



BELLEVEUE
COLLEGE

Board of Trustees

Community College District VIII

Special Meeting

June 20, 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, June 20, 2018. The business session will begin at 2:00 P.M. in room B201. Merisa Heu-Weller, Chair, will preside.

AGENDA

- | | | |
|----------|---|-----------------|
| 10:00 AM | 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. | |
| 2:00 PM | BUSINESS SESSION (B201) | |
| | I. Call to Order | |
| | II. Roll Call and Introductions | |
| | III. Consent Agenda | |
| | A. Approval of Agenda for June 20, 2018 | |
| | B. Meeting Minutes from June 6, 2018 | |
| 2:35 PM | IV. Constituent Reports | |
| | A. Faculty | Nightingale |
| | B. Student | Castaneda |
| | C. Foundation | Chesemore |
| 3:00 PM | V. Action Items | |
| | A. ASG Constitution Amendments | Karim |
| | B. Services and Activities Budget | Karim |
| | C. 2018-19 Budget | White |
| | D. President's Contract | Heu-Weller |
| 3:20 PM | VI. First Read Items | |
| | A. Policy 1440, Discrimination, Harassment and Retaliation | Irey |
| | B. Policy 1450, General Complaints | Irey |
| | C. Tenure Recommendations (off-cycle) | Bangera |
| 3:40 PM | VII. Information Items | |
| | A. Student Success – Achieving the Dream | Berry and Mayer |
| | B. Centralized Marketing | Barge |
| | C. Accreditation | Campbell |
| 4:10 PM | VIII. President's Report | Weber |

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

- 4:15 PM IX. Board Reports
A. Individual Member Reports
- 4:20 PM X. Unscheduled Business/Community Testimony
- 4:30 PM XI. Business Meeting Adjournment
- 5:30 PM XII. Board Dinner and Special Meeting
Trustees and President Weber will reconvene at Matt's Rotisserie
7325 166th Avenue NE, Suite F210, Redmond, WA for dinner and
an informal discussion of board member roles, the Association of
College Trustees (ACT), and an update on BC Futures.

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 June 6, 2018 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Merisa Heu-Weller, Chair, presided.

EXECUTIVE SESSION

Trustee Heu-Weller announced that there would be an executive session for approximately one hour to evaluate the performances of public employees and discuss collective bargaining. At 12:30 pm, Board Chair, Merisa Heu-Weller announced that the meeting would be extended by approximately 5 minutes. The executive session adjourned at 12:37 p.m.

BUSINESS SESSION

The business session was called to order at 12:40 p.m.

I. **ROLL CALL**

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

II. **CONSENT AGENDA**

Greg Dietzel made a motion and Richard Leigh seconded to approve the consent agenda. Minutes from the April 25, 2018 meeting were approved as corrected. The motion passed unanimously.

III. **CONSTITUENT REPORTS**

A. Sue Nightingale, representing Bellevue College Association of Higher Education, reported on the following items:

- a. Ms. Nightingale presented information on 2017-18 faculty salaries including a chart supporting the idea that two-thirds of base salaries for faculty fall below the amount needed for a family of three to live in King County according to Housing and Urban Development (HUD), and statements about the state's obligation to invest in teacher and staff salaries.
- b. Ms. Nightingale also presented funding projections regarding the Running Start program from the Office of Financial Management.
- c. Ms. Nightingale suggested that administrative salaries have increased to a larger extent than faculty salaries.
- d. There was discussion and confusion over the difference in data presented here and what is presented in the College's 2018-19 budget. It was noted that there is a seven percent administrative fee, which the state charges, that might explain the discrepancy. It was noted that the confusion will be resolved after a closer comparison of the data.

B. Becky Turnbull, representing Classified Staff, reported on the following items:

- a. Classified staff will receive a two percent cost of living increase this year, which is good but Ms. Turnbull noted that it falls far behind faculty.

- b. There is a BC Pride event planned for June 12 to recognize the LGBTQ community.
 - c. Two classified staff, Caesar Rangel and Paula MacPherson gave a presentation at the University of Washington recently.
 - d. Ms. Turnbull thanked all classified staff members for advocating for better work environments.
 - e. Peter Prescott and Wellness Center are doing great activities for employees including outdoor yoga. President Weber noted that he recently met with the Wellness Center staff to begin exploring more opportunities for employee health and wellness.
- C. Laura Celis, President of Foundation Board and Jim Chesemore, President Elect of Foundation Board reported on the following items:
- a. Mr. Chesemore thanked Ms. Celis for the work she has done with the Foundation and for the College.
 - b. The Year End celebration and Excellence Awards this afternoon will honor faculty and staff.
 - c. BC Bingo is scheduled for Friday, June 8 and should be a lot of fun.
 - d. Lockwood award recipients were chosen. One of the projects uses virtual reality to augment training and the other focuses on developing course-based undergraduate research experiences.
 - e. BC Foundation has awarded 174 scholarships this year. Ms. Celis recognized Lauren Hardin for simplifying the scholarship application process and coordinating the schedule more efficiently for planning purposes. The goal for next year is to notify recipients by May 1, which would align with awards from high schools. The Foundation would also like to get greater campus community involvement in reviewing scholarship applications.
 - f. Interaction between the Board of Trustees and BC Foundation Board will be discussed at next week's Executive Committee meeting. Ms. Celis thanked board members and staff at the Foundation for the support she has received over the last two years as president of the Foundation Board.
- D. Amber Castaneda, Associated Student Government (ASG) President, represented student government and reported on the following items:
- a. Issues with the ASG Constitution were discovered and Constitution bylaw amendments were made null and void due to a lack of appropriate approval and documentation process. ASG has now approved two rounds of the bylaws amendments and they are presented as first read items.
 - b. ASG has worked hard to ensure the success of next group of ASG representatives by better defining job descriptions.
 - c. LaMeshia Taylor, advisor to ASG, was recognized for her contributions.
 - d. Joedy Morrow, ASG Environmental and Social Responsibility Representative was recognized for her work updating the Student Environmental Sustainability Fee and Student Contract.
 - e. Ms. Castaneda thanked the entire student government team.

IV. **ACTION ITEMS**

A. Tenure Committee Recommendation (off-cycle)

Interim Vice President Gita Bangera presented a third-year, off-cycle candidate for tenure.

Motion 02:18

It was moved by Trustee Leigh and seconded by Trustee Dietzel that:

The Board of Trustees of Community College District VIII hereby grants tenure effective Winter Quarter 2019 to David Spataro.

The motion passed unanimously.

B. Policy 1200 Core Values, Mission and Core Themes

President Weber presented.

Motion 03:18

It was moved by Trustee Dietzel and seconded by Trustee Leigh that the Board of Trustees of Community College District VIII approve the name change and revision to Policy 1200.

The motion passed unanimously.

C. Policy 2200 Admissions Rules

Motion 04:18

It was moved by Trustee Dietzel and seconded by Trustee Fukutaki that the Board of Trustees of Community College District VIII approve the revision of Policy 2200.

The motion was passed unanimously.

Schedule of meetings

It was moved by Michael Cha and seconded by Richard Leigh that the Board of Trustees of Community College District VIII approve the proposed schedule of meeting dates for 2018-19.

The motion was passed unanimously.

V. **FIRST READ ITEMS**

A. 2018-19 Budget

Jennifer Strother, Executive Director of Finance, Sharon Kussy, Director of Budget, and Vice President White presented. Key discussion points included:

- a. Dr. Weber noted that this is a first read item and a two-part process. As the College's budget was being developed, President Weber asked for a subcommittee of board members. Trustee Heu-Weller appointed Trustees Dietzel and Fukutaki.

- b. Trustee Fukutaki thanked the finance department and all the employees involved in budget development for their good work. The information learned through the subcommittee participation was helpful for the Board as they go forward setting strategic direction with the president.
- c. Trustee Dietzel asked Vice President White to confirm that the money borrowed from local funds to keep the College operating while the capital budget had not yet been approved by the state has now been replaced. Vice President White confirmed that the twenty thousand dollars was replaced.
- d. Resources and Planning Council created a new budget process, which President Weber credited as some of the best work he has seen done by a governance council. The process will be refined a little, but it will contribute to greater transparency and accountability with goals and metrics.
- e. It was noted by President Weber that the format for presenting the budget next year will also include the operating budget.
- f. Trustee Cha brought up a discussion on Financial Aid. It was clarified that enrollments are down, which shows it is becoming more and more difficult for students.

B. Services and Activities Budget

Amber Castaneda, ASG President, and Sylvia Huang, ASG Treasurer, presented. Key discussion points included:

- a. The committee began meeting and reviewing budget requests at the beginning of spring quarter.
- b. The Financial code also need updating to help the committee work more efficiently, with a better timeline.
- c. Pay equity was an issue that the students addressed, with an eye on consistency and with knowledge of minimum wage increases in Seattle. It was important to include the stipulation about paying students a minimum of \$13 per hour.
- d. Many programs were inactive for several years, so these funds were reallocated.
- e. An accumulated fund balance from the previous year will fund activities for next year.
- f. Dean Mike Kaptik clarified that peer-to-peer mentoring is under reevaluation and a replacement will be identified next year. The funds from this will be used to fund two other programs.

C. ASG Constitution Amendments

Amber Castaneda, President of ASG, presented. Key discussion points included:

- a. Trustee Heu-Weller recognized the work the students have done to bring their constitution up to date
- b. It was noted that Articles should be consistent in language referring to the “simple majority of voting students.”
- c. Consistency in how roles are stated should also be addressed.

- d. Article 11 should be titled "Elections and Hiring."

