



BELLEVUE
COLLEGE



Board of Trustees

Community College District VIII

REGULAR MEETING
February 14, 2024



BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, February 14, 2024. The business session will begin at 2:00 PM. This meeting will be conducted both in-person in B201 and remotely via Zoom. A telephone line will also be available. Rich Fukutaki, Chair, will preside.

MEETING CALL IN DETAILS

[Join Business Session \[Zoom\]](#)

Dial in by telephone: +1 253 215 8782

Webinar ID: 823 3073 5298

MEETING AGENDA

BUSINESS SESSION

- | | | |
|------|---|---------------------------|
| I. | Call to Order | Rich Fukutaki |
| | a. Welcome and Introductions | |
| | b. Approval of Agenda and Minutes | |
| | i. Agenda for February 14, 2024 | |
| | ii. Minutes for December 13, 2023; January 17, 2024 | |
| II. | Constituent Reports | |
| | a. Foundation | Dana Gray |
| | b. Student | Sean Behl |
| | c. Classified | No report |
| | d. College Assembly | Brandon Lueken |
| | e. Faculty | Sue Nightingale |
| III. | Public Comment | |
| | Students, faculty, staff, and community members may provide remarks to the Board during this portion of the meeting. Public comments are limited to 2 minutes. Public comment can also be provided in writing to BoardofTrustees@bellevuecollege.edu . | |
| IV. | Program Spotlight | |
| | a. TRIO Student Support Services | Barb Brodsky |
| V. | First Read | |
| | a. Tenure Candidates | Dr. Rob Viens |
| | b. 2024-2025 Board Meeting Dates | Dr. Alicia Keating Polson |
| | c. Deletion of Policy 6460: COVID-19 Vaccination | Frances Dujon-Reynolds |
| | d. Deletion of Policy 4550: Life Threatening Chronic or Debilitating Illness | Frances Dujon-Reynolds |
| | e. Revision of Policy 1440: Discrimination, Harassment, | Frances Dujon Reynolds |

- and Retaliation
- f. Creation of Policy 1445: Title IX Sexual Harassment Dr. Consuelo Grier
- VI. Action
 - a. Revision of 1550: Formal Hearing Rules for Contested Case Hearings Dr. Lori Keller
- VII. Information
 - a. Housekeeping and Minor Edits to Policy Library Dr. Lori Keller
- VIII. Quarterly Reports
 - a. Enrollment Dr. Zach Morgan & Steve Downing
 - b. Finance Ty Bergstrom & Sharon Kussy
- IX. Reports
 - a. 2017 Strategic Plan Close-Out Report Dr. Zach Morgan
 - b. Diversity, Equity, and Inclusion Report Dr. Consuelo Grier
 - c. President's Report Dr. David May
 - d. Board Report Rich Fukutaki

EXECUTIVE SESSION

The Board will convene in executive session under [RCW 42.30.110\(1\)](#) for the following purpose: (g) To review the performance of a public employee. No final action will be taken during this executive session.

BUSINESS SESSION

- X. Call to Order Rich Fukutaki
 - a. Final Thoughts and Adjourn

ADJOURNMENT



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

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, was held on Wednesday, December 13, 2023. Rich Fukutaki, chair, presided. This meeting was held in B201 and on Zoom. A telephone line was also available.

MINUTES

Chair Fukutaki called the business session to order at 2:01 PM.

ROLL CALL

A quorum of the Board was present.

Present: Chair Rich Fukutaki, Vice Chair Richard Leigh, Trustee Merisa Heu-Weller, Trustee Greg Dietzel, Trustee Pradnya Desh, Trustee Yana Chubarov, President David May, Assistant Attorney General Tricia Boerger, and Board Secretary Alicia Keating Polson.

Absent: none.

There were 38 guests in attendance.

APPROVAL OF AGENDA AND MINUTES

Trustee Leigh made a motion to approve the agenda (December 13, 2024) and minutes (November 29, 2023) Trustee Desh seconded.

The motion passed unanimously.

CONSTITUENT REPORTS

A. Faculty

There was no report.

B. Foundation

The Bellevue College Foundation (BCF) report was provided by Dana Gray, President of the BCF Board.

- Expressions of gratitude were extended to the trustees for active participation, with strong representation from college directors and academic deans who attended the inaugural Forward Together Breakfast on December 7, 2023. A special acknowledgment to Dr. May for making the event possible. The event saw 216 people RSVP, with slightly fewer than 200 attending, marking the largest gathering in recent history. Community partnerships

showcased during the event left attendees feeling proud of the college and excited about the future. The Foundation team is following up with guests, answering questions, and facilitating further discussions.

- The Foundation and Bellevue College have received the most substantial gift in history—a \$3,000,000 pledge to support scholarships and foundation initiatives. This substantial donation represents a significant milestone, allowing Bellevue College to contribute more to students and staff through grants and scholarships.
- Support is sought from trustees and the Foundation board for the upcoming Gala, including sponsorships, and procurement of auction items, and sponsorships will be invaluable as efforts are made toward the success of the Gala. Securing seating tables is also appreciated.

A. Classified

The classified report was submitted in writing:

- Classified staff vacancies in Governance are being filled. Heather Rane, Digital Learning Coordinator in the eLearning Dept., will join the Student Success Council and has been appointed to the Infrastructure Council. Becky Turnbull, Library & Archives Para from the Library Media Center, will be added to the Classified Council.
- WPEA (Washington Public Employee Association) STAFF NEWS: Amanda Hacker, Contract Administration Director, and 10-year WPEA advocate, was elected by Union members to be President of WPEA for the next three years, starting in January 2024. Heather Kafton is the current representative of Bellevue College.

C. Student

There was no report.

B. College Assembly

There was no report.

PUBLIC COMMENT

There was no public comment.

PROGRAM SPOTLIGHT

A. School of Business & Technology Partnerships

Liz Hollerman, Dean of the School of Business & Technology, provided the Board an update on a number of partnerships with external organizations, including Alaska Airlines, Costco Wholesale, PACCAR, and Snoqualmie Tribe, among many others.

B. Benefits Hub at Bellevue College

Ranulfo Molina, Associate Director of the Benefits Hub, presented on the Benefits Hub at Bellevue College.

FIRST READ

A. Revision of Policy 1550: Formal Hearing Rules

Lori Keller, Associate Director of Policies & Special Projects, presented the revision of Policy 1550: Formal Hearing Rules.

An inaccurate mailing address in Procedure 1550P: Formal Hearing Rules for Contested Case Hearings (Procedures), led to a full review of the associated policy (1550) and WAC 132H-108: Practice and Procedure and Formal Hearing Rules for Contested Case Hearings. Hearings referenced in this policy and procedure include areas of appeal related to parking, library, athletics, residency, educational records, debts, and conduct. It was determined that it is best practice to adopt the WAC as Policy 1550. In doing so, this will combine 1550P (Procedures) into Policy 1550.

Formal Hearing Rules for Contested Case Hearings policy and procedure 1550 are predominately the same text as Washington Administrative Code (WAC) 132H-108 Practice and Procedure and Formal Hearing Rules for Contested Case Hearings. This revision replaces the current format of the policy with the text of the WAC. The procedure revision (and subsequent deletion) supplements the policy by providing clarifying details (e.g., accurate mailing address and processing language for appeals).

This will not change existing policy or practice, other than minor updates.

Summary of revisions:

- Adopt WAC 132H-108 as Policy 1550 and delete Procedure 1550
- WAC 132H-108-420: gendered language update (from “his/her” to “their”)
- WAC 132H-108-440: clarification for application justification and mailing/delivery address
- WAC-132H-108-450: RCW reference and WAC references/links updated.

Comments received during review period:

- The 45-day Bellevue College comment period took place Friday October 20, 2023 through Monday December 4, 2023. There were no comments submitted.
- Public Comment for WAC took place Tuesday December 5, 2023 9:00-10:00 am. There were no comments.

QUARTERLY REPORT

A. Student Success

Jennie Mayer, Achieving the Dream (ATD) co-lead, and Esteban Maldonado, Title III Director, ATD co-lead, provided a summary of the process and results of revising Bellevue College’ Achieving the Dream/Guided Pathways student success strategies.

Bellevue College’s Achieving the Dream/Guided Pathways Student Success work is making progress toward a unified Student Success Statement for Bellevue College. Significant progress has been

made in Course Maps and Exploratory Pathways as strategies for keeping students on track toward completion. Progress in these areas will be reported along with data to track that progress.

REPORTS

A. Diversity, Equity, and Inclusion Report

There was no report.

B. President's Report

David May, President, provided the President's report:

- Special thanks to the trustees deeply involved in making the Forward Together Breakfast a great event, positively showcasing Bellevue College. Dr. May will be following up with people from Bellevue City Council, in the Arts community, and other areas who want to partner with Bellevue College with new ways to benefit Bellevue College students through internships, teaching opportunities, and more. Special thanks to Melissa Johnson, Executive Director of the Foundation and Rebecca Chawgo, Vice President of Institutional Advancement, as well as the entire Foundation board for the enormous work that went into the event.
 - An update on issues brought up by Karrin Peterson in last month's Faculty Report to the Board of Trustees, regarding adjunct pay.: Rob Viens, Associate Vice President of Academic Affairs, put together a meeting to address adjunct pay issues, led by some staff from business analytics in information technology. The meeting was productive with considerable progress made. All the known back pay issues at Bellevue College will be resolved before the final pay period for 2023. The group will be meeting again in the coming year, a couple more times. They already have plans to meet a couple more times in 2024.
 - Bellevue College is one of the 150 community colleges asked to submit additional information for the Aspen Prize. Special thanks to the many people who participated in the creation of an excellent document including Raechel Dawson, Rebecca Chawgo, and Zach Morgan.
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C. Board Report

Chair Fukutaki welcomed Trustee Yana Chubarov to the Board of Trustees.

