
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REGULAR MEETING AGENDA ITEM

TENURE REVIEW COMMITTEE RECOMMENDATIONS

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

Description

A recommendation from the Tenure Review Committee regarding tenure appointment for the full-time faculty member 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 Candidate Recommended for Tenure

David Spataro   Social Science (Political Science)

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 ten candidates granted tenure and the one candidate granted an extended probationary period at the March 7, 2018 meeting of the Board of Trustees, there is one final candidate for this academic year. The candidate will be presented for Board action at the June 6, 2018 meeting. This candidate's tenure timeline is "off-cycle" by one quarter due to an approved leave of absence. The candidate has participated in a rigorous tenure process as outlined in the college's tenure guidelines. A recommendation has been forwarded to the Board of Trustees and the President by the Tenure Review Committee (TRC) to grant tenure to the candidate listed above.

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 a candidate's 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 to 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
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. Each member of the Board will be able to access the tenure documents via a secure SharePoint site.

Recommendation/Outcomes
This item will be presented for board action at the June 6, 2018 meeting.

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
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REGULAR MEETING AGENDA ITEM

B E L L E V U E
C O L L E G E

WINTER ENROLLMENT REPORT

☒ INFORMATION ☐ FIRST READ ☐ ACTION

Description

The college continually monitors and analyzes enrollment statistics and trends, particularly during registration and enrollment periods. Enrollment updates are regularly provided to the campus community during that time. Downward and upward trends are analyzed, and strategies are put into place to address areas of concern. As part of the strategic enrollment and planning process, each quarter, an enrollment report is compiled for review and discussion.

Key Questions

∗ Is the college likely to meet its state allocation this year?
∗ Is the college experiencing increasing or decreasing overall enrollment?
∗ Which segments of the student population are experiencing particularly dramatic enrollment changes?

Analysis

The attached table provides a summary of winter 2018 enrollment and a comparison to winter 2017. Several key points arise from these data.

- Bellevue College's allocation eligible enrollment has increased, this is primarily because the College moved its Bachelor of Applied Science (BAS) enrollments from an ineligible to an eligible status.
- To meet state allocation targets for this year, it was estimated that enrollment numbers for winter quarter would need to reach at least 6,941 FTE. As the table shows, allocation eligible enrollment for winter 2018 was 6,755 FTE. Given this disparity the College will likely not meet its allocation target. This is largely due to increased state targets identified this year. It is expected that the enrollments will exceed last years' allocation target.
- The college is experiencing decreased overall enrollment with overall FTE in credit courses declining by about 1.5%.
- Running Start enrollments continue to rise with roughly 20% of for credit FTE coming from this program.
- International enrollments are stable among college level courses though English Language Institute (ELI) enrollments have experienced a decline.

REGULAR MEETING AGENDA ITEM
continued

Background/Supplemental Information

BELLEVUE COLLEGE
WINTER 2018 ENROLLMENT UPDATE

	2018 FTE	2017 FTE	2018/2017
GRAND TOTAL DISTRICT	**10,456**	**10,618**	**98%**
ALLOCATION ELIGIBLE	**6,755**	**6,634**	**102%**
BASE ALLOCATION	6,596	6,446	102%
WORKER RETRAINING	150	178	84%
HEET	9	10	91%
ALLOCATION INELIGIBLE	**3,701**	**3,984**	**93%**
RUNNING START	2,105	2,022	104%
INTERNATIONAL	829	814	102%
ELI: UP/IBP	201	324	62%
BACHELORS *	*23*	*260*	*NA*
CEO	282	274	103%
OTHER	261	289	90%

* Most bachelor's degree FTE have moved from ineligible in 2017 to eligible in 2018.

Overall, bachelors FTE increased from 290 in winter 2017 to 387 in winter 2018, an increase of 33%.

Recommendation/Outcomes

The Board will have an opportunity to review and discuss the college's enrollment data and trends for Winter Quarter 2018.

Prepared by: Alec Campbell, Interim Associate Vice President of Effectiveness and Strategic Planning
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Office of Equity and Pluralism (OEO) Annual Report

Brief History of the Office of Equity and Pluralism

The Office of Equity and Pluralism (OEP) was established at Bellevue College (BC) in 2006, to leverage and support the ongoing grassroots diversity movements by staff and faculty leaders at BC.

Among 34 community and technical colleges in Washington State, Bellevue College was the first community college to create the position and hire a Vice President for Diversity, the Chief Diversity Officer (CDO), to create and be more proactive in implementing strategic equity and diversity plans. Since then, the office has evolved to an educational equity leadership position encompassing additional responsibilities such as mediating institutional racial incidents and the protection of gender/sexual minorities (Title IX).

In 2014, Bellevue College hired its first dedicated Title IX Coordinator. Bellevue College took the lead in the state by creating the first Title IX Office and hiring for a new dedicated position. This was a timely move as residence halls were on the horizon and with the release of new Title IX regulatory guidance. Although the DOE recommends that Title IX positions report in to the highest level of the institution, reporting to the VP of Equity and Pluralism is becoming more common as those offices also tend to include EEO/Affirmative Action and 504 compliance staffs and functions.

Unsurprising, there has been a rapid increase in CDO appointments in all Washington state community and technical colleges to facilitate proper and effective responses to the ever-changing complexity of social and demographic realities in this region. Of the 34 community and technical colleges in our system, there are now 12 that have a Chief Diversity Officer who reports directly to their respective presidents. Expectedly, this trend of establishing Chief Diversity Officer positions is not limited to higher education as it is also becoming more prevalent in K-12 and corporations across the country.

Bellevue College's Office of Equity and Pluralism currently has four full-time employees, as well as a part-time undergraduate intern from the University of Washington. While the staff may be small relative to the size of the institution, its success is a result of a wide array of campus and community partnerships. The OEP has a close partnership with the SBCTC, unions, employee affinity groups, and local community organizations, such as Council on American-Islamic Relations (CAIR). Other agency/organization partnerships include LifeWire, King County Sexual Assault Resource Center (KCSARC), the Bellevue School District Department of Equity, and the Bellevue Police Department.

Relationships are the key to any equity and inclusion work, which is depicted in the following graphic. Intra-divisionally, OEP mirrors this with a more collaborative and non-traditional-hierarchical model.

Anti-oppression work has many names: equity, pluralism, social justice, civil rights, diversity and OEP. There is no neutral ground – with every action and decision, you are either actively working for anti-oppression or against it. Because this work requires challenging systemic practices that marginalize, it means that organizations are hiring people whose job it is to push-back and expose things the organization often does not want to acknowledge. If they are then labeled as "troublemakers", "not team players", "inciting others", etc., they are being marginalized for doing the very job for which they were hired. Organizations need to be honest about their commitment to equity and intentional about their level of support. Challenging systemic inequities means challenging traditional practices, hierarchical models, and power. Be prepared for it to be uncomfortable. It is when we are graciously uncomfortable that learning occurs.

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Areas of Focus

This section intentionally identifies areas of focus. In the *Looking Ahead* section, there are goals, strategies, and measures identified, although modified to both balance the current authority of OEP as well as with the assumption that the strategies will receive necessary funding and support. The reason for this is two-fold. First, the model used to develop the current strategic plan did not facilitate a collaborative process necessary to generate functional measurable objectives. Second, the level of authority granted to the OEP is not sufficient to garner the necessary respect or leverage to receive serious consideration or be seen as anything more than optional.

The current Strategic Plan was developed in 2013-14 with each division creating their own plan individually instead of a shared vision with institution-wide strategic initiatives comprised of cross-institutional teams. The inherent challenge with that model is that it does not allow for collaborative, interdivisional development of objectives. It also does not support the identification and consolidation of practices necessary to avoid duplication or troublesome inter-organizational conflicts. Integrating equity into institutional policy and practice in a more collaborative and integrated strategic planning model is a formidable task at best. It was an impossible task within the 2013-14 model.

Although the need to integrate equity practices into academic institutions has long been established as it directly impacts student success and retention of employees of color, the offices charged with that work continue to lack the necessary support and authority. Equity and anti-oppression work requires a specialized set of knowledge, skills, and abilities, much as any other profession. Where it would be highly unusual for someone lacking chemistry expertise to challenge a chemistry Professor about chemistry, it is commonplace for equity professionals to be dismissed, to have their career be viewed only as a passion instead of a profession, while, at the same time, there being an expectation that they have the power to eradicate oppression. Without the necessary authority, support, and messaging from institutional leadership, retention of employees of color and student success will continue to suffer.