VI. INFORMATION ITEMS

A. Student Success – Welcome Center

Vice President Karim and Dean Rae Ellen Reas presented. Key discussion points included:

- a. A proposal was presented a year ago to redesign Student Affairs to a student-centric approach.
- b. A steering committee is working on developing the group advising model. The Customer Relations Management (CRM) system will help with that. It is a combination of technology and high-touch advising. President Weber also mentioned that Guided Pathways, including meta majors, will inform that design.
- c. There will be very specific outcomes and assessment, all aligned with Achieving the Dream framework

B. Marketing – Annual Report

Vice President Gayle Barge presented. The following key points were included:

- a. Vice President Barge commended the Marketing team for their work.
- b. The second part of this plan will be presented at the June 20, 2018 Board of Trustees meeting.
- c. Placed stories that got a lot of attention included the Deferred Action for Childhood Arrivals (DACA) press conference.
- d. Trustee Heu-Weller mentioned that she is happy to share the good work of the College through LinkedIn. Links will be included in the Board's e-newsletter to help with this.
- e. The numbers presented will serve as a baseline. A framework and metrics will be developed. This will be presented later. Whenever Marketing Department can work with a company on comparative data, then it will be shared with Trustees.
- f. Trustee Dietzel mentioned the importance of emphasizing not only affordability, but high quality education, particularly that our students do as well or better in their third year when they transfer from BC to university.
- g. Discussion on where prospective students go to get their education. President Weber mentioned that we draw fifty percent of students from outside the service region.
- h. Trustee Cha mentioned that the plan emphasizes mainly 4-year degrees. Market research was used to identify gaps and opportunities; Bellevue College is already well known for 2-year and transfer. It was also noted that the College has invested significantly in 4-year programs, so it makes sense to focus on that area.
- i. Trustee Dietzel was appointed to the State Board for Community and Technical Colleges (SBCTC) Association of Trustees and will work to explore whether current rules, some of which were written decades ago, still support the College's ability to best serve the students in the region.

VII. **PRESIDENT'S REPORT**

President Weber provided a progress report. Key Points included:

- A. President Weber noted that certain changes are needed for community colleges to be the real engines of the workforce.
- B. Rich Cummins has been hired on a part-time basis to begin working on the attainable housing initiative. Bellevue College is partnering with the City of Bellevue, Bellevue School District, Overlake Hospital, and Bellevue Chamber of Commerce to begin information gathering for development of a heat map indicating housing and transportation options.
- C. Fulbright Scholar James Riggall will be asked to return to Bellevue College to continue exploring Virtual Reality and Augmented Reality.
- D. A brainstorming session will be held this Thursday and Friday for planning of the transdisciplinary innovations building. Microsoft has offered to assist the College on some of this planning.
- E. When these new buildings are done, President Weber plans to look at the physical space challenges that currently exist. The goal is for the physical space to equal the quality of instruction.

VIII. **BOARD REPORTS**

- A. Trustee Dietzel is eager to learn more about his new role as a member of the SBCTC Trustee Association.

IX. **UNSCHEDULED BUSINESS**

- A. None

Meeting adjourned at 2:40 p.m.

Merisa Hue-Weller, Chair
Board of Trustees

ATTEST:

Donna Sullivan
Secretary, Board of Trustees
Community College District VIII



**BELLEVUE
COLLEGE**

REGULAR MEETING AGENDA ITEM

ASSOCIATED STUDENTS OF BELLEVUE COLLEGE CONSTITUTION

INFORMATION

FIRST READ

ACTION

Description

The Associated Students of Bellevue College (ASBC) requests approval of its revised Constitution.

Key Questions

- * What are the reasons for the revisions?
- * Were there any further revisions following the first read?

Analysis

The Associated Students of Bellevue College (ASBC) presented revisions of its Bylaws and Constitution to the Board of Trustees at their June 6, 2018 meeting. The following revisions were proposed:

- * Amendment 1.1 proposes a change in the Board of Director positional makeup.
- * Amendment 1.2 proposes a simplification in the ASG structure and processes.
- * Amendment 1.3 proposes a change in Article 7:Finances which was proposed in Amendment 1.2

Further changes, recommended by the Board of Trustees for consistency in language, have been made throughout the document.

Background/Supplemental Information

ASBC Constitution (Revised)

Recommendation/Outcomes

ASBC asks that the Board of Trustees of Community College District VIII approves the proposed changes to the ASBC Constitution.

Prepared by: Michael Kaptik, Dean of Student Life
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ASSOCIATED STUDENTS OF BELLEVUE COLLEGE

CONSTITUTION

COMMUNITY COLLEGE DISTRICT VIII

Bellevue College

Bellevue, Washington 98007

PREAMBLE

We, the Associated Students of Bellevue College do ordain and establish the Constitution stated below to insure that we as students of Bellevue College are suitably represented and exercise our rights to participate in decisions concerning our education Bellevue College; to represent the students' needs and desires under this Constitution and within its jurisdiction.

ARTICLE 1: NAME

The name of the Association under this Constitution shall be Associated Students of Bellevue College.

ARTICLE 2: AUTHORITY AND POWERS

Under Washington State law, the Board of Trustees of Bellevue College District VIII is charged with the ultimate authority and responsibility for all programs and services at Bellevue College. The programs and services that are offered by the Associated Students of Bellevue College have been delegated by the District VIII Board of Trustees to the student body government to administer under the direction of the college administration. In acceptance of this authority and responsibility, the Associated Student Board of Directors recognize its

responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington.

ARTICLE 3: MEMBERSHIP

All students of Bellevue College, upon paying tuition fees, shall be members of this organization and subject to the Student Code of Bellevue College.

ARTICLE 4: EXECUTIVE DIRECTORS

Section 1: Membership

The Executive Directors of the Associated Students of Bellevue College shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the President and the Vice President.

Section 2: Authority

The Executive Directors shall have the authority and be responsible for implementing all matters of legislation enacted by the Board of Directors.

ARTICLE 5: BOARD OF DIRECTORS

Section 1: Membership

The membership of the Associated Students of Bellevue College Board of Directors shall

consist of the Executive Directors, and at least four (4) Representatives/Members to be appointed by a hiring committee as set forth by the ASBC Bylaws.

Section 2: Authority

All legislative powers herein granted shall be vested in the Board of Directors of the Associated Students of Bellevue College. Such powers include the direction and regulation of all activities and policies of the Associated Students of Bellevue College and the enactment of measures for the general welfare of the Associated Students of Bellevue College. The Board of Directors shall be responsible for ensuring student membership on Bellevue College policy-recommending councils and for determining the student membership on Activity Boards which allocate student funds for programs on campus.

The Board of Directors shall have the authority to and be responsible for the charter of ASBC clubs and programs.

ARTICLE 6: JUDICIAL OVERSIGHT COMMITTEE

The Judicial Oversight of the ASBC shall be held in accordance with conditions set forth in the ASBC By-Laws.

ARTICLE 7: FINANCES

Section 1: S&A Committee

The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large to be appointed in accordance with conditions set forth in the ASBC By-Laws.

Section 2: Raising Fees

Associated Students of Bellevue College Board of Directors cannot levy or raise any student fees other than the Service and Activity Fee without a majority vote by the student body in a general or special election.

Section 3: S&A Fund Allocation

Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a comprehensive request for funds to the Services and Activities Fee Budget Committee for the next academic year before any funds can be allocated.

Section 4: S&A Fee Budget Committee Recommendations

The Services and Activities Fee Budget Committee recommendations shall be reviewed by the Board of Directors. Upon concurrence by the Board of Directors with the Services and Activities Fee Budget Committee recommendations, these recommendations shall be submitted to the College President.

ARTICLE 8: ELECTIONS & HIRING

Elections and/or hiring shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws.

ARTICLE 9: VACANCIES

Section 1: Officer Vacancy

Should a vacancy occur on the ASBC Board of Directors, the Election Committee shall select and present a potential candidate to

the remaining Board of Directors for confirmation of their appointment.

Section 2: Presidential Vacancy

If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint the Vice President as President.

ARTICLE 10: REMOVAL

Removal proceedings may be initiated against a member of the ASBC Board Directors in accordance with conditions set forth in the ASBC By-Laws.

ARTICLE 11: BY-LAWS

The By-Laws of the Associated Students of Bellevue College shall be the lawful means by which the provisions of the Constitution shall be implemented.

ARTICLE 12: AMENDMENT

Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a simple majority of the Associated Students of Bellevue College in a regular or special election.

ARTICLE 13: IMPLEMENTATION

This Constitution shall be implemented upon its adoption by a simple majority of the Associated Students of Bellevue College in a regular or special election and upon approval of the Bellevue College District VIII Board of Trustees.

**ASSOCIATED STUDENTS OF BELLEVUE COLLEGE CONSTITUTION
COMMUNITY COLLEGE DISTRICT VIII
Bellevue College
Bellevue, Washington 98007**

Overview

We, the Associated Students of Bellevue College do ordain and establish the Constitution stated below to insure that we as students of Bellevue College are suitably represented and exercise our rights to participate in decisions concerning our education at Bellevue College; to represent the students' needs and desires under this Constitution and within its jurisdiction.

All students of Bellevue College, upon paying tuition fees, shall be members of this organization and subject to the Student Code of Bellevue College (ASBC).

Constitutional Changes

During the Summer and Fall quarters of the 2017-18 academic year, we, the current ASBC Board of Director/ASG, discovered that there was not a good system in place for ensuring the success of our student government in making and implementing change on behalf of our constituency, the Associated Students of Bellevue College. There was a lot of ambiguity about our positions and a student government's place on the Bellevue College campus. We then decided to dedicate our term to implementing internal changes and processes that would ensure the success of future ASBC Board members and teams. What this meant for us is that we needed to dive deep in analyzing our own positions and what a Student Government should have the power to do at any institution.

During this process we discovered that due to past record keeping challenges and Constitutional changes not being taken through the proper channels and documented properly, we had to revert back to an ASBC Constitution that was more than a decade old, after which there had been 2 revisions; the newest of which we had previously been operating under.

The changes that we are now asking the ASBC to vote on are a combination of revisions that previous teams had made and what we found are the most appropriate for our students, campus and institution in 2018 and going forward.

Please Vote **Yes** or **No** on the following proposed ~~seven-ten~~ (107) amendments as a whole.

Proposed Amendment #1

ARTICLE 4: EXECUTIVE DIRECTORS

Section 1: Membership

Current: *The Executive Directors of the Associated Students of Bellevue College shall consist of the President, Vice President for Student Affairs and Pluralism, and Vice President for Finance and Communication.*

Revision: The Executive Directors of the Associated Students of Bellevue College shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the President and the Vice President.