UNSCHEDULED BUSINESS

There was no unscheduled business.

EXECUTIVE SESSION

At 3:32 PM, Chair Fukutaki announced the Board would convene for 15 minutes in executive session under [RCW 42.30.110\(1\)](#) for the following purpose: (b) to consider real estate for sale or lease; and (g) to review the performance of a public employee. Chair Fukutaki announced that no final action would

be taken during the executive session. In accordance with [RCW 28B.50.102 \(2\)](#), Trustee Chubarov did not participate in the executive session.

The executive session ended at 3:47 PM.

ADJOURNMENT

There being no further business, Chair Fukutaki adjourned the Board of Trustees meeting at 3:47 PM.

Rich Fukutaki
Chair, Board of Trustees
Community College District VIII

ATTEST:

Alicia Keating Polson
Secretary, Board of Trustees
Community College District VIII



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

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, was held on Wednesday, January 17, 2024. This meeting was held at the Mercer Island Community Center, 8236 SE 24th St, Mercer Island, WA 98040. A remote meeting link was available at bellevuecollege.zoom.us/j/85702086700. A telephone line was also available. Rich Fukutaki, chair, presided.

MINUTES

Chair Fukutaki called the business session to order at 9:01 AM.

ROLL CALL

A quorum of the Board was present.

Present: Chair Rich Fukutaki, Vice Chair Richard Leigh, Trustee Merisa Heu-Weller (arrived at 9:15 am), Trustee Greg Dietzel, Trustee Pradnya Desh (arrived at 10:30 am), Trustee Yana Chubarov (departed at 2:00 pm), President David May, Assistant Attorney General Tricia Boerger, and Board Secretary Alicia Keating Polson.

Absent: None

There were 27 guests in attendance.

APPROVAL OF AGENDA AND MINUTES

Trustee Leigh made a motion to approve the agenda (January 17, 2024) Trustee Dietzel seconded.

The motion passed unanimously.

PUBLIC COMMENT

Leslie Lum, faculty member at Bellevue College, provided a public comment on S&A fees and employment concerns.

Jennie Mayer, faculty member at Bellevue College, provided a public comment on employment concerns.

Judith Paquette, faculty member at Bellevue College, provided a public comment on employment concerns.

MariaPaula McPherson, staff member at Bellevue College, provided a public comment on employment concerns.

Deepti Karkhanis, faculty member at Bellevue College, provided a public comment on employment concerns.

Valencio Socia, staff member at Bellevue College, provided a public comment on employment concerns.

ADJOURNMENT

Chair Fukutaki adjourned the Board of Trustees meeting at 9:19 AM for a 15-minute break.

BUSINESS SESSION

Chair Fukutaki called the business session to order at 9:35 AM.

ACCT TRAINING

Debbie DiThomas, facilitator from the Association of Community College Trustees (ACCT) provided training reviewing best practices on the responsibilities of the Board and the president, developing effective relationships and communication channels between the Board and the president, and establishing a president evaluation process.

ADJOURNMENT

Chair Fukutaki adjourned the Board of Trustees meeting at 12:30 PM for a lunch break.

BUSINESS SESSION

Chair Fukutaki called the business session to order at 1:16 PM.

REPORTS

A. Diversity, Equity, and Inclusion Report

Consuelo Grier, Vice President of Diversity, Equity, and Inclusion (DEI), provided the DEI report.

B. President's Report

David May, President, provided the President's report.

C. Finance & Budget

Ty Bergstrom, Executive Director of Finance, and Sharon Kussy, Budget Director, provided the Finance & Budget report.

EXECUTIVE SESSION

At 3:20 PM, Chair Fukutaki announced the Board would convene for 40 minutes in executive session under [RCW 42.30.110\(1\)](#) for the following purpose: (g) to review the performance of a public employee. Chair Fukutaki announced that no final action would be taken during the executive session. In accordance with [RCW 28B.50.102 \(2\)](#), Trustee Chubarov did not participate in the executive session.

At 4:00 PM, Chair Fukutaki extended the executive session by 15 minutes.

The executive session ended at 4:15 PM.

ADJOURNMENT

There being no further business, Chair Fukutaki adjourned the Board of Trustees meeting at 4:17 PM.

Rich Fukutaki
Chair, Board of Trustees
Community College District VIII

ATTEST:

Alicia Keating Polson
Secretary, Board of Trustees
Community College District VIII



REGULAR MEETING AGENDA ITEM

PROGRAM SPOTLIGHT: TRIO STUDENT SUPPORT SERVICES

Information

Description

The TRIO Student Support Services program at Bellevue College is a federal educational opportunity program designed to increase the persistence and graduation rates of first-generation college students, low-income students, and students with disabilities. TRIO Student Support Services is funded by a grant from the U.S. Department of Education and serves 160 Bellevue College students each year. TRIO (as it is known at BC) provides students with a wide variety of services and resources to ensure they are successful in college. Utilizing a holistic case management model, TRIO offers extensive support in academic advising, personal assistance, and financial guidance. TRIO pairs each student with an advisor who customizes services to ensure the student's success at Bellevue College.

Bellevue College's TRIO students are highly successful in their academic endeavors and exceed those of all BC students. Their college persistence rate is 81%, good academic standing is 90%, and their graduation rate is 57%. This is significantly higher than all Bellevue College students who have a persistence rate of 51%, good academic standing rate of 77%, and graduation rate of 32%. Their success is attributed to the individualized support they receive and the services that are provided. Since 2001, TRIO at Bellevue College has served 1,737 students with over 1,000 of these students graduating with their associate degree.

Prepared by: Barbara Brodsky | Director, TRIO Student Support Services



BELLEVUE
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TRIO Student Support Services

What is TRIO

- Federal Education Opportunity Programs
- Established in 1965 through the Higher Education Act
- TRIO = Upward Bound, Talent Search, and Student Support Services
- Over 1,150 colleges and universities have a TRIO Student Support Services program, serving 208,000 students annually
- Increase persistence and college graduation rates

TRIO at Bellevue College

- Funded \$306,514 annually
- Started at BC in November, 2001
- Has served 1,737 Bellevue College students with over 1000 graduating with their associate's degree
- Currently funded to serve 160 students each year

How TRIO Works

Wrap Around Services:

- Personal Assistance
- Academic Support
- Financial Guidance



Personal Assistance

- Built on Strong Relationships
- Connecting to Resources
- Community
- Peer Mentoring



Academic Support

- Academic Advising
- Education Planning
- Transfer Planning
- University Visits
- TRIO Section of First Year Seminar
- Tutoring
- Weekly Workshops
- Study Skills Instruction
- Progress Reports
- Academic Awards Celebration
- Private Computer Lab
- Laptop and Graphing Calculator Lending



Financial Guidance

- FAFSA Completion
- Financial Aid Advocacy
- Scholarships
- Financial Literacy



Results

	TRIO Students	All BC Students
Persistence Rate (fall to fall)	81%	51%
Good Academic Standing	90%	77%
Graduation Rate (within 4 years)	57%	32%

What TRIO Students Tell Us

“There was a time that I really wanted to quit school this year and because of the support I got from TRIO I'm still chugging along.”

“I could not have made it through school without relying on TRIO's resources when I needed them.”

“TRIO gives me the security of knowing that I have people who are on my side to support and help me when school seems to be just more that I can negotiate by myself.”

Questions





REGULAR MEETING AGENDA ITEM

TENURE CANDIDATES

First Read

Description

A recommendation from the Tenure Review Committee regarding tenure appointments for full-time faculty members listed below has been submitted to the College President, in accordance with the [“Collective Bargaining Agreement By and Between the Board of Trustees of Bellevue College – Community College District VIII and the Bellevue College Association of Higher Education.”](#)

Third Year Candidate(s) Recommended for Tenure

Dellyssa Edinboro	Social Science (Ethnic and Cultural Studies)
Jamiiru Luttamaguzi	Science (Mathematics)
Nicholas Russ	Social Science (Ethnic and Cultural Studies)
Renee Nejo	School of Business and Technology (Digital Media Arts)
Salam Awad	Social Science (Political Science)
Tamara Boynton Howard	Health Sciences, Education and Wellness Institute (Healthcare Promotion and Management)

Analysis

According to the Tenure Guidelines, the reason for tenure, as stated in the Revised Code of Washington, is to protect faculty employment rights. Further, tenure protects academic freedom and promotes collegiality and professionalism among faculty.