In the last 5 years, the student of color population has steadily increased while the white student population has decreased. Excluding international students and those who did not self-identify, FTE for white students fell from 51% to 45% while students of color rose from 40% to 48%. During the same period, headcount for white students fell from 52% to 44% while students of color rose from 39% to 46%. BC students are reflecting the new workforce and we have an obligation to prepare our students for success in a global workplace. We can no longer afford to treat equity in education, in our practice, and across our institution as optional.

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1. **Recruiting, hiring, and retaining employees of color**
2. **Infusing equity pedagogy across the curriculum**
3. **Ensuring that student success efforts of Achieving the Dream and Guided Pathways incorporate equity and are guided by equity**
4. **Building a stronger civil rights compliance initiative**
5. **Reviewing Institutional policy, process, and practice for equity**
6. **Continuing the Social Justice Leadership Institute (SJLI)**

OEP accomplishments 2016-2017

a. **National Role Model Award received by Minority Access Incorporated**
   - Sayumi Irey, Ph.D. received a personal certificate of recognition for social justice work and mentoring ~~for~~ historically underrepresented groups in higher education

b. **Led College Issues Day 2017: Achieving the Dream (ATD)**
   Themes: Re-visioning, Learning, and Connecting as a Campus Community
   - Over 600 employees attended and learned about ATD
   - Two dozen employees volunteered
   - Several faculty members from Pierce College, responded to my invitation, shared their ATD experience, challenges, and good practices

c. **Co-Lead Achieving the Dream Team**
   - Recruited and selected eight ATD delegates across campus for ATD conference in Winter 2016
   - Presented findings from the ATD conference to the President's Cabinet, Board of Trustees, and governance council teams in spring 2017
   - Received unanimous approval by all governance council leadership members to go ahead to apply for the ATD membership
   - Requested an annual budget from the Office of Equity and Pluralism
   - Received a formal ATD invitation and became as a member of ATD college in 2017

d. **Provided quarterly workshop for all employees**
   - Created conflict resolution workshops; over 150 employees participated in and learned their own leadership skills
   - Offered "Courageous Conversation" series on race, ethnicity, ageism, sexism, and ableism, to name a few, for the entire campus to dialogue and listen

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e. Successfully mentored faculty of color in the process of earning tenure
- All faculty of color who received mentoring sessions from the Office of Equity and Pluralism received tenure (100% success rate)
- Two faculty members of color are now mentoring other faculty of color at other colleges to represent BC

f. Fourth annual Social Justice Leadership Institute (SJLI) has begun
- Over 40 applicants applied for this leadership institute, 21 were accepted to this program
- Over 15 colleges and technical colleges Presidents' endorsed their applicants
- Received ongoing recognition from Washington State's Community and Technical Colleges (SBCTC); Jan Yoshiwaha, SBCTC Executive Director, visited the SJLI as a panel speaker

g. Facilitated and/or co-facilitated town hall meetings with Bellevue College campus
- Over 200 BC staff, faculty, and students participated in these dialogues
- Co-established a campus-wide protocol for the hate crimes that occur on campus and communicated it to the campus

h. Successfully negotiated to prevent several potential lawsuits against Bellevue College by BC students
- Proactively guided each student with individualized academic success plans, rather than discrimination lawsuits
- One successfully graduated from a nursing degree from BC. This student originally told me that she was going to boycott graduation, but she did attend and thanked the office for its advocacy.

i. Overseeing completion of State Office of Civil Rights audit requirements
- Coordinated each division's responsibility to fulfill their respective requirements
- Managed the rewrite of policy to meet OCR requirements

i. Community Engagement
- Member, City of Bellevue's Diversity Advisory Network (BDAN) (2016)
- Member, City of Kent's Cultural Communities Board (2016)
- Member, (The National Conference on Race & Ethnicity in American Higher Education (NCORE®) National Advisory Council (Human Resources Committee)
- Conference Chair, Faculty & Staff of Color Conference

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Looking Ahead: Next steps for OEP

In 2013-14, each division developed a strategic plan. Although it was a good start, it is difficult to develop a robust equity plan outside of an institutional-wide, collaborative, and integrated strategic planning model. Due to the transformational demographic trends of Bellevue College, it is imperative that Achieving the Dream (ATD) and Guided Pathways are integrated into the equity strategic plan.

Guided Pathways is one of the areas in which the SBCTC has a specific equity focus. Equity has been identified as one of the five pillars of Guided Pathways and "closing the equity gap" is one of the three goals. In that effort, Bellevue College's OEP VP serves on the SBCTC Strategic Visioning Team.

Goal 1: Increase efficacy of response to and compliance with civil rights related federal requirements and equity related institutional initiatives/practices.

Rationale:
The SBCTSC OCR review highlighted areas where BC was not in compliance with things such as fundamental notification requirements and policy content, which are relatively simply to correct. The review also identified an area that is far more difficult to address – institutional culture. There was a general lack of trust among employees regarding complaints, hiring, pay, promotions, etc. with women and people of color identified specifically.

Although the concerns centered on HR practices, the root is the same as with all equity-related issues: unexamined and unaddressed systemic institutional practices. Civil rights related initiatives and compliance can have a transformative impact on the culture of an institution, most critically on student success, when actively supported and acknowledged as an area of expertise.

Currently, BC students, staff, and faculty are not always clear regarding the way in which incidents are reported, addressed, or resolved as there are several policies, practices, and reporting systems on campus. While the Office of Equity and Pluralism (OEO) focuses on strategic work for student/employee success, there is confusion regarding its scope and authority in these matters.

    Measure:
    85% of full-time employees will be able to accurately identify where and to whom to report civil rights related complaints.

Potential strategies:

A. Implementation of Civil Rights and Compliance to ensure civil rights compliance and related equity initiatives.

With increased awareness among students, staff, and community members as well the additions of campus housing, community college compliance is receiving more focus. Higher education is seeing an increase in Compliance Offices that often consist of EEO/Affirmative Action, 504, and Title IX but could be – and sometimes are – expanded to also include Clery and IT Security staff and functions. Co-locating related compliance efforts allows for more efficient processes as well as provides the independence necessary for the check-and-balance function.

Potential activities:

- Incorporate compliance training into onboarding
- Create a transparent process to review civil rights related employment concerns with feedback to the campus
- Implement a more effectual pluralism training for hiring committees

B. Create the Center for Social Justice (CSJ) to lead institution-wide strategic initiative development and implementation.

The vision for the CSJ was originally developed with input from both the BC campus and the local community. It was envisioned as a visible testament to the college's commitment to diversity and equity and to provide critical space to infuse related initiatives, both campus and community wide. The CSJ could additionally incorporate specialized instruction, workshops, and consultation, delivered both internally and to the external community with the potential to be revenue generating.

Potential activities:

- Work with divisions, departments, and employee or student groups to develop strategies to improve equity practices for student success, employee success, etc.
- Broaden and specialize leadership curriculum to include a wider audience or to include external partners.
- Connect areas doing similar work to maximize success and minimize duplication or oppositional efforts.
- Develop partnerships around equity issues with local school districts to facilitate the preparation, success, and recruitment of historically underserved populations.

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Goal 2: Increase hiring and retention of employees of color.

Rationale:

While the ratio of employees of color to white employees has remained relatively stagnant, the opposite is true of the student population. The population of students of color continues to rise. In 2012-13, students of color represented 40% of the FTE and 39% of the headcount. By 2016-17, those numbers were 48% and 46% respectively. (Excl. international and unreported)

Consequently, the ratio of faculty of color to students of color continues to widen creating a significant disparity:

Students of color	59%
Faculty of color	23%

(IER, 2018)

Moreover, Bellevue College has seen little or no increase in tenure of candidates of color for the past five years, especially with Latino/Latina candidates and at a time when the Hispanic population in Bellevue has increased drastically.

Full-time Faculty/Student (FTE) Ethnicity Data

Ethnicity	2013-14 Faculty	Student	2014-15		2015-16		2016-17		2017-18	
White	78%	46%	77%	45%	78%	44%	75%	42%	74%	41%
Hispanic	3%	8 %	3%	10%	3%	11%	4%	11%	4%	10%
Native American	2%	1%	2%	1%	2%	0%	2%	0%	1%	1%
African American	3%	5%	3%	4%	3%	5%	4%	4%	3%	4%
Asian/Pacific Islander	14%	27%	15%	27%	13%	28%	15%	29%	16%	30%
Other*	1%	13%	1%	13%	1%	12%	1%	14%	1%	14%
Total Numbers	174	11,980	179	12,000	190	11,787	195	12,118	205	12,072

(HR, 2018; ESP, 2018)   *Other includes multi-racial for students.