Rationale: This change is being proposed in order to simplify the structure of ASG, and streamline processes. The function of the Vice President of Finance and Communication shall be served by the introduction of a Treasurer.

After attending many conferences for Student Governments and researching the effectiveness of our current organizational structure, we found that it was not functional to have more than one VP, as the VP of Finance and Communication essentially operated as a Treasurer and the VP of Student Affairs and Pluralism shared responsibilities with our Environmental and Social Responsibility Rep. We have emphasized pluralism and student affairs responsibilities in our new Social Responsibility Representative position, changed the VP of Finance and Communication to Treasurer and created a more comprehensive VP position that operates as more of a liaison between the President and the Representatives to ensure the success of the Board of Directors by assisting in managing team projects and responsibilities.

Proposed Amendment #2

ARTICLE 5: BOARD OF DIRECTORS

a)

Section 1: Membership

Current: *The membership of the Associated Students of Bellevue College Board of Directors shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the Executive Directors, four Representatives.*

Revised: The membership of the Associated Students of Bellevue College Board of Directors shall consist of the Executive Directors, and at least four (4) Representatives/Members.

Rationale: This change is being proposed in order to reflect the current position makeup of the Associated Student Government, which has **five** representative positions and a non-representative member, not four representatives. The wording *at least four* has been chosen in order to provide flexibility for future ASG administrations to change the structure of ASG, while providing a basis of stability a minimum number of position provides.

The change that removes “shall be elected by a simple majority of the Associated Students of Bellevue College and” was a revision that was attempted in 2016 that ensures that there are positions like the representative positions that can be hired, rather than elected, which allows for an interview process to ensure candidates are qualified for the specific duties their positions is required to accomplish.

The Treasurer has been added to take over the responsibilities of the Vice President of Finance and Communications.

b)

Section 2: Authority

Addition: The Board of Directors shall have the authority to and be responsible for the charter of ASBC clubs and programs.

Rationale: This paragraph was under Judicial authorities when it has been functioning as a responsibility of the Events Representative (previously Campus Life and Events Representative) the Board of Directors. This was also a revision that was attempted in 2016.

Proposed Amendment #3

Current:

ARTICLE 6: JUDICIAL BOARD

Section 1: Membership The Judicial Board of the Associated Students of Bellevue College shall consist of the Chief Justice who will be elected by a simple majority of the Associated Students of Bellevue College; And two Associate Justices. The Chief Justice will serve as Chairman of the Judicial Board.

Section 2: Authority The Judicial Board has the authority to veto/suspend any act passed or procedure by the Board of Directors that appears to be in conflict with the ASBC By-laws, constitution or policies and procedures that govern student rights. The Judicial Board must return their veto with noted objections by the next regularly scheduled meeting of the Board of Directors who shall proceed to reconsider it. If after such consideration, two-thirds of the Board of Directors agrees to pass the legislation, it shall be enacted.

The Judicial Board shall have the authority to and be responsible for the charter of ASBC clubs, organizations or associations.

Revision:

ARTICLE 6: JUDICIAL OVERSIGHT COMMITTEE

The Judicial Oversight of the ASBC shall be held in accordance with conditions set forth in the ASBC By-Laws.

Rationale: This is another revision that was made in 2016 and had been operated until this year's Board realized that we needed to revert back to the 2007 version of the ASBC Constitution due to lack of proper documentation and follow of processes of previous teams, back in February. We decided to also change the title to a Judicial Oversight Committee, as we have adjusted our bylaws to create a committee that allows for the participation of students who are not on the Board, as students-at-large, in order to ensure that our constituency is not only informed, but represented in all matter concerning them.

Proposed Amendment #4

a)

ARTICLE 7: FINANCES

Section 1: S&A Committee

Current: *The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Vice President for Finance and Communication, the ASBC President and two (2) students-at-large.*

Revision: The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large.

Rationale: This change is being proposed to reflect the position changes being proposed in previous amendments.

b)

Section 3: S&A Fund Allocation

Current: *Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a request for contingency funds to the Services and Activities Fee Budget Committee before any funds can be allocated.*

Revision: Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a comprehensive request for funds to the Services and Activities Fee Budget Committee for the next academic year before any funds can be allocated.

Rationale: The revisions here are simply to ensure the comprehension of this section by not only the institution, the Board of Directors and the ASBC by making clear what said programs must accomplish in order to be considered for S&A allocations.

Proposed Amendment #5

ARTICLE 8: ELECTIONS

Current: Elections shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws.

Revisions: Elections and/or hiring shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws

Rationale: This revision is intended to allow for the option of hiring, as well as elections, as set forth by the bylaws that have been voting on and ratified by the ASBC Board of Directors and can be changed and ratified by future ASG's.

Proposed Amendment #6

ARTICLE 9: VACANCIES

Section 2: Presidential Vacancy

Current: If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint one of the remaining Executive Directors, in order of succession as stated in the ASBC By-laws, as President.

Revision: If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint the Vice President as President.

Rationale: This section is updated in accordance with the changes in the Executive Board as outlined in previous amendments.

Proposed Amendment #7

ARTICLE 12: AMENDMENT

Current: Amendments to the Constitution may be proposed by the Justice Board and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

Revisions: Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

Rationale: This revision reflects the elimination of the Justice Board and ensure that any member of the Board of Directors, who are also members of the newly formed Judicial Oversight Committee, may propose changes to the Constitution to the Board of Directors for a vote.

Proposed Amendment #8

a)

ARTICLE 5: BOARD OF DIRECTORS

Section 1: Membership

Current: The membership of the Associated Students of Bellevue College Board of Directors shall consist of the Executive Directors, and at least four (4) Representatives/Members.

Revisions: The membership of the Associated Students of Bellevue College Board of Directors shall consist of the Executive Directors, and at least four (4) Representatives/Members to be appointed by a hiring committee as set forth by the ASBC Bylaws.

b)

ARTICLE 7: FINANCES

Section 1: S&A Committee

Current: The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large.

Revisions: The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large to be appointed in accordance with conditions set forth in the ASBC By-Laws.

Rationale: These revisions were recommended by the Board of Trustees during our first read on Wednesday, June 6th, 2018 in order to be consistent with the remainder of the Constitution.

Proposed Amendment #9

ARTICLE 8: ELECTIONS

Current: ARTICLE 8: ELECTIONS

Revisions: ARTICLE 8: ELECTIONS & HIRING

Rationale: Also recommended by the Board of Trustees during the Wednesday, June 6th meeting in order to reflect changes made to this section in previous amendments.

Proposed Amendment #10

a)

ARTICLE 12: AMENDMENTS

Current: Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

Revisions: Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a simple majority of the Associated Students of Bellevue College in a regular or special election.

b)

ARTICLE 13: IMPLEMENTATION

Current: This Constitution shall be implemented upon its adoption by a majority vote of the students voting-in a regular or special election and upon approval of the Bellevue College District VIII Board of Trustees.

Revisions: This Constitution shall be implemented upon its adoption by a simple majority of the Associated Students of Bellevue College in a regular or special election and upon approval of the Bellevue College District VIII Board of Trustees.

Rationale: These revisions were also recommended by the Board of Trustees during our first read on Wednesday, June 6th, 2018 in order to be consistent with the remainder of the Constitution.



REGULAR MEETING AGENDA ITEM

2018-2019 SERVICES & ACTIVITIES FEE BUDGET

INFORMATION

FIRST READ

ACTION

Description

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

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

- Sylvia Huang* - ASG VP of Finance (Chair)
- Amber Castaneda* - ASG President
- Trygve Vandal* - Student at Large
- Emmanuel Tshimanga* - Student at Large
- Jennifer Strother* - Administrator
- Trevor Gamble* - Faculty
- David Mann* - Classified Staff
- Michael Kaptik – Dean of Student Life

The committee completed its deliberations and prepared a recommendation for the 2018-2019 year, which was approved unanimously and presented for consideration at the June 6, 2018 Board of Trustees meeting.

Key Questions

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

Analysis

The proposed services and activities budget recommendations fund \$2,593,228 to student funded programs (2,820,878 with distributions to 3 reserve budgets). The recommended budget model spends from revenues collected during the 2017-18 fiscal period. The proposed 2018-2019 year budget is practically equal (0.08% drop) from the 2017-2018 year budget.

Regular Meeting Agenda Item
2018-19 Services and Activities Fee Budget

Background/Supplemental Information

2018-19 ASG Services and Activities Fee Budget

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII vote to approve the 2018-19 ASG Services and Activities budget.

Prepared by: Dr. Ata Karim, Vice President of Student Affairs
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2017-18 ASG SERVICES AND ACTIVITIES FEE BUDGET

Recommendation by 2017-18 S&A Committee (4/16/2018);

Approved by ASG (4/20/2018);

Pending approval by BC BOT.