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

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

- 1) A Tenure Evaluation Subcommittee (TES), composed of members elected within the candidate’s division and chosen by the candidate and approved by the Tenure Review Committee (TRC), is formed for each candidate. This group gathers information and data in support of the candidate’s tenure, and provides mentoring and assists the candidate throughout the three-year process.
- 2) The Tenure Review Committee, including six members elected by the faculty, reviews the documentation prepared by the TES to ensure that college and program standards and expectations are met across the many disciplines. The TRC provides an objective look at each

document to make sure that the case supporting the recommendations of the TES is sound, and provides a recommendation each year to the President.

- 3) During the first two years of 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 their 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 have been assembled for all tenure candidates, and all pertinent documents for each of the six cases has been shared for review by members of the Board of Trustees. Each member of the Board has access to the tenure documents via a secure SharePoint site.

Recommended Action

No action at this time. This item will be presented for Board action at the March 13, 2024 meeting.

Prepared by: Dr. Rob Viens, Associate Vice President for Academic Affairs
rob.viens@bellevuecollege.edu



REGULAR MEETING AGENDA ITEM

2024-2025 BOARD MEETING DATES

First Read

Description

The Washington Administrative Code (W.A.C) requires that a list of Board meeting dates be filed with the Code Revisers Office each calendar year so that the appropriate notice of meeting dates can be given to the public. The following dates are being submitted for the Board's consideration as regular meeting dates for the 2024-2025 academic year:

Date	Start Time
Wednesday, August 7, 2024	9 am
Thursday, August 8, 2024	9 am
Wednesday, October 9, 2024	2 pm
Wednesday, November 6, 2024	2 pm
Wednesday, December 4, 2024	2 pm
Wednesday, January 22, 2024	9 am
Wednesday, February 26, 2024	2 pm
Wednesday, March 19, 2024	2 pm
Wednesday, April 23, 2024	2 pm
Wednesday, May 21, 2024	2 pm
Wednesday, June 18, 2024	2 pm

Analysis

The proposed dates meet the needs of the college in maintaining its administrative and contractual obligations and do not conflict with any major religious or secular holidays according to the common religious and U.S. public holiday calendar. None of the proposed dates conflict with school breaks during the 2024-2025 academic year for the Bellevue, Issaquah, and Mercer Island School District calendars. Further, the last meeting in June occurs before the final day of school for the school districts. The proposed meetings dates do not conflict with the ACCT Leadership Congress or ACCT National Legislative Summit.

There are a total of 11 regular meeting dates, including two dates for the summer Board retreat and one date for the winter Board retreat. Other dates may be scheduled further into the 2024-2025 year.

Background/Supplemental Information

[Common Religious and U.S. Public Holiday Calendars | OSPI](#)

Recommended Motion

No action needed at this time. The Board will take action on this item on March 13, 2024.

Prepared by: Alicia Keating Polson, alicia.keatingpolson@bellevuecollege.edu



REGULAR MEETING AGENDA ITEM

DELETION OF POLICY 6460: EMPLOYEE COVID-19 VACCINATION REQUIREMENTS

First Read

Description

The federal COVID-19 Public Health Emergency (PHE) declaration ended on May 11, 2023. Also on May 11, 2023, Governor Inslee rescinded [Directive 22-13.1](#) ending the condition of employment related to COVID-19 vaccinations for Washington state executive cabinet and small cabinet agencies.

Analysis

In accordance with the end of the federal COVID-19 PHE declaration and the elimination of COVID-19 vaccination requirements for some Washington state employees through [Directive 22-13.1](#), Bellevue College proposes the deletion of its COVID-19 vaccination policy and associated procedure. The deletion of policy 6460 and associated procedure is in line with current labor and workplace practices.

It is important to note that although the federal public health emergency has ended, the work must continue to limit the spread of COVID-19 and minimize the risk of serious illness and death. People should stay home when sick, wear a fitted face mask if exposed to the virus, and remain up to date with COVID-19 vaccine recommendations.

The repeal of policy 6460 and associated procedure will lead to an adjustment to the hiring practices currently upheld by Human Resources in that new employees will no longer be required to provide documentation on the COVID-19 vaccination but will not change guidelines regarding staying home if employees feel sick.

Comments received during review period:

The 45-day Bellevue College comment period took place Wednesday October 25, 2023 through Friday December 1, 2023. Six individuals submitted comments; three in favor of deletion, three against deletion. Those in favor agreed the policy was not necessary, and those against deletion focused on immunocompromised individuals' risk of exposure.

Background/Supplemental Information

[DOL COVID-19 Workplace Safety Plan Draft Update 07 10 2023](#)

[Law and the Workplace](#), Proskauer, retrieved 10/4/23

[Washington Department of L&J](#), retrieved 10/4/23

Recommended Motion

No action needed at this time. The Board will vote on this policy at their March 13, 2024 meeting.

Prepared by: Lori Keller, lorean.keller@bellevuecollege.edu

6460 COVID-19 Vaccination Requirements

Original Date: 12/21/21 * Last Revision Effective: 03/15/23
Policy Contact: Vice President of Administrative Services

PURPOSE

This policy establishes COVID-19 vaccination requirements. This policy is intended to protect the health and safety of the public and the campus community and was developed in accordance with federal, state, and local guidance. This policy will be reviewed at least annually, no later than January 31st of each year, to assess impacts and alignment with current federal, state, and local guidance.

POLICY

The college requires faculty, staff, student employees and volunteers to either:

- Be fully vaccinated against COVID-19 using an *authorized vaccine* OR
- To ask and be approved for an *authorized exemption*.

VERIFICATION AND DOCUMENTATION

All faculty, staff, student employees and volunteers must complete a Vaccination Attestation form and provide documentation as indicated within the form. In the event Human Resources requests additional documentation or information needed to resolve missing, unclear, inconsistent, or incongruent information submitted initially with the Vaccination Attestation form, such subsequent information must also be provided to be in compliance with this policy.

Exemptions approved due to a temporary condition or circumstance will be reviewed and reevaluated based on the stated timeframe noted in the original approval.

AUTHORIZED EXEMPTIONS

Faculty, staff, student employees and volunteers are exempt from the vaccination requirement if they ask for and are approved, and a reasonable accommodation is granted, as appropriate, for at least one of the following authorized exemptions:

1. Medical Exemption
 - Requires documentation from a healthcare provider who determines that a medical reason or condition exists for which the vaccination should not be given for health and safety reasons.
2. Religious Exemption
 - Requires that there be a conflict between receiving the vaccine and sincerely held religious beliefs or practices.

RESPONSIBILITIES

Human Resources

- Manages the tracking, collection of documentation, exemptions, verification, reasonable accommodations, confidentiality, and enforcement of this policy and the related procedures for all faculty, staff, student employees, and volunteers.

DEFINITIONS

Authorized Vaccines

- Include COVID-19 vaccines approved by the federal [Food & Drug Administration \(FDA\)](#), including those approved under Emergency Use Authorization and the [World Health Organization \(WHO\)](#).

Fully Vaccinated

- A person is fully vaccinated two weeks after receiving:
 - The second dose in a two-dose series OR
 - A single-dose vaccine.

- Being fully vaccinated may include a COVID-19 booster if deemed necessary as set forth by the state, or if the college determines that federal, state, and local requirements or recommendations are needed to help keep the campus community safe from COVID-19.

Volunteer

- An uncompensated person who is scheduled to come to campus to perform work related tasks or work connected to a college project but receives no pay or stipend.

RELEVANT LAWS AND OTHER RESOURCES

[Washington Department of Labor & Industries \(L & I\) Workplace Health and Safety Rules](#)

[Food & Drug Administration \(FDA\) Vaccine Approval](#)

[World Health Organization \(WHO\) Vaccine Approval](#)

[U.S. Equal Employment Opportunity Commission](#)

[Washington State Department of Health: Building Confidence and Busting Myths](#)

[Centers for Disease Control and Prevention: COVID-19 Vaccines are Safe and Effective](#)

REVISION HISTORY

Original: 12/21/2021; 06/15/2022; 3/15/23

APPROVED BY

Board of Trustees



REGULAR MEETING AGENDA ITEM

DELETION OF POLICY 4550: POLICY ON LIFE THREATENING CHRONIC OR DEBILITATING ILLNESS

First Read

Description

Policy 4550, Life Threatening Chronic or Debilitating Illness was enacted by Bellevue College in May 1988. In the 35 years since that time, much has changed. Titles I and II of the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973, and the Family Medical Leave Act now exist to protect people with disabilities, including people living with HIV, and provide reasonable accommodations to facilitate on-going employment or participation in educational activities.

Analysis

Bellevue College maintains its policies and procedures regarding bloodborne pathogens, particularly for allied health education program participants, following the guidance of Washington State Department of Labor & Industries. Additionally, the college recently strengthened policy 1440, Harassment, Discrimination, and Retaliation, with a comprehensive coverage of discrimination concerns. This change does not and will not change the rights, responsibilities, status or support for any current employees who may be facing a life debilitating situation.

Comments received during review period:

The 45-day Bellevue College comment period took place Wednesday October 25, 2023, through Friday December 1, 2023. One individual submitted a comment in favor of deletion.

Recommended Motion

No action needed at this time. The Board will vote on this policy at their March 13, 2024 meeting.