> **Measure:**
> 20% increase in hiring of faculty of color each academic year until parity is reached.
>
> Potential strategies:
> A. **Implement a more effectual pluralism training for hiring committees.**
>   The current pluralism training provides very basic guidance on bias in hiring committee and there has been no significant change in employee demographics.

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B. Ensure HR processes are consistently applied.

The need for consistent application and transparency of HR processes is undisputed. Specific to equity, it has recently been disclosed to OEP that the diversity question has been disregarded by hiring committee chairs or hiring managers.

Potential activities:

- Develop a process for committee members to identify, report and request consultation on potential discrimination in hiring. This is an example of a situation in which an independent compliance office is critical.
- Collaborate with HR to identify areas of inequity or perceived inequity and assist in developing resolutions.
- Liaise with HR regarding EEO/AA compliance concerns that are raised.

Further, there has been concern communicated regarding the skill set of the members to adequately assess the ability for the committee members. The current pluralism training provides very basic guidance on bias in hiring committee and there has been no significant change in employee demographics.

C. Implement a rubric to assess the diversity question.

It is realistic to expect hiring committee members to possess the specialized knowledge and skill to assess applicant responses to the diversity question. A rubric and related training would help create a more equitable and effective process.

Potential activities:

- Create a process for committees to request consultation as needed for equity related questions.

Measure:

It is inherently difficult to hold a single office responsible for a goal so heavily influenced by several divisions. The OEP office therefore suggests a common goal to be shared across OEP, ESP, Office of Instruction, and HR, collectively, to increase the retention of faculty and staff of color by 30% over the next 3 years.

Potential strategies:

A. Implement a mentoring program.

There are so few faculty of color across the community college system that a grassroots group has formed for faculty of color mentorship system-wide. Similarly, there are so few staff of color in leadership positions that there are discussions across the system of mirroring the faculty mentorship program.

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Potential activities:
- Utilize the statewide grassroots group efforts to connect faculty and staff.
- Collaborate with division leadership to be intentional about professional development, committee work and state activities to provide opportunities for employees of color to connect.
- Prioritize, fund, and support Faculty and Staff of Color Conference attendance for employees of colors.

B. **Intentionally encourage, create and support opportunities for community building.**
There are myths about retention of employees of color that minimize or outright dismiss the realities. What is critical for retention of employees of color is not unlike what is critical for retaining students of color: connecting with someone personally and building community. The value of community for collectivist cultures is often overlooked or misunderstood, but it is absolutely essential to retention. With such small numbers of employees of color, the institution must be intentional about creating community.

Potential activities:
- Develop a process for committee members to identify, report and request consultation on potential discrimination in hiring. This is an example of a situation in which an independent compliance office is critical.
- Collaborate with HR to identify areas of inequity or perceived inequity and assist in developing resolutions.
- Liaise with HR regarding EEO/AA compliance concerns that are raised.

Objective 3: Expand the Educational Equity series to administrators, classified, and professional/exempt staff

Rationale:
Based on the most recent ATD college-wide survey (May 2018), faculty members expressed a desire for more equity centered knowledge and skills to enhance their teaching, which would also impact student success. Moreover, while the college is working toward improved core skill sets for all employees, it is inevitable to require educational equity series be delivered to all BC members.

Measure:
EEQ full-time faculty slots will be enrolled at 90% capacity.

After development, OEP will offer EEQ to all employee as a part of promotion and performance review incentives with enrollment at 90% of capacity.

Potential strategies:

A. Incentivize attendance.

Faculty already receive compensation for attending EEQ. Developing an incentive option for non-faculty employees will be essential.

B. Integrate it into succession planning and professional development plans.

There is no formal succession planning or method for an employee to develop skills in other areas of the institution. This would positively impact hiring and retention as well.

Title IX

Overview

Title IX of the Education Amendments of 1972 states:
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Applies to:
Any institution or educational program that receives federal funds.

Covers:
- Students, faculty, staff, contractors, vendors, etc.
- Incidents both on and off campus if there is a downstream impact
- Only one party is affiliated with BC

Fundamental responsibility:
- Stop sex/gender-based harassment
- Prevent its reoccurrence
- Remedy the effects

Areas of potential liability/loss:
- Lawsuits – private right of action
- Loss of federal funding
- Retention of students and staff
- Campus safety
- Other: OCR investigation, negative PR

Related Federal Regulations/Compliance:
- Clery Act – reporting of crimes
- Campus SaVE Act – amendment to Clery regarding reporting of sex-based crime
- Violence Against Women's Act (VAWA) - How we respond to victims of sexual violence

Clery v. Title IX:
- Clery – where a crime took place; type of crime dictates reporting
- Title IX – who was impacted; how we respond; broader than Clery crime categories

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Title IX Structure

Bellevue College was the first community college in WA State to have a dedicated Title IX office and Title IX Coordinator (TIXC). There are now two dedicated Title IX Coordinators in the CTC system, who report to either the Chief Diversity Officer or the VP of Equity and Pluralism. This model is closely aligned with the 2015 Dear Colleague Letter (DCL) on Title IX Coordinators which states that the TIXC should report to the highest level of the institution and be afforded the appropriate scope, authority, training and resources to carry out their role. *See Appendix B.*

At BC, we currently have one Title IX Coordinator and one temporary full-time assistant coordinator. Their respective roles are outlined in *Appendix C: T9 Office Construct*. The size of the institution and the scope of the responsibility necessitate a larger Title IX Team. Currently, there are 2 groups that meet regularly: the Title IX Team and the Investigations Team. The Title IX Team is a large group of approximately 40 professionals, comprised of both BC staff and community partners. The group was originally convened to prepare for the DOJ Violence Against Women Act (VAWA) Grant. The grant is designed to assist colleges in becoming compliant with VAWA requirements and BC's grant application was submitted in March 2018.

The following are highlights of the Title IX Team's work:
- Partnership with LifeWire to help provide bystander education
- Partnerships with LifeWire and King County Sexual Assault Resource Center (KCSARC) to coordinate respective advocacy and support services
- MOU with Bellevue Police Department (BPD)
- Streamlined process for reporting to police that is victim-centered
- Grant dependent
  - Support group at BC, facilitated by a LifeWire advocate
  - Coordinated training with BC staff and community partners

The Investigator Team is a smaller group of individuals identified to assist with investigations. This group is in the early stages of training to address Title IX complaints. It meets regularly and has begun reviewing Title IX fundamentals and investigation basics. See Appendix E *Title IX Team.*

Structural Challenges
- The model of multiple investigators across campus is ideal. We have been pursuing this model since the office's inception in the summer of 2014. During the course of that time, we struggled with staff turnover and the availability of staff to attend training as well as work on investigations.
- In addition to investigators, the responding party and impacted party should have a process advisor whose role is to serve as a contact throughout the process. Title IX and Student Conduct are exploring ways to collaborate on this as part of the process could include adjudication.

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- The lack of Victim's Advocate on campus significantly impacts the workload in Title IX. Universities often have an advocate on campus that does such things as: serves as the student's primary contact, can connect them with external resources, communicates specific student needs to Title IX, and serves as liaison if the student is reporting to law enforcement. Coordinating remedies and support resources can be a complex logistical feat requiring an exceptional amount of time.
- Cases where an employee (or other non-student) is a responding party and a student is the impacted party brings its own challenges, primarily around process and remedies.
    - Currently, the VP of HR is the Title IX Coordinator in the event the responding party is not a student. Difference in policies and processes can cause compliance and liability issues as Title IX guidelines expect that processes will be the same for both parties. Unlike most traditional HR practices, under Title IX, the impacted party has the right to know the outcome of a case and either party can appeal the decision as well as the sanction(s). We are currently working to bring student and institutional policies as closely into alignment as possible. At least one of the Collective Bargaining Agreements now includes Title IX language, but it is not integrated into the grievance process. A larger conversation regarding CBA grievance processes may be prudent.
    - We have Title IX obligations even when the event did not happen on campus and in cases where only one party is affiliated with the college. Employees who are victims of domestic/dating violence, sexual assault, or stalking should also be receiving remedies and resources/support. We need to be mindful of the impact of sharing details of such personal and often traumatic events can have on a person when developing processes to provide remedies, resources and support.
    - There is no current process developed to address remedy and resource needs or how and what will be communicated to the student in cases where the impacted party is a student and responding party is an employee.