PROGRAM	Budget Number	2018-19 Allocation	2018-19 Request	2017-18 Allocation	Fund Balance (est. 4/10)	Prog. Income (proj.)
ASSOCIATED STUDENT GOVERNMENT (ASG)	1900	175,529	210,786	165,958	10,000	0
STUDENT LEGISLATIVE COMMITTEE	1901	25,786	25,786	35,000	20,000	0
CAMPUS ACTIVITIES BOARD	1902	135,000	151,025	129,000	50,000	1,000
CULTURAL ACTIVITIES FUND	1903	13,000	13,000	13,000	0	0
STUDENT PROGRAMS SUPPORT	1906	395,000	395,000	300,058	5,000	0
PHI THETA KAPPA	1909	0	0	16,250	24,900	4,500
ASBCC CLUB CONTINGENCY	1910	15,000	15,000	15,000	0	0
RADIATION AND IMAGING (BAS)	1911	-20,000	5,000	5,000	0	0
INTERNATIONAL STUDENT ASSOC.	1913	13,000	13,000	13,000	2,397	1,000
LGBTQ CENTER	1915	14,000	23,706	14,000	0	520
PALS CENTER	1916	100,000	100,000	100,000	51,000	7,859
BSU	1917	14,000	20,000	14,000	0	1,500
STUDENT SCIENCE ASSOCIATION	1918	0	0	0	10,584	0
EL CENTRO LATINIO	1919	14,000	21,594	14,000	0	500
BUSINESS LEADERSHIP CLUB	1920	47,000	61,130	57,500	0	0
MCS CULTURAL FUND	1921	28,500	42,245	28,500	1,000	0
INTERCOLLEGIATE RENTALS	1923	12,000	12,000	12,000	0	180,000
ALUMNI OUTREACH	1924	-17,785	0	1,000	0	0
CAREER CENTER INTERNSHIP	1925	33,000	33,000	33,000	0	0
SP WEBSITE & TECHNOLOGY	1926	69,450	69,450	69,450	6,000	0
BCAVETS	1927	5,500	5,500	5,500	3,700	0
LIBRARY GALLERY SPACE	1928	10,750	10,750	10,750	0	0
SPEECH & DEBATE SOCIETY	1929	10,000	19,000	19,000	13,000	2,300
INTERCOLLEGIATE TOURNEY TRAVEL	1930	20,000	20,000	18,000	0	0
DISABILITY RESOURCE CENTER	1931	7,000	27,000	27,000	23,151	0
MATH LAB	1932	72,000	78,300	72,000	0	0
TELOS STUDENT ORGANIZATION (TSO)	1935	0	0	0	0	0
BC STUDENT HANDBOOK	1936	-13,000	14,000	22,000	0	0
MUSICAL PRODUCTIONS CHORAL	1937	78,000	98,950	78,000	0	20,000

DIGITAL MEDIA DESIGN	1938	-9,000	0	4,500	0	0
ACADEMIC SUCCESS CENTER	1939	144,000	141,614	133,158	0	0
WATCHDOG (Formerly JIBSHEET)	1940	75,500	75,500	75,500	26,000	41,500
RADIO STATION KBCS	1941	32,000	35,000	32,000	0	0
DRAMA PRODUCTIONS	1943	23,000	23,000	22,500	1,000	0
MUSIC PROD-INSTRUMENTAL	1944	41,000	55,000	39,000	2,000	16,400
BC DANCE PRODUCTION	1945	3,000	7,000	10,000	9,000	2,500
BELLETRIST LITERARY JOURNAL	1946	4,577	4,577	5,494	3,000	35
CENTER FOR CAREER CONNECTIONS	1947	53,500	53,500	53,500	0	156,576
STAGEFRIGHT DRAMA CLUB	1948	13,000	14,000	13,000	2,000	3,000
ASIAN-PACIFIC ISLANDERS S A	1953	14,000	14,000	14,000	6,000	500
ARABIC CULTURE STUDENT ASSOC.	1954	14,000	14,000	14,000	0	500
DECA	1955	76,000	83,000	26,000	0	12,000
CIVIL RIGHTS PILGRIMAGE	1956	9,000	20,050	9,000	0	31,800
BC INFO SYSTEMS & TECHNOLOGY ASSOCIATION	1957	1,000	4,000	3,000	2,000	0
HEALTHCARE TECHNOLOGY AND MANAGEMENT (1958	-5,000	0	4,500	4,608	0
BC AMBASSADORS	1959	33,000	92,156	30,000	0	0
INTERCOLLEGIATE ATHLETICS	1962	75,000	75,000	70,000	0	0
WOMEN'S GOLF	1963	8,500	8,500	7,750	0	0
MEN'S BASKETBALL	1964	11,000	11,000	10,000	0	0
MEN'S BASEBALL	1965	11,000	11,000	10,000	0	0
MEN'S (AND WOMEN'S) GOLF	1966	8,500	8,500	7,750	0	0
WOMEN'S BASKETBALL	1971	11,000	11,000	10,000	0	0
WOMEN'S VOLLEYBALL	1972	10,000	10,000	9,000	0	0
WOMEN'S SOFTBALL	1973	11,000	11,000	10,000	0	0
MEN'S SOCCER	1974	11,000	11,000	10,000	0	0
STUDENT TRAVEL COORD.	1975	79,196	79,196	77,300	0	0
WELLNESS CENTER	1976	33,000	33,000	33,000	2,200	1,000
WOMEN'S SOCCER	1977	11,000	11,000	10,000	0	0
WOMEN'S TENNIS	1978	5,500	5,500	4,700	0	0
MEN'S TENNIS	1979	5,500	5,500	4,700	0	0
PEER-TO-PEER MENTORING	1980	60,000	110,000	110,000	37,000	0
LEADERSHIP INSTITUTE	1981	77,000	75,000	75,000	0	0
STUDENT CHILDCARE CTR.	1982	275,000	275,000	275,000	0	0
STUDENT PROGRAMS REMODEL	1983	50,000		50,000	196,310	0
ASG RESERVE	1984	127,650		127,650	13,000	0
INTERIOR DESIGN STU. ASSOC.	1985	7,000	12,100	12,000	5,750	250

ONE-TIME GRANTS	1986	50,000		50,000	48,671	0
OPEN HOUSE	1987	10,000	12,000	12,000	0	0
AMERICAN SIGN LANGUAGE	1988	4,500	4,500	4,500	2,300	1,000
CHEER SQUAD	1989	14,500	14,500	14,500	170	1,650
MODEL UNITED NATIONS	1992	33,000	37,012	33,000	1,000	11,000
NURSING STUDENT ASSOCIATION	1993	13,000	13,000	13,000	1,000	2,000
BAS DATA ANALYTICS	19xx	3,000	3,000	0	0	0
RISE Learning Inst. Makerspace	19yy	25,725	25,725	0	0	0
TOTAL		2,820,878	2,994,652	2,827,968	583,741	500,890

REGULAR MEETING AGENDA ITEM

2018 – 19 COLLEGE BUDGET

INFORMATION

FIRST READ

ACTION

Description

The Bellevue College Operating Budget for fiscal year 2018-19 is presented to the Board of Trustees for approval. To assist the Board in considering the proposed budget, a comparison of the initial 2017-18 and the 2018-19 budget was provided with the Reserve Report (Attachment #1) at the June 6, 2018 meeting.

Key Questions

- * What is the 2018-19 budgetary plan for all funds, excluding capital?

Analysis

The fiscal year 2018-19 budget was developed based on the following assumptions:

- State Allocation increase includes funding for annualized 3.02 % COLA/Health benefit pass through, tuition backfill, and enrollment decline.
- Running Start has a projected 1% enrollment growth and reflects a rate increase of 23.8% in accordance with legislation.
- International Programs has a projected revenue decline due to decline in Intensive English Language Institute enrollment.
- Faculty blended increase of 4.55% is included. The increase reflects a blended COLA of 3.06% and 2 additional non-instruction contract days.

Background/Supplemental Information

- Attachment 1: Proposed 2018-19 College Budget and Reserve report

REGULAR MEETING AGENDA ITEM

Budget Increase / Decrease Explanation	
•	OPERATING FUND
*	State allocation increase \$1,609,554: <ul style="list-style-type: none"> • <\$520,362> base, performance, and enrollment adjustments; • \$2,294,370 compensation, benefit, pension increases; • <\$164,454> tuition backfill worker retraining, & earmarks;
*	Local Operating increase \$253,494: <ul style="list-style-type: none"> • \$396,756 tuition projection increase; • <\$143,262> one time funding and agency reimbursements;
*	Dedicated Local Fund increase \$665,463: <ul style="list-style-type: none"> • \$770,000 increase in projected Continuing Ed revenue; • <\$104,537> decrease in other program revenue;
*	Grant & Contract changes \$1,681,511: <ul style="list-style-type: none"> • <\$845,072> state & federal grant reductions; • \$1,987,634 revenue changes in running start and int'l programs; • \$750,000 interest on the new Student Services building; • <\$211,051> decrease in other program revenue and contribution to reserve;
•	PROPRIETARY FUNDS
*	Adjusted housing work in progress, budget adjustments to reflect department expectations.
•	FINANCIAL AID FUNDS
*	Adjustments to reflect projected student awards.

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII approves the following budget plan for the fiscal year July 1, 2018 through June 30, 2019.

Annual Budget

Operating Funds	\$ 103,413,050
Proprietary Funds	\$ 21,012,041
Financial Aid Funds	<u>\$ 19,990,718</u>
Total 2018-19 Annual Budget	<u>\$ 144,415,809</u>

Reserve Funds

REGULAR MEETING AGENDA ITEM

Contingency Fund	\$ 2,393,183
Operating Reserve	\$ 11,740,913
Proprietary Reserve	\$ <u>3,172,818</u>
Total 2018-19 Reserve Funds	\$ <u>17,306,914</u>

Recommended Motion

That the Board of Trustees of Community College District VIII recommend the college budget plan, as proposed, for fiscal period 2018-2019 be approved. This recommendation of the budget includes the Board of Trustees authorizing:

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

Prepared by: Ray White, Vice President, Administrative Services
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2018-19 COLLEGE BUDGET and RESERVE REPORT