Prepared by: Lori Keller, Director of Policies & Special Projects loreen.keller@bellevuecollege.edu

4550 POLICY ON LIFE-THREATENING, CHRONIC, OR DEBILITATING ILLNESS

Original Date: 5/10/1988 * Last Revision Effective: 4/21/2015
Policy Contact: Vice President, Human Resources

POLICY

Bellevue College recognizes that students, staff, faculty, administrators and their dependents with life-threatening, chronic, or debilitating illnesses, including but not limited to cancer, heart disease and acquired immune deficiency syndrome (AIDS), may wish to continue to engage in as many of their activities as their condition allows, including work and academic pursuits without being discriminated against.

As long as these students and employees are able to meet acceptable performance standards, and medical evidence indicates that attendance at Bellevue College is not a threat to themselves or others, the college will treat them the same as any other students and employees.

At the same time, Bellevue College seeks to provide a safe environment for students and employees. Therefore, precautions will be taken, as needed, to ensure that a student's or employee's condition does not present a health and/or safety threat to any other individuals on the campus.

Consistent with our concern for students and employees with life-threatening, chronic, or debilitating illnesses, Bellevue College will provide where appropriate, education and information on terminal and/or life-threatening illnesses through lectures, workshops and brochures, as well as referral to agencies and organizations which offer supportive services for life-threatening illness.

REVISION HISTORY

Original 5/10/1988

Revisions 5/10/2005; 5/21/2009; 9/11/2012; 4/21/2015

APPROVED BY

Board of Trustees
President's Cabinet



REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 1440: DISCRIMINATION, HARASSMENT, AND RETALIATION

First Read

Description

Policy 1440: Discrimination, Harassment, and Retaliation was updated on September 19, 2023, to align with the Title IX policy, and was approved as an interim (temporary) policy by the President's Cabinet. It was temporarily adopted by Bellevue College to comply with federal regulations. Additional federal changes were expected from the Biden Administration in Fall 2023 but were not received.

Analysis

The changes to Title IX in August of 2020 altered the standard legal definition of sexual harassment for specific Title IX situations. It does not alter the standard legal definition under any other federal, state, or local laws under which Bellevue College still has legal obligations. Policy 1440 discusses all protected class discrimination, including sex- and gender-based discrimination that follows the standard legal definition.

Recommended Motion

No action needed at this time. The Board will vote on this policy at their March 13, 2024 meeting.

Prepared by:

1440 Discrimination, Harassment and Retaliation

Original Date: 7/22/2008 * Temporary Revision Effective: 9/20/23 (temporary approval expires on 03/19/24)
Policy Contacts: Vice President of Diversity, Equity, and Inclusion; Vice President of Human Resources

POLICY

It is the policy of Bellevue College to provide a working and learning environment free from discrimination against and harassment of individuals based on their membership in a protected class, 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.

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

- Anywhere on the college's campuses (including vehicles);
- At any college-sponsored event or activity, whether on- or off-campus (such as social functions, athletic events, celebrations, or conferences);
- Off-campus, when such conduct adversely affects a member or 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.

This policy does not alter or modify laws, regulations, or college policies applicable to the legitimate exercise of academic freedom or constitutionally-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

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 violating 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 handled by the responding party's supervisor or appropriate college official according to college policy, collective bargaining agreements, and 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.

RESPONSIBILITIES

All employees 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 procedure 1440P; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.
- Employees who are licensed mental health counselors wherein confidentiality is part of their licensure, while in the role of counselor, are exempt from reporting.

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; and
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

RELEVANT LAWS AND OTHER RESOURCES

- BC procedures 1440P
- 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](#)
- [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-126 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; 10/17/2018; 9/20/23 (temporary approval expires on 03/19/24)

APPROVED BY

Temporary Cabinet Approval 9/20/23

1440 Discrimination, Harassment and Retaliation

Original Date: 7/22/2008 *—Last* Temporary Revision Effective: ~~10/17/2018~~ 09/20/23 (temporary approval expires on 03/19/24)

Policy ~~Contact~~Contacts: Vice President, of Diversity, Equity, and Inclusion; Vice President of 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.

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

- Anywhere on the college's campuses (including vehicles);
- At any college-sponsored event or activity, whether on- or off-campus (such as social functions, athletic events, celebrations, or conferences);
- Off-campus, when such conduct adversely affects a member or 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.

This policy does not alter or modify laws, regulations, or college policies applicable to the legitimate exercise of academic freedom or constitutionally-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

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 violating 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 handled by the responding party's supervisor or appropriate college official according to college policy, collective bargaining agreements, and 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.

RESPONSIBILITIES

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~~procedure 1440P ~~and 1440P2~~; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.
- Employees who are licensed mental health counselors wherein confidentiality is part of their licensure, while in the role of counselor, are exempt from reporting.

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; and
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

RELEVANT LAWS AND OTHER RESOURCES

- BC procedures 1440P/~~1440P2~~
- BC Policy 1450
- Title ~~VII~~VI and ~~VIII~~VII of the Civil Rights Act of 1964
- ~~Equal Pay Act of 1963~~
- ~~Age Discrimination in Employment Act of 1967 (ADEA)~~
- ~~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~~
- ~~Americans with Disabilities Act of 1990 (ADA), as amended~~
- ~~Section 504 of the Rehabilitation Act of 1973~~
- ~~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~~126 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; 10/17/2018; 9/20/23 (temporary approval expires on 03/19/24)

APPROVED BY

~~Board of Trustees~~

~~President's Temporary~~ Cabinet Approval 9/20/23



REGULAR MEETING AGENDA ITEM

CREATION OF POLICY 1445: TITLE IX SEXUAL HARASSMENT

First Read

Description

Policy 1445: Title IX Sexual Harassment was approved as an interim (temporary) policy by the President's Cabinet in September 2021 to comply with Federal regulations; however, the policy was not formally ratified by the Board of Trustees due to additional revisions needed in the policy. These additional revisions were incorporated into an updated version of Policy 1445; therefore, President's Cabinet approved the revised Policy 1445 as an interim (temporary) policy on September 19, 2023.

Policy 1445 was temporarily adopted by Bellevue College to comply with federal regulations. Additional federal changes were expected from the Biden Administration but were not received in Fall 2023.

Analysis

The changes to Title IX in August of 2020 altered the standard legal definition of sexual harassment for specific Title IX situations. It does not alter the standard legal definition under any other federal, state, or local laws under which Bellevue College still has legal obligations.

Background/Supplemental Information

[Title IX and Sex Discrimination \(ed.gov\)](#)

[Press Release, June 2022, Dept. Of Education](#)

[2023 Dept. Of Education](#) public comments update

Recommended Motion

No action needed at this time. The Board will vote on this policy at their March 13, 2024 meeting.

Prepared by: Name, BC email address

1445 TITLE IX SEXUAL HARASSMENT

Original Date: 09/28/21 (President's Cabinet Temporary Approval – 9/19/23 (temporary approval expires on 03/19/24) *
Last Revision Effective: 9/19/23
Policy Contact: Vice President Diversity, Equity and Inclusion

POLICY

Bellevue College complies with U.S. Office of Civil Rights, Department of Education, [34 CFR Part 106 Title IX](#) regulations. This policy applies to the specific definition of sexual harassment as amended in the regulations, effective August 14, 2020. This policy does not prevent the college from pursuing action under other college policies, employment contracts or handbooks, or related federal or state law.

This policy applies to sexual harassment, described below in the prohibited conduct section, that has occurred:

- In the United States; and
- During a college educational program or activity

This policy does not alter or modify laws, regulations, or college policies applicable to the legitimate exercise of academic freedom or constitutionally 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 act(s) of sexual harassment including attempts to commit, or aid, abet, incite, encourage, or assist another person to commit said act(s).

For purposes of this policy, sexual harassment encompasses the following conduct:

- **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.
- **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.
- **Sexual assault.** Sexual assault includes the following conduct:
 - **Rape** - (Includes attempted rape, excludes statutory rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - **Sodomy** - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - **Sexual Assault with an Object** - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - **Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - **Incest** - Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape** - Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- **Domestic violence.** Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
- **Dating violence.** Violence committed by a person:
 - who is or has been in a social relationship of a romantic or intimate nature with the complainant

- where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship.
 - The type of relationship. The frequency of interaction between the persons involved in the relationship.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - fear for their safety or the safety of others; or
 - suffer substantial emotional distress.
- **Retaliation.** Retaliation includes harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported a violation of this code or college policy, provided information about a reported violation, or participated as a witness or in other capacity in a college investigation or disciplinary proceeding. Retaliation by, for or against any participant (including but not limited to complainant, respondent, witness, Title IX officer or designee, or investigator) is expressly prohibited. Retaliatory action of any kind taken against an individual seeking redress under the applicable procedures or against any participant in subsequent processes is conduct subject to discipline.

POLICY VIOLATIONS

Reports of violations of this policy by employees, students, or visitors will be reviewed according to the procedures described in 1445P and 1445P2 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. Reports against students will be referred to the student conduct manager for disciplinary proceedings pursuant to the student conduct code (WAC 132H-126, Policy 2050). Reports against employees will be referred for disciplinary proceedings pursuant to the Title IX employee discipline procedures.

RESPONSIBILITIES

All employees 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, 1445P, 1445P2; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.
- Employees who are licensed mental health counselors wherein confidentiality is part of their licensure, while in the role of counselor, are exempt from reporting.