- Since the office was established in June 2014, BC has had 3 presidents and will soon have its 3rd change in HR leadership. The differing perspectives on Title IX regulations, responsibility, implementation, etc. coupled with the need for clear messaging and aligned processes has complicated Title IX access and compliance. Whereas the federal guidelines do not dictate how Title IX is structured within a campus, they do provide guidelines in the 2015 DCL on Title IX Coordinators. There is a check-and-balance benefit to having Title IX be an independent office. The most recent data we could find regarding reporting structures is a 2013 National Association of Scholars article which found that, of the 52 colleges surveyed, 32 reported to an Equity office. There is a trend, primarily among 4-years, to move to a model where there is an internal OCR/Compliance Office that includes EEO/AA, 504/ADA, Title IX, and other civil rights related discrimination compliance. As the college contemplates reorganization, this may be worth exploring.

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TITLE IX IN PRACTICE

The scope of Title IX is broad and extends to sex/gender discrimination the institution including such things as recruitment, program enrollment, scholarships, hiring, tenure, pay, etc. *See attached DCL for more information.* Presently, the capacity of the Title IX office is exceeded with simply responding to incoming concerns. Reported concerns continue to increase, which is a reflection of a successful program. While we cannot predict the numbers of reports, we can expect more efficient processing when practices across campus are aligned and with early intervention via bystander training and consultation.

Investigation = "Big I" or "Little I"
- Big I = formal investigation that includes a final report sent to student conduct for adjudication
- Little I = informal gathering of information wherein a situation may be resolved informally, via impacted party remedies only, or moves to formal investigation
    See Appendix E

The amount of time an investigation takes depends on the type of situation, the number of people involved and the extent of the remedies. It is not uncommon for an impacted party to take 3-4 hours to tell the initial story of an assault or an intimate partner violence situation. A formal investigation, with the majority of time is spent on connecting the party(s) to support resources, law enforcement, coordinating classes and modifications to assignments, working with financial aid, coordinating with other educational institutions, developing safety plans (primarily online), and a myriad of other logistics.

Active cases times also depend on the type of case. Ongoing abusive relationships, criminal cases and extensive trauma can require support services for the entire duration of a student's attendance with fluctuations in level of need. Less severe cases would obviously require much less management.

Training
Title IX requires that anyone involved in investigations, reporting, responding, adjudicating or otherwise providing support/services to victims of relationship violence, sexual violence or stalking receive training appropriate for their role. Additionally, the institution is required to offer basic Title IX training to all employees and students.

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Title VII vs. Title IX
While Title VII and Title IX are closely related, there are key differences, some of which are outlined in the following table.

Title VII – Civil Rights Act	Title IX – Education Amendments
Employment discrimination based on protected class status	Sex/gender-based discrimination impacting employment or access to education
EEOC	OCR
Admin process exhausted prior to filing suit	Private right of action
Appeal option typically applies to subject of investigation	Either party can appeal decision and sanction
	Procedural requirements for investigation and remediation
	Down-stream impact = remedies

Data – Reported Concerns

The Title IX Office receives a wide array of reported concerns. Bellevue College students and staff experience the same things that are reported on the news and reflected in the community. According to the Washington State Coalition on Domestic Violence, 41% of women and 32% of men in Washington State report intimate partner violence. In this state, 45% of women and 22% of men report sexual violence. With more than 22,000 students, those 2 categories alone represent over 11,000 people. Although our case load may seem large, it reflects a small fraction of those impacted.[1]

The data below describes the number and type of reported cases/incidents from last academic year vs the current academic year (there are two remaining quarters). The second chart indicates cases per quarter. All the cases below are considered under the umbrella of Sexual Harassment. The following represent specific categories that align with policy, applicable laws, and regulations. *(Note: there is no requirement for the incident to have occurred on campus or for both parties to be affiliated with BC.)*

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[1] The majority of cases will not be reflected in the Clery report as they occur outside of our Clery geography.
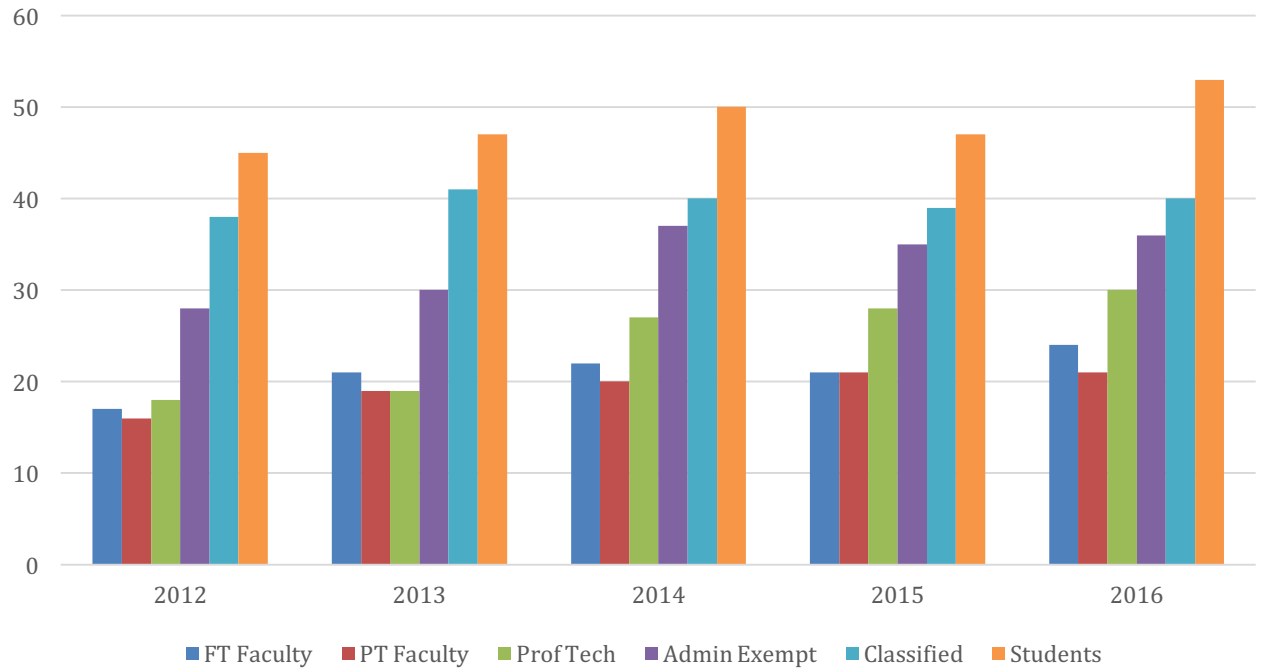
Appendices

Appendix A: Demographic Information of Staff and Faculty at Bellevue College (SBCTC)

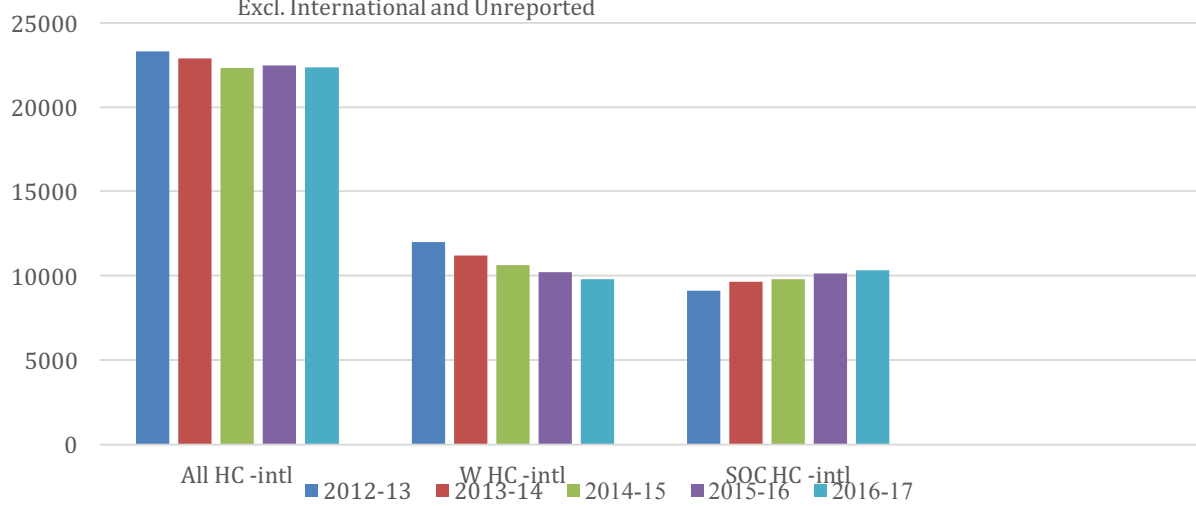Bellevue College Race/Ethnicity classification