Proposed Revenue Plan by Fund

Includes comparison to initial 2017-18 college budget

	2017-18 BUDGET	Increase/ (Decrease)	2018-19 BUDGET
OPERATING FUND:			
STATE ALLOCATION	\$35,342,849	\$1,609,554	\$36,952,403
LOCAL OPERATING	\$26,876,045	\$253,494	\$27,129,539
DEDICATED LOCAL FUND	\$13,525,348	\$665,463	\$14,190,811
GRANTS & CONTRACTS	\$23,458,786	\$1,681,511	\$25,140,297
TOTAL OPERATING FUNDS:	\$99,203,028	\$4,210,022	\$103,413,050
PROPRIETARY FUNDS:			
COMPUTER SERVICE FUND	\$10,001	\$0	10,001
PRINTING FUND	\$881,330	-\$135,369	745,961
ASSOCIATED STUDENTS	\$3,807,923	\$230,550	4,038,473
BOOKSTORE	\$3,237,600	-\$100,100	3,137,500
PARKING	\$2,903,613	-\$58,646	2,844,967
FOOD SERVICES	\$1,882,540	\$353,592	2,236,132
OTHER AUXILIARY ENTERPRISES	\$4,284,766	\$129,471	4,414,237
HOUSING	5,208,452	-\$1,623,682	3,584,770
TOTAL PROPRIETARY FUNDS:	\$22,216,225	-\$1,204,184	\$21,012,041
FINANCIAL AID FUNDS:			
GRANTS IN AID	\$12,996,572	-\$1,765,876	11,230,696
STUDENT LOAN	\$10,000,000	-\$2,500,000	7,500,000
STATE WORK STUDY	\$80,621	\$229,401	310,022
FINANCIAL AID FUND	\$963,500	-\$13,500	950,000
TOTAL FINANCIAL AID FUNDS:	\$24,040,693	-\$4,049,975	\$19,990,718
TOTAL ANNUAL REVENUE:	\$145,459,946	-\$1,044,137	\$144,415,809

2018-19 COLLEGE RESERVE REPORT	
	Reserve
RESERVE PER POLICY 7110	
Contingency Fund (3% State Operating)	\$2,393,183
Operating Reserve 15%	\$11,740,913
Proprietary Reserve 15%	\$3,172,818
TOTAL ANNUAL RESERVE REQUIREMENT	\$17,306,914
RESERVE FUNDS	
Debt Reserve	\$13,063,000
Student Housing Reserve	\$2,000,000
Subtotal Reserve	\$15,063,000
TOTAL RESERVED	\$32,369,914



**BELLEVUE
COLLEGE**

REGULAR MEETING AGENDA ITEM

REVISIONS TO 1440 DISCRIMINATION, HARASSMENT, AND RETALIATION AND 1450 GENERAL COMPLAINTS

INFORMATION

FIRST READ

ACTION

Description

The Office of Equity and Pluralism (OEP), in order to comply with Office for Civil Rights (OCR) recommendations, has revised policies 1440 and 1450. These revisions have been coordinated with revisions to Policy 2050 Student Conduct Code to ensure consistent definitions. The new versions clarify and separate the issues of discrimination based on a protected class from general complaints and academic disputes.

Key Questions

- * Why were these policies revised together?
- * How are we defining “discrimination” separate from general complaints?

Analysis

The current versions of 1440 and 1450 are outdated and inconsistent. In order to develop broad consensus on these important policies, the OEP collaborated with policy and subject matter experts: Rachel Wellman and Jill Powell (Title IX); Tracy Biga MacLean (Interim Policy Coordinator); Maryam Jacobs (Systems Internal Auditor, WA State, Office for Civil Rights); Bruce Marvin (Assistant Attorney General [AAG]); Megan Kaptik (Student Conduct Officer); Charles Sims (Interim Vice President of Human Resources); Sayumi Irey (Interim Vice President for Diversity). BC Governance input from the circulation of a prior draft was also incorporated.

The purpose of the 1440 revision was to define “discrimination based on a protected class” more clearly and in keeping with current practice as well as to separate the policy from the procedures designed to remediate violations of the policy. Remedies for violations can now be found in 1440P. Definitions were also updated. The title of this policy and the related procedure were changed to better reflect the purpose of the policy and procedures.

Policy 1450, previously called “General Complaints,” included language about discrimination, which is covered in policy 1440. That material was moved. The title was changed to “General Complaint

REGULAR MEETING AGENDA ITEM

continued

Resolution” to better reflect the purpose of the policy. Policy 1450 stands as a broad statement about resolving general complaints. It is related to 1450P, a procedure for resolving general complaints, and 1450P2, a procedure concerned with student academic disputes.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves revisions to policies 1440 and 1450 at the September 5, 2018 meeting.

Prepared by: Sayumi Irely, Interim Vice President, Office of Equity and Pluralism
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1440 Prevention of Discrimination, Harassment and Retaliation

Original Date: 7/22/2008 * Last Revision Effective: 2/5/2015
Policy Contact: Vice President, Human Resources

POLICY

It is the policy of Bellevue College (College) to provide a working and learning environment free from discrimination against and harassment of individuals based on their membership in a protected class, or based on their status as individuals impacted by sexual misconduct, and to investigate and resolve reported violations in an equitable and timely fashion. Retaliation against individuals who file reports or otherwise participate in investigative and disciplinary procedures designed to address violations of this policy is also prohibited, or retaliation. This policy expressly prohibits conduct that discriminates against individuals or groups based on their race or ethnicity, color, national origin, sex, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.

This policy also prohibits retaliation directed at any individual who reports or files a claim of discrimination or harassment, or who participates in an investigation of a claim of discrimination or harassment. Any member of the college community who is found to have engaged in unlawful discrimination, harassment or retaliation is subject to appropriate corrective or disciplinary action in accordance with applicable college policies and collective bargaining agreements.

Scope of Policy

This policy applies to prohibits discriminatory, harassing, or retaliatory conduct whether physical, verbal, or non-verbal, occurring:

- Anywhere on the college's campuses on the college campus, in college facilities (including vehicles);
- and At any college-sponsored event or activity, whether on or off campus (such as social functions, athletic events, celebrations, or conferences, etc.);
- Off-campus, when such conduct adversely affects a member of members of the college community or the pursuit of the college's objectives; or
- Through the college's computer, telephone, or other electronic communication systems. Messages or communications sent or downloaded by an employee or student through the college's electronic or telephone communication systems are also subject to the college's anti-discrimination policies.

This policy does not alter or modify laws, regulations, or college policies applicable to the legitimate exercise of academic freedom or constitutionally rights protected rights. General complaints unrelated to discrimination or harassment based on membership in a protected class or retaliation are addressed in Policy 1450.

Prohibited Conduct

This policy prohibits discrimination and harassment based on an individual's membership in the following classes that are subject to protection under federal, state, or local law:

- Presence of any sensory, mental, or physical disability
- Use of a trained dog guide or service animal
- HIV/AIDS and hepatitis C status
- Race/color
- Creed/religion
- Sex (including pregnancy)
- Marital status
- Age
- Sexual orientation, including gender identity or expression
- Genetic information
- Honorably discharged veteran or military status
- Parties impacted by sexual misconduct
- Membership in any other group protected by federal, state, or local law

Commented [TBM1]: Moved and revised for clarity and additional protected classes.

Retaliation against any individual who reports, files a claim, or participates in an investigation or disciplinary proceeding involving alleged violations of this policy is also prohibited.

Consequences of Policy Violations. Reports of violations of this policy by employees, students, or visitors will be reviewed according to the procedures described in 1440P to determine what interim measures, investigations, remediation, or other actions are required or recommended.

Students and employees found to have violated this policy may be subject to corrective or disciplinary action, up to and including dismissal from the college or dismissal from employment. Disciplinary action against students violated this policy will be handled by the student conduct officer according to the student conduct code (Policy 2050). Disciplinary action against employees violating this policy will be handed by the responding party's supervisor or appropriate college official according to college policy. Any corrective action taken will be consistent with applicable collective bargaining agreements, college policies and procedures and/or state and federal law.

In some instances, employees who violate state or federal anti-discrimination laws may be subject to personal liability in a civil lawsuit. The college, through the WA State Attorney General's office, is authorized to defend and indemnify a college employee only when the employee acts in good faith and within the scope of their official duties. Employees involved in complaint procedures are entitled to representation consistent with their collective bargaining agreements and in the absence of any such agreement, employees may bring a person of his or her choice to the initial and/or any subsequent meetings regarding the complaint.

Employees who are found to have engaged in discrimination, harassment, or retaliation, including administrators, managers or supervisors who are aware of situations but fail to report and/or mediate the situation may be held liable. The attorney general is authorized to defend state employees only when they are acting in good faith within the scope of their official duties. Discriminatory, harassing, or retaliatory conduct in violation of this policy may be determined to be outside the scope of an employee's official duties. (RCW 28B.10.842, 844; RCW 4.92.060-075)

Commented [TBM2]: Covered in 1440P

Responsibilities

Reporting Discrimination, Harassment, or Retaliation

Commented [TBM3]: Moved to previous paragraph.

Commented [TBM4]: Reporting and investigating procedures covered in 1440P.

All employees and students are responsible for:

- Refraining from conduct that is discriminatory, harassing, or retaliatory;
- Taking discrimination, harassment, and retaliation concerns seriously;
- Reporting suspected discriminatory, harassing, or retaliatory conduct to the appropriate authorities in accordance with procedures 1440P and 1440P2; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.

Administrators, supervisors, and faculty members are responsible for:

- Providing a working and learning environment free from discrimination, harassment, and retaliation;
- Monitoring the work and learning environment for potential discrimination, harassment, and retaliation;
- Collaborating, when appropriate, with the human resources and Title IX offices to address inappropriate behavior of co-workers, students, and non-employees;
- Collaborating, when appropriate, with the human resources and Title IX offices to follow-up on situations that have been addressed through the reporting procedure;
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

Responsibilities

Management: Administrators, managers and supervisors are responsible for providing a working and

learning environment free from discrimination, harassment, and retaliation. It is the responsibility of administrators, managers and supervisors to:

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

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

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

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

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

Non-Retaliation

Retaliation against anyone who makes a complaint or who cooperates with an investigation is prohibited. Any individual, who believes s/he has been retaliated against for reporting harassment or discrimination, or for participating in an investigation into a claim of harassment or discrimination, must report this concern to the human resources office (HRO).

Commented [TBM5]: Addressed in a different section

DEFINITIONS

(If applicable)

The following definitions are used for illustrative purposes only and are not intended either to limit or to expand the legal definition of discrimination. Examples provided are for illustrative purposes and are not meant to be comprehensive.

Discrimination

- **Definition:** Discrimination in the workplace or learning environment involves taking an adverse action against or granting preferential treatment to an individual(s) in education or employment because of his/her protected status, i.e., race, ethnicity, color, national origin, sex, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.
- **Examples:** The following are some examples of discriminatory actions. This is only a partial list, and other behaviors or actions may also constitute discrimination:
 - Denying or granting in whole or in part a promotion or other advancement opportunities based

Commented [TBM6]: These definitions have been revised to be current with federal and state law and consistent with the revised student conduct code. Some definitions have been moved to 1440P (procedures) so updates, if necessary to remain current, can be made more easily.