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 follow-up on situations that have been addressed through the reporting procedures; and
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

RELEVANT LAWS AND OTHER RESOURCES

- Procedure [1440P](#)
- [Policy 1450/2050](#)
- WAC 132H-126
- [Title IX of the Educational Amendments of 1972](#)
- 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

Created: 9/28/21

Revised:

APPROVED BY

09/19/23 (President's Cabinet Temporary Approval - temporary approval expires on 03/19/24)

1445 TITLE IX SEXUAL HARASSMENT

Original Date: 09/28/21 (President's Cabinet Temporary Approval – 9/19/23 (temporary approval expires on 03/19/24) *

Last Revision Effective: 9/19/23

Policy Contact: Vice President Diversity, Equity and Inclusion

POLICY

Bellevue College complies with U.S. Office of Civil Rights, Department of Education, [34 CFR Part 106 Title IX](#) regulations. This policy applies to the specific definition of sexual harassment as amended in the regulations, effective August 14, 2020. This policy does not prevent the college from pursuing action under other college policies, employment contracts or handbooks, or related federal or state law.

This policy applies to sexual harassment, described below in the prohibited conduct section, that has occurred:

- In the United States; and
- During a college educational program or activity

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

PROHIBITED CONDUCT

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For purposes of this policy, sexual harassment encompasses the following conduct:

- **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.
- **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.
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 - **Sodomy** - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
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 - **Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
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 - **Statutory Rape** - Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- **Domestic violence.** Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
- **Dating violence.** Violence committed by a person:
 - who is or has been in a social relationship of a romantic or intimate nature with the complainant

- where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship.
 - ~~The type of relationship.~~
 - The frequency of interaction between the persons involved in the relationship.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - fear for their safety or the safety of others; or
 - suffer substantial emotional distress.
- **Retaliation.** Retaliation includes harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported a violation of this code or college policy, provided information about a reported violation, or participated as a witness or in other capacity in a college investigation or disciplinary proceeding. Retaliation by, for or against any participant (including but not limited to complainant, respondent, witness, Title IX officer or designee, or investigator) is expressly prohibited. Retaliatory action of any kind taken against an individual seeking redress under the applicable procedures or against any participant in subsequent processes is conduct subject to discipline.

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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. Reports against students will be referred to the student conduct manager for disciplinary proceedings pursuant to the student conduct code (WAC 132H-126, Policy 2050). Reports against employees will be referred for disciplinary proceedings pursuant to the Title IX employee discipline procedures.

RESPONSIBILITIES

All employees are responsible for:

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- Taking discrimination, harassment, and retaliation concerns seriously;
- Reporting suspected discriminatory, harassing, or retaliatory conduct to the appropriate authorities in accordance with procedures 1440P, 1445P, 1445P2; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.
- Employees who are licensed mental health counselors wherein confidentiality is part of their licensure, while in the role of counselor, are exempt from reporting.

Commented [LK1]: New

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 follow-up on situations that have been addressed through the reporting procedures; and
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

RELEVANT LAWS AND OTHER RESOURCES

- ~~BC procedures~~ [Procedure 1440P](#)
- ~~BC Policy 1450/2050~~
- WAC 132H-126
- [Title IX of the Educational Amendments of 1972](#)
- 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

Created: 9/28/21

Revised:

APPROVED BY

09/19/23 (President's Cabinet Temporary Approval - temporary approval expires on 03/19/24)



REGULAR MEETING AGENDA ITEM

REVISION OF 1550: FORMAL HEARING RULES FOR CONTESTED CASE HEARINGS

Action

Description

An inaccurate mailing address in Procedure 1550P: Formal Hearing Rules for Contested Case Hearings (Procedures), led to a full review of the associated policy (1550) and WAC 132H-108: Practice and Procedure and Formal Hearing Rules for Contested Case Hearings. Hearings referenced in this policy and procedure include areas of appeal related to parking, library, athletics, residency, educational records, debts, and conduct. It was determined that it is best practice to adopt the WAC as Policy 1550. In doing so, this will combine 1550P (Procedures) into Policy 1550.

Analysis

Formal Hearing Rules for Contested Case Hearings policy and procedure 1550 are predominately the same text as Washington Administrative Code (WAC) 132H-108 Practice and Procedure and Formal Hearing Rules for Contested Case Hearings. This revision replaces the current format of the policy with the text of the WAC. The procedure revision (and subsequent deletion) supplements the policy by providing clarifying details (e.g., accurate mailing address and processing language for appeals). This will not change existing policy or practice, other than minor updates.

Summary of revisions:

- Adopt WAC 132H-108 as Policy 1550 and delete Procedure 1550
- WAC 132H-108-420: gendered language update (from “his/her” to “their”)
- WAC 132H-108-440: clarification for application justification and mailing/delivery address
- WAC-132H-108-450: RCW reference and WAC references/links updated.

Comments received during review period:

The 45-day Bellevue College comment period took place Friday October 20, 2023 through Monday December 4, 2023. There were no comments submitted.

Public Comment for WAC: Tuesday December 5, 2023 9:00-10:00 a.m.

Comments: None.

Background/Supplemental Information

[WAC 132H-108 proposed revision](#)

Recommended Motion

That the Board of Trustees of Community College District VIII approves the revision to Policy 1550: Formal Hearing Rules for Contested Case Hearings, and WAC 132H-108: Formal Hearing Rules for Contested Case Hearings.

Prepared by: Lori Keller, Associate Director of Policies & Special Projects,
lorean.keller@bellevuecollege.edu

1550 FORMAL HEARING RULES FOR CONTESTED CASE HEARINGS

Original Date: 1/9/1990 * Last Revision Effective:

Policy Contact: President

POLICY

This policy will be adopted as Chapter 132H-108 of the Washington Administrative Code.

Model rules of procedure.

The model rules of procedure adopted by the chief administrative law judge pursuant to RCW 34.05.250, as now or hereafter amended, are hereby adopted for use at this institution. Those rules may be found at chapter 10-08 WAC. Other procedural rules adopted in this title are supplementary to the model rules of procedure. In the case of a conflict between the model rules of procedure and procedural rules adopted in this title, the procedural rules adopted by this institution shall govern. Rules adopted at this institution prior to July 1, 1989, remain in full force and effect unless specifically repealed or amended.

Appointment of presiding officers.

The president or president's designee shall designate a presiding officer for an adjudicative proceeding. The presiding officer shall be an administrative law judge, a member in good standing of the Washington State Bar Association, a panel of individuals, the president or their designee, or any combination of the above. Where more than one individual is designated to be the presiding officer, one person shall be designated by the president or president's designee to make decisions concerning discovery, closure, means of recording adjudicative proceedings, and similar matters.

Method of recording.

Proceedings shall be recorded by a method determined by the presiding officer, among those available, pursuant to the model rules of procedure in WAC 10-08-170.

Application for adjudicative proceeding.

An application for adjudicative proceeding shall be in writing, and signed by the applicant or the applicant's representative. The application for an adjudicative proceeding should specify the issue to be decided in the proceeding. Applications should be submitted to the Office of the President in person or by mail at the following address: 3000 Landerholm Circle, S.E., Bellevue, Washington, 98007.

(1) Written application for an adjudicative proceeding should be submitted to the above address within twenty days of the agency action giving rise to the application, unless provided for otherwise by statute or rule.

Brief adjudicative procedures.

This rule is adopted in accordance with RCW 34.05.482-491, the provisions of which are hereby adopted. Brief adjudicative procedures shall be used in all matters related to:

- (1) Residency determinations made pursuant to RCW 28B.15.013, conducted by the admissions office;
- (2) Disputes concerning educational records;
- (3) Student conduct proceedings. The procedural rules in chapter 132H-126 WAC apply to these procedures.
- (4) Parking violations. The procedural rules in chapter 132H-116 WAC apply to these proceedings;
- (5) Outstanding debts owed by students or employees;
- (6) Loss of eligibility for participation in institution-sponsored athletic events, pursuant to chapter 132H-400 WAC.

Discovery.

Discovery in adjudicative proceedings may be permitted at the discretion of the presiding officer. In permitting discovery, the presiding officer shall make reference to the civil rules of procedure. The presiding officer shall have the power to control the frequency and nature of discovery permitted, and to order discovery conferences to discuss discovery issues.

Procedure for closing parts of the hearings.

A party may apply for a protective order to close part of a hearing. The party making the request should state the reasons for making the application to the presiding officer. If the other party opposes the request, a written response to the request shall be made within ten days of the request to the presiding officer. The presiding officer shall determine which, if any, parts of the proceeding shall be closed, and state the reasons therefore in writing within twenty days of receiving the request.

Recording devices.

No cameras or recording devices shall be allowed in those parts of proceedings which the presiding officer has determined shall be closed pursuant to WAC 132H-108-410, except for the method of official recording selected by the institution.

RELEVANT LAWS AND OTHER RESOURCES

- RCW [RCW 34.05.482](#)
- WAC [10-08](#)

REVISION HISTORY

Original 1/9/1990

Revisions 3/22/2005; 5/21/2009; 3/24/2015

APPROVED BY

Board of Trustees

1550 FORMAL HEARING RULES FOR CONTESTED CASE HEARINGS

Original Date: 1/9/1990 * Last Revision Effective: 3/24/2015

Policy Contact: President

POLICY

This policy will be adopted as Chapter 132H-108 of the Washington Administrative Code.

Model rules of procedure.