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Avg Annual change
Full-time Faculty of Color	Total	30	39	42	41	48	5
	Percent	17%	21%	22%	21%	24%	1.7%
Part-time Faculty of Color	Total	104	133	128	147	133	7
	Percent	16%	19%	20%	21%	21%	1.3%
Classified Staff	Total	99	111	104	107	109	3
	Percent	38%	41%	40%	39%	40%	0.50%
Professional Technical Staff	Total	24	28	46	46	51	7
	Percent	18%	19%	27%	28%	30%	3.0%
Administrative Staff	Total	11	12	16	17	18	2
	Percent	28%	30%	37%	35%	36%	2.1%
Students of Color	Total	5501	5809	5927	6259	6394	
	Percent	46%	47%	50%	47%	53%	

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Faculty, Staff, Student Comparison

Legend: FT Faculty, PT Faculty, Prof Tech, Admin Exempt, Classified, Students (years 2012–2016)

Headcount
Excl. International and Unreported

Legend: 2012-13, 2013-14, 2014-15, 2015-16, 2016-17 (All HC -intl, W HC -intl, SOC HC -intl)

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Headcount and FTE
Excl. Internatinal and Unreported

FTE
Excl. International and Unreported
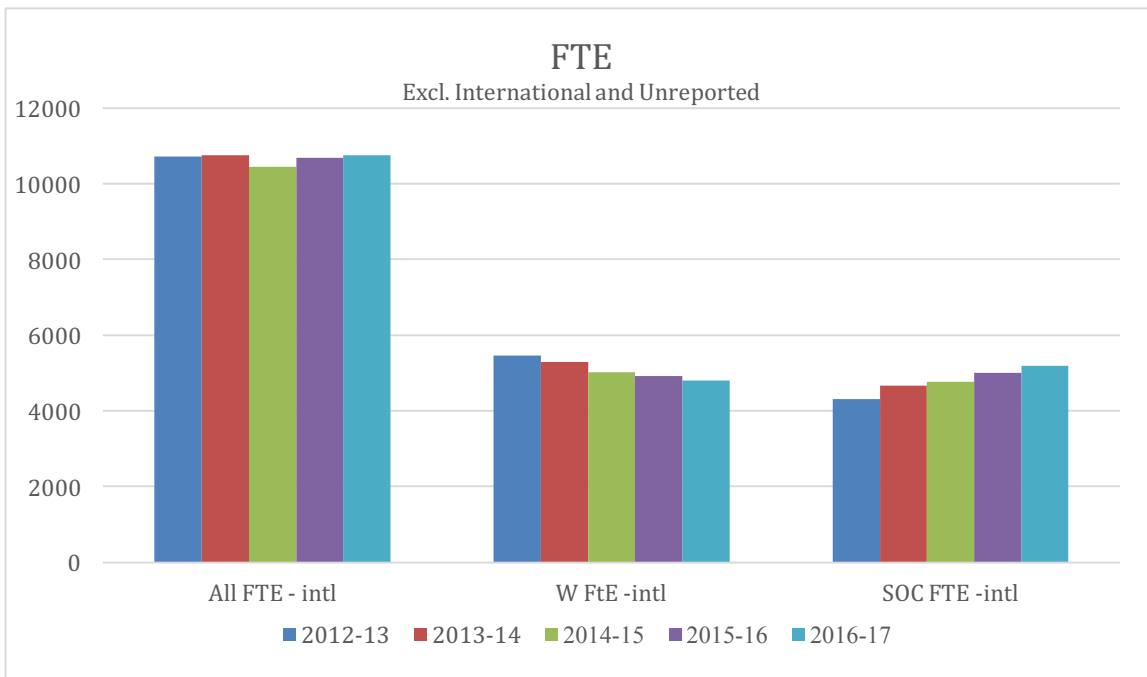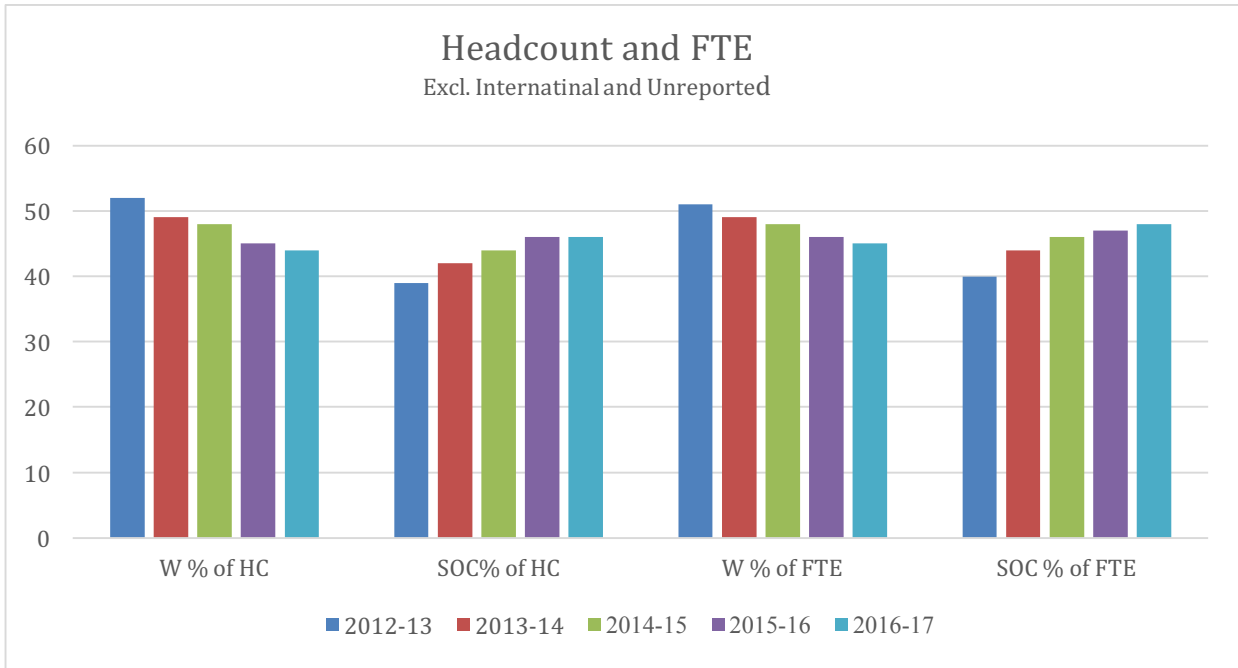
Notice of Language Assistance
Dear Colleague Letter on Title IX Coordinators

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言協助服務均可免費提供。如果您需要有關口譯或筆譯服務的詳細資訊，請致電 1-800-USA-LEARN (1-800-872-5327) (聽語障人士專線：1-800-877-8339), 或電郵: Ed.Language.Assistance@ed.gov。

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

April 24, 2015

Dear Colleague:

I write to remind you that all school districts, colleges, and universities receiving Federal financial assistance must designate at least one employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX of the Education Amendments of 1972 (Title IX), which prohibits sex discrimination in education programs and activities.[1] These designated employees are generally referred to as Title IX coordinators.

Your Title IX coordinator plays an essential role in helping you ensure that every person affected by the operations of your educational institution—including students, their parents or guardians, employees, and applicants for admission and employment—is aware of the legal rights Title IX affords and that your institution and its officials comply with their legal obligations under Title IX. To be effective, a Title IX coordinator must have the full support of your institution. It is therefore critical that all institutions provide their Title IX coordinators with the appropriate authority and support necessary for them to carry out their duties and use their expertise to help their institutions comply with Title IX.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX for institutions that receive funds from the Department (recipients).[2] In our enforcement work, OCR has found that some of the most egregious and harmful Title IX violations occur when a recipient fails to designate a Title IX coordinator or when a Title IX coordinator has not been sufficiently trained or given the appropriate level of authority to oversee the recipient's compliance with Title IX. By contrast, OCR has found that an effective Title IX coordinator often helps a recipient provide equal educational opportunities to all students.