- on an individual's protected status;
- Granting preference in education or employment based on an individual's protected status;
- Assigning grades based on an individual's protected status;
- Making work assignments based on an individual's protected status;
- Denial of use of facilities or equipment based on an individual's protected status;
- Denial of leave, based on an individual's protected status.

Harassment

- **Definition:** Harassment in the working or learning environment consists of unwelcome and objectively offensive conduct (including verbal conduct) that unreasonably interferes with an individual's work or educational activities or that creates an intimidating, hostile, or offensive working or learning environment. Specifically, such conduct is unlawful if it is directed at an individual because of his or her protected status. Objectively offensive conduct means that it must be offensive both to the recipient of the conduct and to a "reasonable person" in the recipient's circumstances. Usually, the conduct must also be either severe or pervasive in order to be unlawful.
- **Examples:** The following are examples of some behaviors that could constitute unlawful harassment. This is only a partial list, and other behaviors may also constitute unlawful harassment:
 - Verbal threats, offensive jokes, epithets, derogatory comments, name calling, ridicule or mockery, or slurs;
 - Gratuitous visual displays such as derogatory posters, photographs, cartoons, drawings, or gestures;
 - Unwanted physical contact or conduct such as touching, intimidation, or blocking normal movement;
 - Retaliatory actions against an individual who reports harassment or threatens to report harassment.

Sexual Harassment

- **Definition:** Sexual harassment is a form of sex discrimination that involves the inappropriate introduction of sexual activities or sexual comments in the working or learning environment. Applicable state and federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal or physical conduct of a sexual nature when:
 - Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual;
 - Such conduct has the purpose or effect of unreasonably interfering with the individual's professional or educational performance or creating an intimidating, hostile, or offensive employment or educational environment.

Sexual harassment may involve relationships of unequal power and contains elements of coercion—as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior of a sexual nature have a harmful effect on an individual's ability to work or study. Sexual harassment in the workplace or in the classroom is unlawful whether it involves harassment between co-workers, harassment between individuals of the same gender, harassment between a manager and an employee, between a faculty member and a student, between students, or harassment between an employee and a vendor or a customer.

- **Examples:** The following are some examples of behaviors that could constitute sexual harassment. This is only a partial list, and there are numerous other behaviors that may also be considered sexual harassment:
 - Making unwanted sexual advances;
 - Offering employment or academic benefits in exchange for sexual favors;
 - Making or threatening reprisals after a negative response to sexual advances;
 - Visual conduct such as leering, making sexual gestures;
 - Gratuitous displays of sexually suggestive objects, pictures, cartoons, or posters;
 - Engaging in verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, the use of sexually degrading words to describe an individual, suggestive or obscene letters, notes or invitations.

Retaliation

- **Definition:** Retaliation is taking an adverse action against an individual because of an individual's

participation in a protected activity, such as reporting concerns formally or informally regarding potential discrimination, harassment, or retaliation; or filing a formal or informal complaint regarding discrimination or harassment; or participating in an investigation of discrimination or harassment.

- *Examples:* The following are examples of some actions or behaviors that could constitute retaliation if the actions are found to be motivated wholly or in part because of an individual's participation in a protected activity as described above. This is only a partial list and other actions or behaviors may also constitute retaliation:

- Poor performance review or grade because of an individual's having participated in a protected activity;
- Termination or expulsion from class because of an individual's having participated in a protected activity;
- Demotion or lack of promotion because of an individual's having participated in a protected activity;

Withholding of special assignment or critical information because of an individual's having participated in a protected activity

RELEVANT LAWS AND OTHER RESOURCES

- [BC procedures 1440/1440P2](#)
- [BC Policy 1450](#)
- [Title VI and VII of the Civil Rights Act of 1964](#)
- [Equal Pay Act of 1963](#)
- [Age Discrimination in Employment Act of 1967 \(ADEA\)](#)
- [Age Discrimination Act of 1975](#)
- [Americans with Disabilities Act of 1990 \(ADA\), as amended](#)
- [Section 504 of the Rehabilitation Act of 1973](#)
- [Title IX of the Educational Amendments of 1972](#)
- [Washington Law Against Discrimination \(WLAD\) chapter 49.60 RCW](#)
- [U.S. Department of Justice Executive Order 13160](#)
- [Violence Against Women Act \(VAWA\) Reauthorization 2013](#)
- [RCW 28B.10.842, 844; RCW 4.92.060-075](#)
- [Chapter RCW 28B.030 Gender Equity in Higher Education](#)
- [Chapter RCW 28B.112 Campus Sexual Violence](#)
- [Chapter 132H-125 WAC \(BC Policy 2050 Student Conduct Code\)](#)
- [Washington State Human Rights Commission](#)
- [Equal Employment Opportunity Commission](#)
- [U.S. Department of Education's Office for Civil Rights](#)
- [Bellevue College Association of Higher Education Collective Bargaining Agreement](#)
- [Washington Public Employees Association Higher Education Collective Bargaining Agreement](#)
- [Washington Federation of State Employees Higher Education Community College coalition Collective Bargaining Agreement](#)

REVISION HISTORY

Original 7/22/2008 - replaced original policy 4200 General Policy on Sexual Harassment
Revisions 3/4/2009; 5/21/2009; 9/11/2012; 2/5/2015

APPROVED BY

Board of Trustees
President's Cabinet

1450 GENERAL COMPLAINT RESOLUTION

Original Date: 9/30/2003 [Symbol] Last Revision Effective: 2/5/2015
Policy Contact: President

POLICY

Bellevue College recognizes that disputes may sometimes arise and that students, employees, and visitors who feel they have been treated unfairly have the right to be heard fairly and promptly. The purpose of this policy and associated procedures is to provide a systematic, fair, and timely way in which to express and resolve misunderstandings, complaints, or dissatisfaction. The college encourages parties involved in a complaint to resolve the conflict or matter informally whenever possible. If resolution cannot be reached, a formal process provides an impartial and equitable way to resolve those conflicts.

This policy applies to general complaints, which are addressed in 1450P, and student academic disputes, which are addressed in 1450P2. Complaints or concerns regarding discrimination, harassment, or retaliation related to a protected class should refer to Policy 1440/1440P. Contract violations are addressed through the appropriate grievance process. Concerns regarding student conduct are addressed through the student conduct code (WAC 132H-125).

RELEVANT LAWS AND OTHER RESOURCES

- WAC 132H-155-010-070
- #1440 Discrimination, Harassment, Retaliation
- #1440P Discrimination, Harassment, Retaliation (Procedures)
- #1450P General Complaint Resolution (Procedures)
- #1450P2 Student Dispute Resolution (Procedures)

REVISION HISTORY

Original 1/15/1996
Revisions 9/30/2003; 3/22/2005; 4/18/2006; 5/21/2009; 9/11/2012; 10/10/2014; 2/5/2015

APPROVED BY

President's Cabinet

~~1450 Complaint Policy~~

~~Original Date: 9/30/2003 * Last Revision Effective: 2/5/2015~~
~~Policy Contact: President~~

~~Policy~~

~~It is the policy of Bellevue College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and staff members. The purpose of this policy and procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances~~

~~about dissatisfaction with college personnel, services, processes or facilities, discrimination or academic issues.~~

~~Bellevue College, through its affirmative action policy and general policy on sexual harassment, and in accordance with state and federal regulations, prohibits discrimination against students and employees on the basis of race or ethnicity, creed, color, national origin, sex, marital status, sexual orientation including gender identity, age, religion, the presence of sensory, mental or physical disability, or status as a disabled or Vietnam era veteran.~~

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

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

~~Relevant Laws And Other Resources~~

- ~~• [WAC 132H 155 010 070](#)~~
- ~~• [Bellevue College Procedure #1450P General Complaint Resolution Procedures](#)~~
- ~~• [Bellevue College Procedure #1450P2 Student Dispute Procedure](#)~~

~~Revision History~~

~~Original 1/15/1996~~

~~Revisions 9/30/2003; 3/22/2005; 4/18/2006; 5/21/2009; 9/11/2012; 10/10/2014; 2/5/2015~~

~~Approved By~~

~~President's Cabinet~~

~~Last Updated February 5, 2015~~

REGULAR MEETING AGENDA ITEM



BELLEVUE
COLLEGE

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

Dana Vukajlovich

Science (Geology/Oceanography)

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, and one off-cycle candidate granted tenure at the June 6, 2018 meeting of the Board of Trustees, there is one final off-cycle candidate for this academic year. The candidate will be presented for Board action at the September 5, 2018 meeting. This candidate's tenure timeline is "off-cycle" 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.

TENURE REVIEW COMMITTEE RECOMMENDATIONS

continued

- 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 September 5, 2018 meeting.

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

Institutional Advancement
Centralized Marketing Plan FY 2018-2023
JUNE 20, 2018

I. Executive Summary

Bellevue College (BC), has an outstanding reputation within the region as an innovative educator for the workforce of the future. Situated within a growing economy and surrounded by major employers in the high demand fields of information technology and healthcare, BC develops educational programs that contribute to community growth, respond to employer needs, and open the doors of opportunity for students from diverse backgrounds.

For the past eight years, external factors have affected the College, including the national decline in college enrollments, a state-mandated tuition reduction, state-funding reductions, and uncertainty around Federal policy changes. Yet the need for people with post-secondary degrees has never been greater.

Growth in the technology sector, how people use technology, and changing U.S. demographics have altered the marketing landscape in ways that are impossible to ignore. Institutions of higher learning have become increasingly competitive in their efforts to attract students and earn mindshare.