The model rules of procedure adopted by the chief administrative law judge pursuant to RCW 34.05.250, as now or hereafter amended, are hereby adopted for use at this institution. Those rules may be found at WAC 10-08-chapter 10-08 WAC. Other procedural rules adopted in this title are supplementary to the model rules of procedure. In the case of a conflict between the model rules of procedure and procedural rules adopted in this title, the procedural rules adopted by this institution shall govern. Rules adopted at this institution prior to July 1, 1989, remain in full force and effect unless specifically repealed or amended.

Appointment of presiding officers.

The president or president's designee shall designate a presiding officer for an adjudicative proceeding. The presiding officer shall be an administrative law judge, a member in good standing of the Washington State Bar Association, a panel of individuals, the president or his or her their designee, or any combination of the above. Where more than one individual is designated to be the presiding officer, one person shall be designated by the president or president's designee to make decisions concerning discovery, closure, means of recording adjudicative proceedings, and similar matters.

Method of recording.

Proceedings shall be recorded by a method determined by the presiding officer, among those available, pursuant to the model rules of procedure in WAC 10-08-170.

Application for adjudicative proceeding.

An application for adjudicative proceeding shall be in writing, and signed by the applicant or the applicant's representative. The application for an adjudicative proceeding should specify the issue to be decided in the proceeding. Applications should be submitted to the Office of the President in person or by mail forms are available at the following address: 3000 Landerholm Circle, S.E., Room B202, Bellevue, Washington, 98007.

(1) Written application for an adjudicative proceeding should be submitted to the above address within twenty days of the agency action giving rise to the application, unless provided for otherwise by statute or rule.

Brief adjudicative procedures.

This rule is adopted in accordance with RCW 34.095.482-4914 [34.05.482-494], the provisions of which are hereby adopted. Brief adjudicative procedures shall be used in all matters related to:

- (1) Residency determinations made pursuant to RCW 28B.15.013, conducted by the admissions office;
- (2) Disputes concerning educational records;
- (3) Student conduct proceedings. The procedural rules in chapter 132H-126200 WAC apply to these procedures.
- (4) Parking violations. The procedural rules in chapter 132H-116 WAC apply to these proceedings;
- (5) Outstanding debts owed by students or employees;
- (6) Loss of eligibility for participation in institution-sponsored athletic events, pursuant to chapter 132H-400 WAC.

Discovery.

Discovery in adjudicative proceedings may be permitted at the discretion of the presiding officer. In permitting discovery, the presiding officer shall make reference to the civil rules of procedure. The presiding

officer shall have the power to control the frequency and nature of discovery permitted, and to order discovery conferences to discuss discovery issues.

Procedure for closing parts of the hearings.

A party may apply for a protective order to close part of a hearing. The party making the request should state the reasons for making the application to the presiding officer. If the other party opposes the request, a written response to the request shall be made within ten days of the request to the presiding officer. The presiding officer shall determine which, if any, parts of the proceeding shall be closed, and state the reasons therefore in writing within twenty days of receiving the request.

Recording devices.

No cameras or recording devices shall be allowed in those parts of proceedings which the presiding officer has determined shall be closed pursuant to WAC 132H-108-410, except for the method of official recording selected by the institution.

RELEVANT LAWS AND OTHER RESOURCES

- ~~RCW 34.05.250~~
- ~~WAC 10-08~~
- ~~Bellevue College Procedure #1550P Formal Hearing Rules for Contested Case Hearings~~
- RCW 34.05.482
- WAC 10-08

REVISION HISTORY

Original 1/9/1990

Revisions 3/22/2005; 5/21/2009; 3/24/2015

APPROVED BY

Board of Trustees

~~President's Cabinet~~

Chapter 132H-108 WAC

FORMAL HEARING RULES FOR CONTESTED CASE HEARINGS

Last Update:

WAC

132H-108-410 Model rules of procedure.

132H-108-420 Appointment of presiding officers.

132H-108-430 Method of recording.

132H-108-440 Application for adjudicative proceeding.

132H-108-450 Brief adjudicative procedures.

132H-108-460 Discovery.

132H-108-470 Procedure for closing parts of the hearings.

132H-108-480 Recording devices.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

132H-108-005 Formal hearing policy. [Order 42, § 132H-108-005, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-010 Grammatical definition. [Order 42, § 132H-108-010, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-020 Definitions. [Order 42, § 132H-108-020, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-030 Appearance and practice before agency. [Order 42, § 132H-108-030, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-040 Notice and opportunity for hearing in contested cases. [Order 42, § 132H-108-040, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-050 Service of process—By whom served. [Order 42, §
132H-108-050, filed 3/5/76.] Repealed by WSR 90-09-
066 (Order 102, Resolution No. 189), filed 4/18/90,
effective 5/19/90. Statutory Authority: RCW
28B.50.140.

132H-108-060 Upon whom served. [Order 42, § 132H-108-060, filed
3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-070 Service upon parties. [Order 42, § 132H-108-070,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-080 Method of service. [Order 42, § 132H-108-080,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-090 When service complete. [Order 42, § 132H-108-090, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-100 Filing with agency. [Order 42, § 132H-108-100, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-110 Depositions and interrogatories in contested cases—Right to take. [Order 42, § 132H-108-110, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-120 Scope. [Order 42, § 132H-108-120, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-130 Officer before whom taken. [Order 42, § 132H-108-130, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-140 Authorization. [Order 42, § 132H-108-140, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-150 Protection of parties and deponents. [Order 42, § 132H-108-150, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-160 Oral examination and cross-examination. [Order 42, § 132H-108-160, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-170 Recordation. [Order 42, § 132H-108-170, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-180 Signing attestation and return. [Order 42, § 132H-108-180, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-190 Use and effect. [Order 42, § 132H-108-190, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-200 Fees of officers and deponents. [Order 42, § 132H-108-200, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-210 Depositions upon interrogatories—Submission of interrogatories. [Order 42, § 132H-108-210, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-220 Interrogation. [Order 42, § 132H-108-220, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-230 Attestation and return. [Order 42, § 132H-108-230, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-240 Provisions of deposition rule. [Order 42, § 132H-108-240, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-250 Hearing officers. [Order 42, § 132H-108-250, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-260 Hearing procedures. [Order 42, § 132H-108-260, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-270 Duties of hearing officers. [Order 42, § 132H-108-270, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-280 Stipulations and admissions of record. [Order 42, § 132H-108-280, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-290 Definition of issues before hearing. [Order 42, § 132H-108-290, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-300 Continuances. [Order 42, § 132H-108-300, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-310 Rules of evidence—Admissibility criteria. [Order 42, § 132H-108-310, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-320 Tentative admission—Exclusion—Discontinuance—Objections. [Order 42, § 132H-108-320, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,

Resolution No. 189), filed 4/18/90, effective

5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-330 Form and content of decisions in contested cases.

[Order 42, § 132H-108-330, filed 3/5/76.] Repealed

by WSR 90-09-066 (Order 102, Resolution No. 189),

filed 4/18/90, effective 5/19/90. Statutory

Authority: RCW 28B.50.140.

WAC 132H-108-410 Model rules of procedure. The model rules of procedure adopted by the chief administrative law judge pursuant to RCW 34.05.250, as now or hereafter amended, are hereby adopted for use at this institution. Those rules may be found at chapter 10-08 WAC. Other procedural rules adopted in this title are supplementary to the model rules of procedure. In the case of a conflict between the model rules of procedure and procedural rules adopted in this title, the procedural rules adopted by this institution shall govern. Rules adopted at this institution prior to July 1, 1989, remain in full force and effect unless specifically repealed or amended.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-410, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-420 Appointment of presiding officers. The president or president's designee shall designate a presiding officer for an adjudicative proceeding. The presiding officer shall be an administrative law judge, a member in good standing of the Washington State Bar Association, a panel of individuals, the president or their designee, or any combination of the above. Where more than one individual is designated to be the presiding officer, one person shall be designated by the president or president's designee to make decisions concerning discovery, closure, means of recording adjudicative proceedings, and similar matters.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-420, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-430 Method of recording. Proceedings shall be recorded by a method determined by the presiding officer, among those available, pursuant to the model rules of procedure in WAC 10-08-170.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-430, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-440 Application for adjudicative proceeding.

An application for adjudicative proceeding shall be in writing, and signed by the applicant or the applicant's representative. The application for an adjudicative proceeding should specify the issue to be decided in the proceeding. Applications should be submitted to the Office of the President in person or by mail at the following address: 3000 Landerholm Circle, S.E., Bellevue, Washington, 98007.