OCR has previously issued guidance documents that include discussions of the responsibilities of a Title IX coordinator, and those documents remain in full force. This letter incorporates that existing OCR guidance on Title IX coordinators and provides additional clarification and recommendations

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[1] 34 C.F.R. § 106.8(a). Although Title IX applies to any recipient that offers education programs or activities, this letter focuses on Title IX coordinators designated by local educational agencies, schools, colleges, and universities.

[2] 20 U.S.C. §§ 1681–1688. The Department of Justice shares enforcement authority over Title IX with OCR.

as appropriate. This letter outlines the factors a recipient should consider when designating a Title IX coordinator, then describes the Title IX coordinator's responsibilities and authority. Next, this letter reminds recipients of the importance of supporting Title IX coordinators by ensuring that the coordinators are visible in their school communities and have the appropriate training.

Also attached is a letter directed to Title IX coordinators that provides more information about their responsibilities and a Title IX resource guide. The resource guide includes an overview of the scope of Title IX, a discussion about Title IX's administrative requirements, as well as a discussion of other key Title IX issues and references to Federal resources. The discussion of each Title IX issue includes recommended best practices for the Title IX coordinator to help your institution meet its obligations under Title IX. The resource guide also explains your institution's obligation to report information to the Department that could be relevant to Title IX. The enclosed letter to Title IX coordinators and the resource guide may be useful for you to understand your institution's obligations under Title IX.

Designation of a Title IX Coordinator

Educational institutions that receive Federal financial assistance are prohibited under Title IX from subjecting any person to discrimination on the basis of sex. Title IX authorizes the Department of Education to issue regulations to effectuate Title IX.[3] Under those regulations, a recipient must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the Department's implementing regulations.[4] This position may not be left vacant; a recipient must have at least one person designated and actually serving as the Title IX coordinator at all times.

In deciding to which senior school official the Title IX coordinator should report and what other functions (if any) that person should perform, recipients are urged to consider the following:[5]

A. Independence

The Title IX coordinator's role should be independent to avoid any potential conflicts of interest and the Title IX coordinator should report directly to the recipient's senior leadership, such as the district superintendent or the college or university president. Granting the Title IX coordinator this

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[3] The Department's Title IX regulations, 34 C.F.R. Part 106, are available at http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html.

[4] 34 C.F.R. § 106.8(a).

[5] Many of the principles in this document also apply generally to employees required to be designated to coordinate compliance with other civil rights laws enforced by OCR against educational institutions, such as Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; 34 C.F.R. § 104.7(a), and Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12131–12134; 28 C.F.R. § 35.107(a).

independence also ensures that senior school officials are fully informed of any Title IX issues that arise and that the Title IX coordinator has the appropriate authority, both formal and informal, to effectively coordinate the recipient's compliance with Title IX. Title IX does not categorically exclude particular employees from serving as Title IX coordinators. However, when designating a Title IX coordinator, a recipient should be careful to avoid designating an employee whose other job responsibilities may create a conflict of interest. For example, designating a disciplinary board member, general counsel, dean of students, superintendent, principal, or athletics director as the Title IX coordinator may pose a conflict of interest.

B. Full-Time Title IX Coordinator

Designating a full-time Title IX coordinator will minimize the risk of a conflict of interest and in many cases ensure sufficient time is available to perform all the role's responsibilities. If a recipient designates one employee to coordinate the recipient's compliance with Title IX and other related laws, it is critical that the employee has the qualifications, training, authority, and time to address all complaints throughout the institution, including those raising Title IX issues.

C. Multiple Coordinators

Although not required by Title IX, it may be a good practice for some recipients, particularly larger school districts, colleges, and universities, to designate multiple Title IX coordinators. For example, some recipients have found that designating a Title IX coordinator for each building, school, or campus provides students and staff with more familiarity with the Title IX coordinator. This familiarity may result in more effective training of the school community on their rights and obligations under Title IX and improved reporting of incidents under Title IX. A recipient that designates multiple coordinators should designate one lead Title IX coordinator who has ultimate oversight responsibility. A recipient should encourage all of its Title IX coordinators to work together to ensure consistent enforcement of its policies and Title IX.

Responsibilities and Authority of a Title IX Coordinator

The Title IX coordinator's primary responsibility is to coordinate the recipient's compliance with Title IX, including the recipient's grievance procedures for resolving Title IX complaints. Therefore, the Title IX coordinator must have the authority necessary to fulfill this coordination responsibility. The recipient must inform the Title IX coordinator of all reports and complaints raising Title IX issues, even if the complaint was initially filed with another individual or office or the investigation will be conducted by another individual or office. The Title IX coordinator is responsible for coordinating the recipient's responses to all complaints involving possible sex discrimination. This responsibility includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate. Such coordination can help the recipient avoid Title IX violations, particularly violations involving sexual harassment and violence, by preventing incidents

from recurring or becoming systemic problems that affect the wider school community. Title IX does not specify who should determine the outcome of Title IX complaints or the actions the school will take in response to such complaints. The Title IX coordinator could play this role, provided there are no conflicts of interest, but does not have to.

The Title IX coordinator must have knowledge of the recipient's policies and procedures on sex discrimination and should be involved in the drafting and revision of such policies and procedures to help ensure that they comply with the requirements of Title IX. The Title IX coordinator should also coordinate the collection and analysis of information from an annual climate survey if, as OCR recommends, the school conducts such a survey. In addition, a recipient should provide Title IX coordinators with access to information regarding enrollment in particular subject areas, participation in athletics, administration of school discipline, and incidents of sex-based harassment. Granting Title IX coordinators the appropriate authority will allow them to identify and proactively address issues related to possible sex discrimination as they arise.

Title IX makes it unlawful to retaliate against individuals—including Title IX coordinators—not just when they file a complaint alleging a violation of Title IX, but also when they participate in a Title IX investigation, hearing, or proceeding, or advocate for others' Title IX rights.[6] Title IX's broad anti-retaliation provision protects Title IX coordinators from discrimination, intimidation, threats, and coercion for the purpose of interfering with the performance of their job responsibilities. A recipient, therefore, must not interfere with the Title IX coordinator's participation in complaint investigations and monitoring of the recipient's efforts to comply with and carry out its responsibilities under Title IX. Rather, a recipient should encourage its Title IX coordinator to help it comply with Title IX and promote gender equity in education.

Support for Title IX Coordinators

Title IX coordinators must have the full support of their institutions to be able to effectively coordinate the recipient's compliance with Title IX. Such support includes making the role of the Title IX coordinator visible in the school community and ensuring that the Title IX coordinator is sufficiently knowledgeable about Title IX and the recipient's policies and procedures. Because educational institutions vary in size and educational level, there are a variety of ways in which recipients can ensure that their Title IX coordinators have community-wide visibility and comprehensive knowledge and training.

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[6] 34 C.F.R. § 106.71 (incorporating by reference 34 C.F.R. § 100.7(e)).

A. Visibility of Title IX Coordinators

Under the Department's Title IX regulations, a recipient has specific obligations to make the role of its Title IX coordinator visible to the school community. A recipient must post a notice of nondiscrimination stating that it does not discriminate on the basis of sex and that questions regarding Title IX may be referred to the recipient's Title IX coordinator or to OCR. The notice must be included in any bulletins, announcements, publications, catalogs, application forms, or recruitment materials distributed to the school community, including all applicants for admission and employment, students and parents or guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient.[7]

In addition, the recipient must always notify students and employees of the name, office address, telephone number, and email address of the Title IX coordinator, including in its notice of nondiscrimination.[8] Because it may be unduly burdensome for a recipient to republish printed materials that include the Title IX coordinator's name and individual information each time a person leaves the Title IX coordinator position, a recipient may identify its coordinator only through a position title in printed materials and may provide an email address established for the position of the Title IX coordinator, such as TitleIXCoordinator@school.edu, so long as the email is immediately redirected to the employee serving as the Title IX coordinator. However, the recipient's website must reflect complete and current information about the Title IX coordinator.

Recipients with more than one Title IX coordinator must notify students and employees of the lead Title IX coordinator's contact information in its notice of nondiscrimination, and should make available the contact information for its other Title IX coordinators as well. In doing so, recipients should include any additional information that would help students and employees identify which Title IX coordinator to contact, such as each Title IX coordinator's specific geographic region (*e.g.*, a particular elementary school or part of a college campus) or Title IX area of specialization (*e.g.*, gender equity in academic programs or athletics, harassment, or complaints from employees).