In the past two years, the BC marketing and communications team has focused on introducing digital marketing strategies that respond to changes in the marketplace and lay claim to the value that BC offers. Moving forward, a centralized approach to marketing allows the College to build a cohesive, sustainable brand infrastructure that delivers tools to staff and faculty, creates momentum for the brand and strengthens its reach. Externally, a clear, consistent brand message reflecting BC's strengths and values delivered through defined, trackable experiences and using best practices technology will better guide prospective students through communications channels that lead to the "apply" button.

II. The Marketing Environment

BC's marketing environment is complex. A decrease in the high school graduate population has led to declines in college enrollment nationwide. In Washington state, reduced government support for primary and secondary education has contributed to a lack of preparedness and, in some cases, even encouragement, to attend college. While state agency efforts are in place, they are just beginning. Washington colleges and universities have become increasingly competitive for the fewer students who are applying to post-secondary institutions.

Compounding the situation, state-operating appropriations for education have decreased since 2009, which has slowed growth at BC. In addition, student strain from increased education debt load nationally has influenced a state-mandated tuition reduction of five percent through the Affordable Education Act in 2016. The current volatile political environment has potential to impact previous legislation supporting underrepresented minorities.

These factors, and other variables, create a dynamic with impacts that are experienced, but not fully understood. However, Bellevue College is situated within a growing economy and opportunities to grow with it are available with a focused plan.

Economic Overview

More than 740,000 jobs will open in the state of Washington over the next five years. Most of those jobs, mainly in the professional and business sectors, will be filled by workers with a post-secondary credential (i.e. technical certification or license, apprenticeship, associate degree or bachelor's degree). The occupational projections for total nonfarm employment in Washington state for 2015-2025 indicates that one of the major occupational groups with projected increases is computer and mathematical occupations.

The major driver for the economic performance and outlook in the BC region is information and communications technology industries and continued growth is expected. Other industries, such as biotech, healthcare, international trade and manufacturing provide economic diversification.

In East King County, the median household income is \$96,000; more than 150 percent of the national average. Unemployment in King County is 3.7 percent and while still considered low, is inching upward from a low of 3.1 percent in April 2017. Due to the slow recovery, many workers are not able to move out of part-time positions and fewer people are relocating to pursue opportunities, which is considered a national indicator of economic growth.

Education Trends

Increasingly, more job openings require candidates to have a bachelor's degree to demonstrate competencies in hard and soft skills. Yet, only 41 percent of high school graduates in Puget Sound received a bachelor's or a transfer degree within six years of graduation. Efforts are underway by Washington education agencies to increase the number of students that earn a postsecondary degree to 70 percent by 2030 as well as helping students graduate in four years.

Nationally, college enrollments have declined over the past six years. In 2017, four-year programs experienced a 1.5 percent decrease compared to a 10.7 percent drop in students pursuing certificates and 2.3 percent decrease for associate degree seekers. Overall, only 34 percent of colleges nationally met enrollment targets by May 1.

Changing Federal policies may increase volatility within higher education. Policies and funding affecting students who immigrated to the U.S. as minors with their undocumented parents, H1B visa holders who work in technology and the education industry as a whole are being challenged in the political arena and may have downstream impacts on college enrollments.

Impact of Technology

As noted above, many jobs today and in the future will require technological skills. Rapidly changing markets, high demand and a short supply of workers with tech skills has translated into thousands of open, unfilled positions. Local employers such as Microsoft, Amazon and Google, representing a large segment of the Puget Sound workforce, must look for talent outside the region to meet their needs. Innovations in automation, artificial intelligence and virtual reality will affect the jobs of the future, many of which do not currently exist.

Technology has shaped the lives and the worldview of Generation Z, our prospective students born after 1998, and they do not know a life without the internet. Gen Z uses five screens on average (smartphone, TV, laptop, desktop, tablet.) Eighty-eight percent of teens ages 13-17 have or have access to a cellphone. According to two recent studies, Gen Zs prefer streaming content as a television source and as small bites of information. They consume it on their mobile phones and computers.

Companies like Apple, Amazon and Nordstrom's have raised the bar with well-designed digital and in-person customer experiences so much that perceptive consumers now come to expect them. According to Ruffalo Noel Levitz (RNL), when researching a college, students and their families prefer "micro moments" rather than single transactional encounters. These micro moments aggregate into a customized experience guiding them to the right information at the right time. A 2017 RNL survey of college-bound families identified the latest trends in how high school students and their parents use the internet to research colleges:

- 31 percent use search engines more often than site navigation to find specific information within a college's website
- High school sophomores, juniors and seniors often click on paid digital ads with sophomores leading the way
- 60 percent of students use college planning websites as do 40 percent of parents
- About 2/3 of students and parents are receptive to text messaging

Whether they are in high school or midcareer, prospective students begin their search for an educational program (and then the college) that meets their specific needs on the internet. To compete, colleges and universities are using big data and digital marketing tools to target their best-fit students and expand their geographic reach.

Population and Cultural Considerations

The U.S. population is becoming more diverse with the increase in Hispanic, African-American, Asian and multiracial youth. East King County reflects the growing heterogeneity with the Asian population in the highest concentration. In Bellevue alone, more than 30 percent of the population is foreign born and speaks a language other than English. These underserved populations must navigate a variety of challenges to get an education, from language barriers, lack of a role model, economic issues, and legal status, to lack of preparedness for the rigor of college.

Competitive Landscape

With the population shifts and decreased funding, Washington four-year universities are becoming strategic in communicating their value and prestige locally. Universities actively seek and attract more applicants each year to meet enrollment targets. The number of in-state students and students from underrepresented populations enrolled is a specific focus for admissions departments statewide and is typically publicized to maintain public goodwill and support for state funding. To reach more students, the use of digital tools is an imperative.

Currently, according to a 2017 Interact Media Preferences Survey, the top three most impactful means to reach a potential student are:

1. Visits to campus/tours
2. College website
3. Through the high school

Digital marketing tools, such as hosted sites for high schools like Naviance, virtual tours, search engine optimization (SEO), conversion optimization, website tracking pixels, email marketing, digital advertising and texting platforms allow colleges to create a dedicated, cohesive experience for students and parents to direct them to the next encounter while tracking where they've been. Analysis of the tracking data offers opportunities to improve systems and processes that more effectively meet the student's needs.

BC's competitors can be defined, for marketing purposes only, as the colleges students in our service area attend instead of BC. While there are many options, students using the online research tool Naviance indicate a preference for other four-year schools in Washington state. Considering that BC is the third largest college in Washington by overall enrollment, we have focused on schools that high school students compare to BC and one major online school.

University of Washington (UW), is located on three campuses (Seattle, Bothell, Tacoma) and offers 579 degree options across 306 programs. With an undergraduate enrollment of 40,832, admissions are highly competitive as UW builds its *Be Boundless* brand as a major research university. This year marked the largest in-state freshman class ever at 4,450 students. The most popular majors are computer science, psychology, business administration, biochemistry and electrical engineering. UW has undergone a major brand overhaul recently and expanded its marketing reach across the West Coast and into Asia. Admission deadline is 12/01. Accepts 41 percent of applicants. Staff in marketing department: 20+.

Washington State University (WSU), located in Pullman, also a research university with global impact, offers more than 95 undergraduate degree programs and 12 online degree programs with an enrollment of 30,614 students. Small class sizes (15:1) offer added value and demonstrate WSU's tagline: *World Class, Face to Face* (although not in use much lately). Enrollment was up 1.6 percent in 2017. The most popular majors are business, management and marketing, social sciences; engineering; health professions; and communication and journalism. Admission deadline is 01/31. Accepts 73 percent of applicants. Staff in marketing department: 20+.

Western Washington University (WWU), located in Bellingham, enrolled 15,915 students in fall 2017. WWU offers a customized approach to education with more than 160 academic programs. Most students earn degrees in humanities and social sciences, business and economics, and sciences and technology. The average class size is 28 students and faculty teaches 99 percent of classes. The WWU tagline is *Active Minds, Changing Lives* and the brand position centers on the college being not too big/not too small. WWU touts that it is the third largest four-year college in the state. Admission deadline is 01/31. Accepts 83 percent of applicants. Staff in marketing department: 9.

Western Governors University (WGU), an accredited online college, enrolled 10,717 students from Washington through its rolling admissions as of November 2017. Students are encouraged to “earn a career-focused college degree from a respected university, at an accelerated pace, for an affordable price. All online.” Degrees are offered in four high demand fields: business, education, and information technology and health professions. Admission deadline is monthly. Staff in marketing department: Not available.

Target Markets in the BC Service Area

- High school students and their parents
 - Issaquah High School, Newport High School, Sammamish High School, Skyline High School, Bellevue Senior High, Mount Si High School, Interlake High School, Liberty High School
- First generation and minority communities: Asian, Hispanic, African-American, Pacific Islander, Native American
- Entry-level and midcareer working adults looking for advancement opportunities
- Local employers and business communities

2017 Degree-seeking Student Demographic

- 43 percent are male / 57 percent are female
- Average age is 27.5; median age is 23.7
- 55.6 percent are full-time students
- 54.7 percent are employed while enrolled
- 33.6 percent received grants and scholarships
- 21 percent have dependents
- Geographic Origin
 - 40 percent of students originate from the BC service area (Bellevue, Issaquah, Mercer Island, Sammamish)
 - 42 percent of students originate from within the region, but outside the service area (Seattle, Redmond, Renton, Kirkland, Bothell)
 - 12 percent of students originate from other areas in Washington/US
 - 6 percent of BC students are international, representing 74 countries including China, Japan, South Korea, Vietnam, Taiwan, Hong Kong, Indonesia, Saudi Arabia and the Congo

III. SWOT

<p>Strengths</p> <ul style="list-style-type: none"> - Bellevue College reputation and community support - Support network for students – meet students where they are - Affordability / less expensive than other state schools - Focus on accessibility, diversity and sustainability - Location and proximity to major employers - Innovative programs: robotics, healthcare, interior design - International student recruitment, <i>Running Start</i> - Small class sizes - Beautiful campus - Many options / pathways for students 	<p>Weaknesses</p> <ul style="list-style-type: none"> - Barriers to student application and enrollment - Limited use of technology for student recruitment: no CRM, email marketing, difficult web navigation - Limited community understanding of workforce development - Perception as a two-year college
<p>Opportunities</p> <ul style="list-style-type: none"> - International enrollments - <i>Running Start</i> – potential matriculation - Applied Science degree versus others - Future jobs require technical training - Responsive to workforce changes - Demographic changes / more diversity - Respond to needs of adult students - New student housing 	<p>Threats</p> <ul style="list-style-type: none"> - Enrollment trends shifting downward nationwide - Changes in Federal policies - Decreased state operating appropriation - Rapidly changing technology / updates to equipment/staffing

Matching Opportunities to Strengths

Demographic changes /more diversity: With a history of welcoming students from all walks of life, BC is uniquely positioned to focus messaging around our values of accessibility and diversity to these growing populations.