(1) Written application for an adjudicative proceeding should be submitted to the above address within twenty days of the agency action giving rise to the application, unless provided for otherwise by statute or rule.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-440, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-450 Brief adjudicative procedures. This rule is adopted in accordance with RCW 34.05.482-491, the provisions

of which are hereby adopted. Brief adjudicative procedures shall be used in all matters related to:

- (1) Residency determinations made pursuant to RCW 28B.15.013, conducted by the admissions office;
 - (2) Disputes concerning educational records;
 - (3) Student conduct proceedings. The procedural rules in chapter 132H-126 WAC apply to these procedures.
 - (4) Parking violations. The procedural rules in chapter 132H-116 WAC apply to these proceedings;
 - (5) Outstanding debts owed by students or employees;
 - (6) Loss of eligibility for participation in institution-sponsored athletic events, pursuant to chapter 132H-400 WAC.
- [Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-450, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-460 Discovery. Discovery in adjudicative proceedings may be permitted at the discretion of the presiding officer. In permitting discovery, the presiding officer shall make reference to the civil rules of procedure. The presiding officer shall have the power to control the frequency and nature

of discovery permitted, and to order discovery conferences to discuss discovery issues.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-460, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-470 Procedure for closing parts of the hearings. A party may apply for a protective order to close part of a hearing. The party making the request should state the reasons for making the application to the presiding officer. If the other party opposes the request, a written response to the request shall be made within ten days of the request to the presiding officer. The presiding officer shall determine which, if any, parts of the proceeding shall be closed, and state the reasons therefore in writing within twenty days of receiving the request.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-470, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-480 Recording devices. No cameras or recording devices shall be allowed in those parts of proceedings which the presiding officer has determined shall be closed

pursuant to WAC 132H-108-410, except for the method of official recording selected by the institution.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-480, filed 4/18/90, effective 5/19/90.]

Chapter 132H-108 WAC

~~PRACTICE AND PROCEDURE AND~~ FORMAL HEARING RULES FOR

CONTESTED CASE HEARINGS

Last Update: ~~4/18/90~~

WAC

132H-108-410 Model rules of procedure.

132H-108-420 Appointment of presiding officers.

132H-108-430 Method of recording.

132H-108-440 Application for adjudicative proceeding.

132H-108-450 Brief adjudicative procedures.

132H-108-460 Discovery.

132H-108-470 Procedure for closing parts of the hearings.

132H-108-480 Recording devices.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

132H-108-005 Formal hearing policy. [Order 42, § 132H-108-005,

filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,

Resolution No. 189), filed 4/18/90, effective

5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-010 Grammatical definition. [Order 42, § 132H-108-010, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-020 Definitions. [Order 42, § 132H-108-020, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-030 Appearance and practice before agency. [Order 42, § 132H-108-030, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-040 Notice and opportunity for hearing in contested cases. [Order 42, § 132H-108-040, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-050 Service of process—By whom served. [Order 42, § 132H-108-050, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-060 Upon whom served. [Order 42, § 132H-108-060, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-070 Service upon parties. [Order 42, § 132H-108-070, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-080 Method of service. [Order 42, § 132H-108-080, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-090 When service complete. [Order 42, § 132H-108-090,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-100 Filing with agency. [Order 42, § 132H-108-100,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-110 Depositions and interrogatories in contested
cases—Right to take. [Order 42, § 132H-108-110,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-120 Scope. [Order 42, § 132H-108-120, filed 3/5/76.]
Repealed by WSR 90-09-066 (Order 102, Resolution No.
189), filed 4/18/90, effective 5/19/90. Statutory
Authority: RCW 28B.50.140.

132H-108-130 Officer before whom taken. [Order 42, § 132H-108-130, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-140 Authorization. [Order 42, § 132H-108-140, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-150 Protection of parties and deponents. [Order 42, § 132H-108-150, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-160 Oral examination and cross-examination. [Order 42, § 132H-108-160, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-170 Recordation. [Order 42, § 132H-108-170, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-180 Signing attestation and return. [Order 42, § 132H-108-180, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-190 Use and effect. [Order 42, § 132H-108-190, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-200 Fees of officers and deponents. [Order 42, § 132H-108-200, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-210 Depositions upon interrogatories—Submission of
interrogatories. [Order 42, § 132H-108-210, filed
3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-220 Interrogation. [Order 42, § 132H-108-220, filed
3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-230 Attestation and return. [Order 42, § 132H-108-230,
filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,
Resolution No. 189), filed 4/18/90, effective
5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-240 Provisions of deposition rule. [Order 42, § 132H-
108-240, filed 3/5/76.] Repealed by WSR 90-09-066
(Order 102, Resolution No. 189), filed 4/18/90,
effective 5/19/90. Statutory Authority: RCW
28B.50.140.

132H-108-250 Hearing officers. [Order 42, § 132H-108-250, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-260 Hearing procedures. [Order 42, § 132H-108-260, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-270 Duties of hearing officers. [Order 42, § 132H-108-270, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-280 Stipulations and admissions of record. [Order 42, § 132H-108-280, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-290 Definition of issues before hearing. [Order 42, § 132H-108-290, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-300 Continuances. [Order 42, § 132H-108-300, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-310 Rules of evidence—Admissibility criteria. [Order 42, § 132H-108-310, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102, Resolution No. 189), filed 4/18/90, effective 5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-320 Tentative admission—Exclusion—Discontinuance—Objections. [Order 42, § 132H-108-320, filed 3/5/76.] Repealed by WSR 90-09-066 (Order 102,

Resolution No. 189), filed 4/18/90, effective

5/19/90. Statutory Authority: RCW 28B.50.140.

132H-108-330 Form and content of decisions in contested cases.

[Order 42, § 132H-108-330, filed 3/5/76.] Repealed

by WSR 90-09-066 (Order 102, Resolution No. 189),

filed 4/18/90, effective 5/19/90. Statutory

Authority: RCW 28B.50.140.

WAC 132H-108-410 Model rules of procedure. The model rules of procedure adopted by the chief administrative law judge pursuant to RCW 34.05.250, as now or hereafter amended, are hereby adopted for use at this institution. Those rules may be found at chapter 10-08 WAC. Other procedural rules adopted in this title are supplementary to the model rules of procedure. In the case of a conflict between the model rules of procedure and procedural rules adopted in this title, the procedural rules adopted by this institution shall govern. Rules adopted at this institution prior to July 1, 1989, remain in full force and effect unless specifically repealed or amended.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-410, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-420 Appointment of presiding officers. The president or president's designee shall designate a presiding officer for an adjudicative proceeding. The presiding officer shall be an administrative law judge, a member in good standing of the Washington State Bar Association, a panel of individuals, the president or ~~his or her~~their designee, or any combination of the above. Where more than one individual is designated to be the presiding officer, one person shall be designated by the president or president's designee to make decisions concerning discovery, closure, means of recording adjudicative proceedings, and similar matters.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-420, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-430 Method of recording. Proceedings shall be recorded by a method determined by the presiding officer, among those available, pursuant to the model rules of procedure in WAC 10-08-170.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-430, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-440 Application for adjudicative proceeding.

An application for adjudicative proceeding shall be in writing, and signed by the applicant or the applicant's representative. The application for an adjudicative proceeding should specify the issue to be decided in the proceeding. Applications should be submitted to the Office of the President in person or by mail ~~forms are available~~ at the following address: 3000 Landerholm Circle, S.E., ~~Room B202,~~ Bellevue, Washington, 98007.

(1) Written application for an adjudicative proceeding should be submitted to the above address within twenty days of the agency action giving rise to the application, unless provided for otherwise by statute or rule.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-440, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-450 Brief adjudicative procedures. This rule is adopted in accordance with RCW 34.095.482-4914 ~~[34.05.482-~~

~~4941~~, the provisions of which are hereby adopted. Brief

adjudicative procedures shall be used in all matters related to:

- (1) Residency determinations made pursuant to RCW 28B.15.013, conducted by the admissions office;
 - (2) Disputes concerning educational records;
 - (3) Student conduct proceedings. The procedural rules in chapter 132H-~~126200~~ WAC apply to these procedures.
 - (4) Parking violations. The procedural rules in chapter 132H-116 WAC apply to these proceedings;
 - (5) Outstanding debts owed by students or employees;
 - (6) Loss of eligibility for participation in institution-sponsored athletic events, pursuant to chapter 132H-400 WAC.
- [Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-450, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-460 Discovery. Discovery in adjudicative proceedings may be permitted at the discretion of the presiding officer. In permitting discovery, the presiding officer shall make reference to the civil rules of procedure. The presiding officer shall have the power to control the frequency and nature

of discovery permitted, and to order discovery conferences to discuss discovery issues.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-460, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-470 Procedure for closing parts of the hearings. A party may apply for a protective order to close part of a hearing. The party making the request should state the reasons for making the application to the presiding officer. If the other party opposes the request, a written response to the request shall be made within ten days of the request to the presiding officer. The presiding officer shall determine which, if any, parts of the proceeding shall be closed, and state the reasons therefore in writing within twenty days of receiving the request.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-470, filed 4/18/90, effective 5/19/90.]

WAC 132H-108-480 Recording devices. No cameras or recording devices shall be allowed in those parts of proceedings which the presiding officer has determined shall be closed

pursuant to WAC 132H-108-410, except for the method of official recording selected by the institution.

[Statutory Authority: RCW 28B.50.140. WSR 90-09-066 (Order 102, Resolution No. 189), § 132H-108-480, filed 4/18/90, effective 5/19/90.]



REGULAR MEETING AGENDA ITEM

INFORMATION ITEM: HOUSEKEEPING AND MINOR EDITS TO POLICY LIBRARY

Information

Description

Bellevue College's policy library is consistently reviewed as part of an ongoing quality review process. Minor, or housekeeping edits, such as corrections of grammatical errors, updated hyperlinks, or updated job titles are often necessary. Housekeeping edits are proposed to College Assembly and President's Cabinet without going through the full creation, revision, deletion policy and procedure process. This takes place during a ten-day review period wherein Cabinet or Assembly are notified of the minor or housekeeping edits and during that time, either body may request a full review of the policy or procedure.