The Title IX coordinator's contact information must be widely distributed and should be easily found on the recipient's website and in various publications.[9] By publicizing the functions and responsibilities of the Title IX coordinator, the recipient demonstrates to the school community its commitment to complying with Title IX and its support of the Title IX coordinator's efforts.

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[7] 34 C.F.R. § 106.9.

[8] 34 C.F.R. § 106.8(a).

[9] 34 C.F.R. § 106.9.

Supporting the Title IX coordinator in the establishment and maintenance of a strong and visible role in the community helps to ensure that members of the school community know and trust that they can reach out to the Title IX coordinator for assistance. OCR encourages recipients to create a page on the recipient's website that includes the name and contact information of its Title IX coordinator(s), relevant Title IX policies and grievance procedures, and other resources related to Title IX compliance and gender equity. A link to this page should be prominently displayed on the recipient's homepage.

To supplement the recipient's notification obligations, the Department collects and publishes information from educational institutions about the employees they designate as Title IX coordinators. OCR's Civil Rights Data Collection (CRDC) collects information from the nation's public school districts and elementary and secondary schools, including whether they have civil rights coordinators for discrimination on the basis of sex, race, and disability, and the coordinators' contact information.[10] The Department's Office of Postsecondary Education collects information about Title IX coordinators from postsecondary institutions in reports required under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.[11]

B. Training of Title IX Coordinators

Recipients must ensure that their Title IX coordinators are appropriately trained and possess comprehensive knowledge in all areas over which they have responsibility in order to effectively carry out those responsibilities, including the recipients' policies and procedures on sex discrimination and all complaints raising Title IX issues throughout the institution. The resource guide accompanying this letter outlines some of the key issues covered by Title IX and provides references to Federal resources related to those issues. In addition, the coordinators should be knowledgeable about other applicable Federal and State laws, regulations, and policies that overlap with Title IX.[12] In most cases, the recipient will need to provide an employee with training to act as its Title IX coordinator. The training should explain the different facets of Title IX, including regulatory provisions, applicable OCR guidance, and the recipient's Title IX policies and grievance procedures. Because these laws, regulations, and OCR guidance may be updated, and

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[10] OCR began collecting this information through the CRDC for the 2013-2014 school year. More information about the CRDC is available at http://www.ed.gov/ocr/data.html.

[11] The Department will begin collecting this information in 2015. More information about the Clery Act data collection is available at http://www.ed.gov/admins/lead/safety/campus.html.

[12] *See, e.g.*, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and its implementing regulations, 34 C.F.R. Part 99; and the Clery Act, 20 U.S.C. § 1092(f), and its implementing regulations, 34 C.F.R. Part 668. These documents only address an institution's compliance with Title IX and do not address its obligations under other Federal laws, such as the Clery Act.

recipient policies and procedures may be revised, the best way to ensure Title IX coordinators have the most current knowledge of Federal and State laws, regulations, and policies relating to Title IX and gender equity is for a recipient to provide regular training to the Title IX coordinator, as well as to all employees whose responsibilities may relate to the recipient's obligations under Title IX. OCR's regional offices can provide technical assistance, and opportunities for training may be available through Equity Assistance Centers, State educational agencies, private organizations, advocacy groups, and community colleges. A Title IX coordinator may also find it helpful to seek mentorship from a more experienced Title IX coordinator and to collaborate with other Title IX coordinators in the region (or who serve similar institutions) to share information, knowledge, and expertise.

In rare circumstances, an employee's prior training and experience may sufficiently prepare that employee to act as the recipient's Title IX coordinator. For example, the combination of effective prior training and experience investigating complaints of sex discrimination, together with training on current Title IX regulations, OCR guidance, and the recipient institution's policies and grievance procedures may be sufficient preparation for that employee to effectively carry out the responsibilities of the Title IX coordinator.

Conclusion

Title IX coordinators are invaluable resources to recipients and students at all educational levels. OCR is committed to helping recipients and Title IX coordinators understand and comply with their legal obligations under Title IX. If you need technical assistance, please contact the OCR regional office serving your State or territory by visiting http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call OCR's Customer Service Team at 1-800-421-3481; TDD 1-800-877-8339.

Thank you for supporting your Title IX coordinators to help ensure that all students have equal access to educational opportunities, regardless of sex. I look forward to continuing to work with recipients nationwide to help ensure that each and every recipient has at least one knowledgeable Title IX coordinator with the authority and support needed to prevent and address sex discrimination in our nation's schools.

Sincerely,

/s/

Catherine E. Lhamon
Assistant Secretary for Civil Rights

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Title IX Office Construct

Coordinator (Rachel Wellman)	Assistant (Jill Powell)

- Monitor Training
- Meeting with constituents
- Assess trends and climate
- Monitor outcomes
- Policy and procedure
- Oversight of investigation processes (start to finish & follow-up)
   o Discipline and appeals
- Contact for government
- Initial intake, prevention and remedies (modifications)
   o Gender discrimination, sexual harassment, sexual assault, stalking, IPV, cyberbullying, cyber stalking, retaliation
- Oversight of grievance procedures and policy proposals
- Policy review
- Athletics and gender equity
- Assurance of compliance and final sanctions
- Website and outreach (brochures)
- Membership of campus committees and governance councils
- Compliance auditor
- Lead VAWA Grant Coordination with Grant Writer
- Outreach and transparency
	- Deputy coordinator (when coordinator out, steps in)
	- Lead investigator
	   o Notice, reports, signed statements, reach out to all parties involved, etc.
	   o Recommend sanctions
	   o Knowledge of institution polices and procedures
	   o Comprehension of applicable laws
	   o Investigative techniques, specifically interviewing
	   o Cultural sensitivity; diversity competence
	   o Use applicable legal standards and framework
	   o Analyze evidence in relation to the standard
	   o Synthesize evidence, write reports, make findings
	- Assist with trainings, focus on student
	- Assist with BIRST and VP of Diversity cases
	- Manage case files and keep online system up to date
	- Assist with coordinator duties as needed
	- Investigator oversight
	- Liaison with BIT/Care,
	- Maintain files and administrative duties
	- Follow up on case participants
	- Online reporting administer for BIRST and T9 cases
	- Co-facilitate or facilitate Title IX Team Meetings
	- VAWA Grant assistance

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Appendix D: Investigation Process Timeline

Informal Investigation Process Timeline		
Task	**Avg. Time**	**Notes**
Receive Report (phone, email, online)	30 – 1 hour	Edit, track, schedule meeting, etc.
Meet with Reporting party (typically the Complainant, can be witness report)	2+ hours	Intake of complainant typically. If this is a witness making report, it can often be around 30 minutes. Though, when Complainants report it can take up to 4 hours.
Any remedies needed with Coordinator	4 hour +	Can be ongoing as needed basis. This can include administrative or academic needs, etc.
Meet with Respondent	2 hours	Only if complainant agrees
Restraining Order Not always requested	6+ hours	Assistance with creating order, filing, supporting at court, and driving
Review any supporting documentation (pictures, video, text messages, social media, social media messages). This also includes online research.	3+ hours	To thoroughly review all information received and to make notes to be added to final report. To determine is the situation is severe or pervasive enough to initiate a formal investigation
Minimum total for one case it is about **13 hours,** pending the complexity of the case and follow-up support required as well any judicial involvement.		

Formal Investigation Process Timeline		
Task	**Avg. Time**	**Notes**
Receive Report (phone, email, online)	30 – 1 hour	Edit, track, schedule meeting, etc.
Meet with Reporting party (typically the Complainant)	2+ hours	Intake of complainant typically. If this is a witness making report, it can often be around 30 minutes. Though, when Complainants report it can take up to 4 hours.
Create letters for notice, no contact, etc. and deliver, schedule meetings	2 hours	
Meet with Respondent	2 hours	
Meet with witnesses	30 – 45 minutes / witness	This is dependent on how many people are listed by the Complainant and Respondent
Remedies and follow up for all parties participating in investigation	4+ hours	This can include administrative or academic needs, etc.
Restraining Order	6+ hours	Assistance with creating order, filing, supporting at court, and driving
Follow up to sign notes	30 minutes each	Respondent and Complainant

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Review any supporting documentation (pictures, video, text messages, social media, social media messages). This also includes online research.	4+ hours	To thoroughly review all information received and to make notes to be added to final report
Complete final report	4+ hours	
Review and sending to HR and/or conduct	1+	
Submit all paperwork into online system	1 hour	Depends on how much paperwork needs to be scanned and uploaded, and how much documentation is already online vs paper. Edit the system. This can take some time.