Future jobs require technical training /value of applied science degrees: The Bachelor of Applied Science (BAS) degrees exemplify BC’s innovations in response to the changing workforce and helps define the BC of the future.

Responsiveness to workforce changes: BC's reputation as an economic engine for the service area sets the stage for messaging around how we are preparing for the workforce of the future.

Responds to the needs of adult students: The combination of affordability, innovation and proximity to employers with flexible class options.

New student housing: The introduction of student housing allows BC to offer a 24-hour student experience unique to BC, helps support our international population, builds student engagement and signals growth to the community.

Matriculation of Running Start students: BC has untapped access to students within the Running Start program. With the right messaging, BC can present itself as a desirable alternative.

Converting Threats and Weaknesses

Declining enrollment / local competition: Create a digital communications experience to guide students to application. Develop messaging in context of the marketplace to better differentiate BC and help students understand the value of attending. Improve website user experience (UX).

Changes in Federal policies: Continue to communicate and demonstrate BC values of diversity and inclusion to the community. Develop a strategy to respond to issues of concern/interest based on previous actions.

Decreased state funding: Focus value message to external audiences.

Rapidly changing technology / limited use of technology: Embrace technology to engage students in ways they expect and that demonstrate BC's leadership in preparing the workforce of the future.

Marketing and communications staffing: Garner leadership support for the centralized marketing plan. Approve additional resources to ramp up use of marketing technology.

IV. Marketing Objectives

1. Support strategic enrollment management and student success
2. Provide leadership/direction for marketing within BC
3. Build/mature a sustainable BC brand
4. Enhance BC's reputation as an innovative leader

V. Marketing Strategies

Target Markets

1. Local targets
 - High school students and their parents
 - Issaquah High School, Newport High School, Sammamish High School, Skyline High School, Bellevue Senior High, Mount Si High School, Interlake High School, Liberty High School
 - First generation and minority communities: Asian, Hispanic, African-American, Pacific Islander, Native American
 - Entry-level and midcareer working adults looking for advancement opportunities
 - Current students, BC staff and faculty
 - Local employers and business communities
 - Media
 - General Public
2. Regional targets
 - Business leaders and community
 - General Public
3. International targets
 - Prospective students, parents and communities Identified by International Programs and Global Initiatives (OIEGI)

Strategies

Strategy 1: Clearly define and articulate a sustainable brand message for marketing purposes based on BC core themes: student success, teaching and learning excellence, college life and culture, and community engagement and enrichment.

Tactics:

1. Develop a brand message platform and articulated value proposition to be used as a framework across all campus communications.
2. Establish a cohesive brand architecture and integrate the visual identity with other divisions such as athletics, student housing, etc.
3. Refresh and modernize the visual identity to simplify and streamline for use across divisions/departments.
4. Build an internal, routinized communications plan to deliver brand tools (brand guidelines, logos, PowerPoints, etc.) and support programs/departments in their communications.
5. Orient official publications such as *Exceptional* magazine, and the catalog to support the sustainable brand message.
6. Develop a rollout plan to the service area community.

Strategy 2: Increase BC's visibility and relevance as an innovative leader in higher education with local, regional and national media and other external audiences.

Tactics:

1. Continue to proactively reach out to, build and maintain relationships with top local/regional/national education journalists/bloggers/influencers/ to pitch articles and/or for inclusion in college rankings (i.e., Collegechoice.net, Barron's, etc.)
2. Continue to update an editorial strategy that includes topics/key trends that may impact the College. Ensure pitches are timely and relevant. Research and compile student stories for use in various marketing and communications.
3. Continue to cultivate and promote staff and faculty as thought leaders supporting BC's communications goals.
4. Plan and pitch a second TEDx event with attention to sustainability and other BC values.

Strategy 3: Leverage marketing technology to reinforce BC's position as an innovative leader and automate lead generation.

Tactics:

1. Create a seamless digital communications experience for prospective student and parents based on the recruitment funnel that integrates with BC admissions and outreach efforts. Utilize search engine marketing tools (keyword research, pay-per-click advertising), email marketing for lead nurturing, social media and customer relations management (CRM) for data warehousing and analysis.
 - a. Map critical communication touchpoints in the prospective student recruitment cycle.
 - i. Incorporate existing hosted experiences (YouVisit virtual tour, Naviance profile, Glacier high school advertising).
 - b. Develop student personas to inform understanding of wants/needs.
2. Implement best practices in UX, webpage design and conversion optimization for identified program landing pages.
3. Offload procedural content from identified program webpages into digital formats to provide packaged information delivered electronically at specific just-in-time stages of the digital experience based on the touchpoint mapping.

Strategy 4: Create program-specific marketing campaigns to build awareness and generate leads for innovative and self-support programs.

Tactics:

1. Develop repeatable, transferable campaigns for Bachelor of Applied Science (BAS) programs. Programs identified for spring 2018 are healthcare informatics, healthcare management and promotion, digital marketing, and computer science degrees.

- a. Schedule regular meetings to provide marketing leadership/direction to program managers for campaign execution.
 - b. Develop an overarching value proposition for the BAS degree: theory + practice.
 - c. Optimize program landing pages for lead generation. Develop WordPress UX-designed templates to maximize lead generation.
 - d. Rework program webpage content. Offload procedural content for just-in-time delivery. Develop visual content for prospect engagement/information.
 - i. Identify innovation and student stories for use across marketing channels (website, social media, digital and print advertising, BC official communications).
 - ii. Create original visual content (images, video) to better express the program experience.
 - e. Utilize search engine marketing for identified programs (keyword research, pay-per-click and digital display advertising).
 - f. Develop Metro bus advertising to raise community awareness about BC innovation and specific BAS programs.
2. Develop marketing support initiatives for self-support programs: Office of International Education and Global Initiatives (OIEGI) and Center for High School Programs.
- a. Develop video content and other marketing communications featuring international students to support community introductions.
 - b. Provide relationship-building and promotional items to assist staff introductions into international communities.
 - c. Create marketing collateral to promote Running Start to help students understand educational options available.

Strategy 5: Build a marketing network across campus to reinforce a consistent, cohesive brand.

Tactics:

1. Continuing Education: Develop a close partnership with the Continuing Education marketing director to optimize marketing opportunities and provide campus leadership for BC marketing initiatives.
2. BCTV and KBCS: Identify reach opportunities and maximize exposure on owned media.
3. Faculty Commons: Create a new internal communication channel to better connect with faculty.
4. Athletics: Collaborate to present a consistent, cohesive visual identity compatible with the unique needs of BC sports teams.
5. Support Programs: Strengthen communication of the strategic value of support programs as part of the BC brand to prospective students and parents.
6. Establish a Marketing Roundtable, a monthly meeting for staff with marketing responsibilities across campus, to provide leadership and marketing tools and synchronize marketing efforts.

Strategy 6: Improve marketing and communications operations.

Tactics:

1. Develop and automate a communications plan to support quarterly enrollment via the home page, social media and other channels.
2. Implement best practice systems (project management, file management, digital asset management, etc.) to provide a customized shared creative work space and establish reliable institutional memory.
3. Implement an ongoing marketing communications audit. Review marketing collateral and website pages to determine productive use and contribution to overall brand strategy.
 - a. Determine if content is accurate and up-to-date. Develop an update schedule for high-touch recruitment pieces used by BC outreach.
 - b. Consider converting to digital formats as appropriate.

VI. Marketing Implementation

Organizational Structure

A review of marketing staff provided by the SBCTC shows that of the four colleges serving 7,000 or more students (Clark, Spokane, Edmonds, and Everett), the average number of marketing staff is 8.5. Marketing staff numbers for four-year competitors are generally higher as noted in the Competitive Landscape section above.

To be nimble and responsive in the digital age and to support the marketing of BC programs now and in the future, a centralized marketing structure will provide marketing leadership to programs in the form of cross-functional teams. A networked approach delivers a brand connection without creating a massive culture shift. In a decentralized environment such as BC and many other institutions of higher learning, the networked approach offers opportunities for collaboration across divisions that will improve communications and breakdown existing silos. As an example, a similar process is currently in progress at BC in the form of the CRM Steering Committee. To meet the marketing demands of the future and compete with other institutions of higher learning today, new resources are required:

Digital communications specialist, digital marketing specialist and graphic designer (full time):

These positions add capacity to existing functional areas and allow routine projects to be completed with more efficiency. As we move away from the self-support model, demand for marketing and communications services by campus partners is increasing. With the proliferation of digital marketing and communications tools, good communications skills as well as technical expertise are required to routinize and maintain communications projects and marketing campaigns.

Multimedia producer: This position adds a much-needed and necessary component to the marketing and communications function. The multimedia producer is charged with telling stories using video and still photography, video and audio editing, graphic arts and animation, scriptwriting and interactive media.

Marketing manager: This position adds depth to the BC marketing function. The manager will be responsible for developing, implementing and executing annual marketing activities to attract students to specific BC programs.

Publications manager shifts to content manager: As long-form publications like the credit schedule and catalog are transitioned into the digital space, capacity will be created that can focus on the creation of content to educate, inspire, entertain and convince prospective students. Types of content might include the management of a variety of tactics, including guides, infographics, branded videos, interactive demonstrations, videos, quizzes and various other tactics that increase engagement and interest.

Special Events Coordinator: Full-time, temporary staff person to coordinate a potential TEDx event.