Minimum total for one case it is about **62+ hours,** pending the amount of witnesses, and if there is a restraining order needed to get at the court. Currently, there are about 115+ cases, and only a few of those are closed.

Not included:
- Collaboration meetings with new staff or current staff
- Foundation
- Advising
- Dean of Student Success
- Public Safety
- Any Faculty or staff
- Human Resources
- Counseling

Appendix E: Title IX Team

Title IX Team
Purpose
- To support and act as assistants/resources/referral agents across campus, meeting at a minimum of monthly to discuss campus climate and assessment.
- Update duties/resource agents on information and discuss campus topics
- Conduct a comprehensive review of campus policies and procedures designed to prevent and adjudicate cases of sexual assault.
- Work to initiate positive change through evaluating training, campus climate assessment, procedural needs
  - o Research and evaluation to assist with assessment
  - o Evaluative model
- Share resources and areas of concern
- Develop coordinated community response protocol for sexual violence
- Coordination of multiple student and employee(?) issues – align practices and processes
- Students, faculty, non-faculty employees, athletics – creates
- Need:
  - o Training
  - o Ongoing communication
  - o Share commonality of issues and resolutions
- Assists with transparency across campus
- Process assistance for those (impacted or responding party and witnesses) going through the conduct process
- Engage community partners to assist with programming and training on campus
  - o LifeWire
  - o KSARC
  - o BPD
- Current sub-committees
  - o VAWA grant support
  - o Investigators
  - o Process Advisors
- Developing sub-committees
  - o Bystander training
  - o Student support group

Members:

Name	Investigator/ Process Advisor	Department	Agency
Bonnie Berry		Grants	BC
Rachel Wellman		Title IX	BC
Jill Powell		Title IX	BC
My Tran		Public Safety	BC
Gilbert Villalpando		Welcome Center	BC
Megan Kaptik		Student Conduct	BC

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Teresa Descher	PA	Welcome Center	BC
LaMeshia Reese-Taylor	I/PA	ASG/Student Programs	BC
Steven Martel		Counseling	BC
Karine Badawi	PA	Faculty	BC
Warda Zaman		Human Resources Training	BC
Amy Swanson	PA	Faculty	BC
Brad Huggins	I/PA	Office of International Ed	BC
Mike Kaptik		Student Life	BC
Sara Fisher	I/PA	Science	BC
Tuan Dang	I/PA	Transitional Studies	BC
Beabe Akpojovwo		Equity & Pluralism	BC
Rebecca Chawgo		Foundation	BC
Ray Butler		Faculty/Wellness Center	BC
Pavy Thao	PA	IBIT	BC
Gabriel Brown	I/PA	Health Sciences	BC
Christina Sciabarra	PA	Career/Women's Center	BC
Jennifer Pang	I/PA	Science	BC
Jeremy Eggers		Athletics	BC
Sara Gardner	I/PA	Autism Spectrum Navigators	BC
Amy McCrory	I/PA	Student Programs	BC
Union Rep		WPEA	BC
Union Rep		Faculty	BC
Linda Kepler		Running Start	BC
Vacant		CEO	BC
Vacant		Facilities	BC
Vacant		Housing	BC
Vacant		Human Resources Title IX	BC
Vacant		North Campus	BC
Vacant		Multicultural Services	BC
Vacant		Financial Aid	BC
DeAnn Yamamoto		Community Partner	King County Sexual Assault Resource Center
Martha McGinnis		Community Partner	King County Sexual Assault Resource Center
Ward Urion		Community Partner	LifeWire
Maria Williams		Community Partner	LifeWire
Carl Kleinknect		Community Partner	Bellevue Police Department
Mark Jordan		Community Partner	Bellevue Police Department
John McCracken		Community Partner	Bellevue Police Department

Similar models:
https://www.jmu.edu/access-and-enrollment/titleIX/taskforce/index.shtml
http://sexualassaulttaskforce.harvard.edu/about
https://www.k-state.edu/oie/titleix/task-force.html

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REGULAR MEETING AGENDA ITEM

FULBRIGHT SCHOLAR MAKES BELLEVUE COLLEGE A LEADER IN EXTENDED REALITY

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

Profile of a Scholar

Bellevue College's current Fulbright scholar in residence, James Riggall, is a Tasmanian entrepreneur who began his career as a teacher at the Human Interface Technology Laboratory (HITLab) in Launceston, Tasmania, Australia. During his time at the HITLab, James taught courses in virtual reality, augmented reality, entrepreneurship and videogame design.

As a teacher, James has worked with faculty around the world and has facilitated many guest lectures from international speakers, including staff from Microsoft, Valve Software and Gas Powered Games. The relationships he has built within the industry are an important part of his success both as an educator and as an entrepreneur.

In 2012, James left HITLab to found Bitlink, a technology consultancy and software development house based in Launceston. As consultants, the Bitlink team helps local businesses get the most out of technology to create success in the digital economy. As developers, the team builds mixed reality and data visualization applications for a variety of hardware platforms. More recently, however, the Bitlink team has been focusing on tech education, particularly STEM/STEAM education programs for Tasmanian students and teachers. Bitlink has garnered a strong reputation and loyal following in Tasmania because of this focus on developing and delivering STEAM education programs.

Activities at Bellevue College

James Riggall ends his Fulbright commitment this month, but his time at Bellevue College has been successful in ways that could not have been imagined. During Winter 2018, James Riggall and Bruce Wolcott (BC Faculty, Communications) delivered the first iteration of a brand new extended reality (XR) course at Bellevue College. This course was video-conferenced live to six other sites and included presentations from over 10 industry guest speakers. It enabled BC students to stand at the forefront of the rapidly evolving field of XR (Extended Reality, a term capturing all mixed-reality technologies, such as Augmented Reality and Virtual Reality).

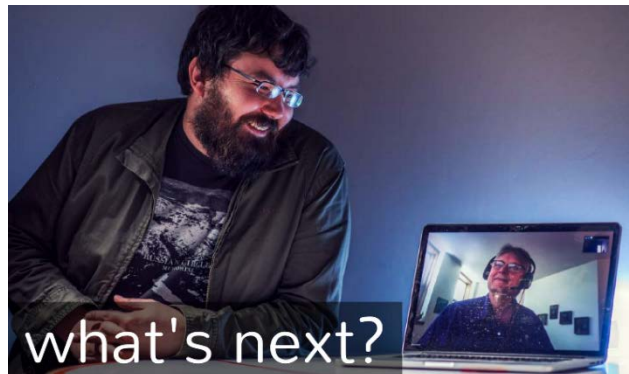# REGULAR MEETING AGENDA ITEM
continued

BC's first VR course is innovative in concept, content and delivery — one of Riggall's greatest accomplishments during his time here.

- It is a course focused on virtual reality, augmented reality and the wider field of extended reality (XR) being delivered at a time when few 2- or 4-year colleges are teaching such content.
- The course gives students the opportunity to interact with industry professionals, including startup founders, not-for-profit directors, and representatives from larger corporations like Google and Microsoft.
- The course is video-conferenced live to a number of other institutions in the US and Australia. In Winter 2018, BC's VR classroom connected regularly in the United States to the University of Washington: Bothell, the Tesla STEM School, Bluefield State College, and multiple sites from King County Libraries; in Australia, RMIT and the University of Tasmania joined the weekly video-conferences. There is potential to add even more sites, and in fact, even though there were six institutions that participated routinely, a few other institutions, such as Antioch University and the Academy of Interactive Entertainment (AIE), joined for one or two sessions of the course.
- Because of its international/multi-site focus, the course uses a range of supporting technologies including the video-conference network between sites, an always-on instant message back-channel, a course website and other supporting materials.
- The course is built with an innovative pedagogical approach, which enables students to choose their own path through assessment materials. Each week the students have a choice of "missions" — whether to pursue a "research" or "technical/prototyping" major project.
- The course is interdisciplinary by design, with the first cohort including students from disciplines as wide-ranging as health science, biology, computer science, education, art, electrical engineering and interior design.

Future Directions

The success of this course and Riggall's involvement with Bellevue College leaves BC strategically positioned to become an innovator in VR/AR among community colleges. Plans for the future of this program include seeking grant money from national foundations as well as local donors to develop a comprehensive cross-disciplinary VR/AR program for Bellevue College. Such a program would include a permanent XR lab, a regular cycle of course offerings, XR internships for students and professional development for faculty who want to include components of XR into their pedagogy. The hope for the future is funding from both internal and external sources, to grow the program and create a reputation for BC as a leader in XR.

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
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