The following policies are proposed to receive minor or housekeeping edits in February 2024. Policies with minor or housekeeping edits have been reviewed by the policy contact and by Cabinet and Assembly. Any member of the Board of Trustees may also request a full review.

1480 Clery Act Compliance:	Review only.
2450 Course Withdrawal	Last line replaced with link and navigation to BC webpage.
3350 Credit for Tech Prep	Change terminology from "2+2" to "CTE Dual Credit."
3010 Course Repeat	Policy contact title changed to "Chief Academic Officer."
4250 Standards of Ethical Conduct	Remove "President's Cabinet" from Approved By section.
4190 Volunteer Policy	Remove "Policy" and make "Volunteer" plural.
7120 Debt Service Limit	Add "annual" and "service" for clarification, remove "policy" from title.
7150 Returned Checks (Students)	Remove the word "policy" from the title, remove "academic transcripts may be withheld," and change "collection services" to "collection agency."

Recommended Action

No action is required unless the Board would like to request a full review of any of the above listed policies.

Prepared by: Loreen McRea Keller, lori.keller@bellevuecollege.edu

1480 CLERY ACT COMPLIANCE

Original Date: 06/06/20 * Last Revision Effective:
Policy Contact: Vice President, Administrative Services

POLICY

Bellevue College is committed to providing a safe learning, working and living environment for its students, faculty, staff and visitors. This policy, and associated procedures, support this commitment by providing college-wide guidance regarding the requirements and regulations of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Clery Act, originally known as the Campus Security Act, is a landmark federal law that requires most public and private United States colleges and universities to disclose statistics about crime on and around their campuses; and information about safety and security policies. The Clery Act is enforced by the U.S. Department of Education.

RESPONSIBILITIES

NA

DEFINITIONS

NA

RELEVANT LAWS AND OTHER RESOURCES

[U.S. Department of Education Campus Security, Appendix for FSA Handbook](#)

[Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act \(20 USC § 1092\(f\)\)](#)

1480P, Clery Act Compliance (Procedures)

1480P2, Timely Warnings and Emergency Notification (Procedures)

REVISION HISTORY

Original 06/06/20

APPROVED BY

[\[Click Here to Insert Text -- i.e. President's Cabinet, Board of Trustees\]](#)
[Board of Trustees](#)

2450 Official Withdrawal from a Course/s

Original Date: 9/16/15 * Last Revision Effective: ~~9/15/16~~

Policy Contact: Vice President, Student Affairs

POLICY

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

~~Students should follow instructions located at Student Central or online at Enrollment – Bellevue College. The college will establish procedures and guidelines for students who wish to withdraw from a class or classes.~~

RELEVANT LAWS AND OTHER RESOURCES

- [RCW 28B.15.605](#): Refunds or cancellation of fees — Community colleges and technical colleges
- [RCW 28B.10.270](#): Rights of Washington national guard and other military reserve students called to service
- [State Board for Community and Technical College Policy Manual](#)

REVISION HISTORY

Original 9/16/15

Board of Trustees

APPROVED BY

3350 ~~CREDIT FOR CTE DUAL CREDIT ARTICULATED PROGRAMS~~ ~~CREDIT FOR TECH PREP~~ ~~ARTICULATED PROGRAMS~~

Original Date: 9/1/1995 * Last Revision Effective: 4/7/2015

Policy Contact: Senior Academic Officer~~Vice President, Instruction~~

POLICY

Students from high schools which have ~~2+2 Tech Prep~~CTE Dual Credit program articulation agreements with Bellevue College may earn college credit as outlined in the specific program agreements. Earned credit will be recorded~~transcribed~~ on the student's Bellevue College permanent record after completion of the course is reported to the records office. Bellevue College admissions procedures and requirements must still be met.

REVISION HISTORY

Original 9/1/1995

Revisions 3/22/2005; 5/21/2009; 9/11/2012; 4/7/2015

APPROVED BY

~~President's Cabinet~~Board of Trustees

Policy 3010 Course Repeat

Original Date: 6/5/19 * Last Revision Effective:

Policy Contact: ~~Senior Provost for Academic Officer and Student Affairs~~

POLICY

Bellevue College allows students to repeat any course to improve their skills, course grade, and cumulative grade point average (GPA). The college removes the original grade from the GPA calculation and inserts a repeat indicator (R) next to the original grade on the transcript. The following rules apply to all instances of students repeating courses:

- The repeat indicator is applied only to letter grades A-F received in the same course taken at Bellevue College.
 - In accordance with state board regulations, the college uses the highest grade earned when calculating the cumulative GPA.
 - Other colleges and universities may not recognize the course repeat indicator on transcripts. To avoid possible issues, students should check with other institutions prior to transferring their credits.
- By state regulation and unless otherwise indicated in the college catalog, students may not take a course more than three times.
 - This rule applies to registration in credit-bearing or Adult Basic Education (ABE/ESL) courses, including transferred-in courses.
 - This rule does not apply to non-credit continuing education courses.
- The college may place restrictions on students who attempt to take a course more than once.
 - The college may require students who attempt to take a course more than once to participate in student success interventions designed to help students progress towards completion of their academic goals, degrees, or certificates.
- Students must register for the course they wish to repeat and pay all required tuition and fees.

RESPONSIBILITIES

Student Central: Enrollment Services

- Responsible for implementation and development of procedures needed for students to access this option.

Academic Affairs

- Responsible for the development of student success interventions.

RELEVANT LAWS AND OTHER RESOURCES

State Board for Community and Technical Colleges Policy Manual, Chapter 4, Appendix A Course Coding Procedures and Guidelines: Repeat Course Rule

REVISION HISTORY

Original 6/5/2019

APPROVED BY

Board of Trustees

4250 STANDARDS OF ETHICAL CONDUCT

Original Date: 2/10/1994 * Last Revision Effective: 4/7/2015
Policy Contact: Vice President, Human Resources

POLICY

Bellevue College is a state agency operated in accordance with Washington state law. To protect the public interest, college employees are obligated to treat their positions as a public trust, using their official powers and duties and the resources of the college only to advance the public interest. This obligation requires that all employees:

- protect the integrity of the college by being independent and impartial in the exercise of their duties, avoiding the use of their positions for personal gain or private benefit;
- promote an environment free from fraud, abuse of authority, and misuse of public property;
- create a work environment that is free from all forms of unlawful discrimination and harassment;
- treat members of the campus community and of the community at large with respect, concern, courtesy, and responsiveness;
- protect confidential information to which employees have access in the course of their duties.

The board of trustees directs the president to disseminate this policy and to publish the basic principles of [RCW 42.52](#) (the 1994 Ethics Law) to ensure that college employees are aware of their obligations under the law.

RELEVANT LAWS AND OTHER RESOURCES

- [RCW 42.52](#)

REVISION HISTORY

Original 2/10/1994

Revisions 1/16/1996; 5/10/2005; 5/21/2009; 4/7/2015

APPROVED BY

Board of Trustees
~~All College Council~~
~~President's Cabinet~~

4190 VOLUNTEERS ~~POLICY~~

Original Date: 6/16/2010 * Last Revision Effective: 4/7/2015
Policy Contact: Vice President, Human Resources

POLICY

Any individual who is providing services to a Bellevue College department or event in an unpaid capacity must be formally registered and accepted as an official volunteer of the college, in accordance with relevant procedures established by the human resources office.

While any and all unpaid positions on campus are subject to this policy, examples of specific positions on campus for which individuals must register include: working as a student group advisor/chaperone, as a student intern, or as a volunteer affiliated with the KBCS radio station.

Volunteers must comply with all college policies and procedures and will be accorded the rights and privileges designated by the college while they are performed their assigned duties on behalf of the college.

General Policy

The trustees of Community College District VIII authorize persons registered as volunteers at Bellevue College to be eligible workers for all purposes relating to medical aid benefits in accordance with [RCW 51.12.035](#) and [RCW 51.36](#).

DEFINITIONS

Volunteer

- An individual who performs hours of service for Bellevue College for civic, charitable, or humanitarian reasons, without promise, expectation or receipt of compensation for services rendered, is considered to be a volunteer during such hours.

Individuals shall be considered volunteers only where their services are offered freely and without pressure or coercion, direct or implied, from an employer.

An individual shall not be considered a volunteer if the individual is otherwise employed by Bellevue College to perform the same type of services as those for which the individual proposes to volunteer.

RELEVANT LAWS AND OTHER RESOURCES

- [RCW 51.12.035](#)
- [RCW 51.36](#)
- [Fair Labor Standards Act \(29 CFR 553.101\)](#)

REVISION HISTORY

Original 6/16/2010
Revisions 9/11/2012; 4/7/2015

APPROVED BY

~~President's Cabinet~~
Board of Trustees

7120 DEBT SERVICE LIMIT ~~POLICY~~

Original Date: 9/10/2008 * Last Revision Effective:
Policy Contact: President

POLICY

The college is required to manage debt for capital outlay purposes that is periodically reviewed, carefully controlled, and justified so as not to create an unreasonable drain on resources available for educational purposes.

~~General Policy~~

The trustees of Community College District VIII, in accordance with RCW 28B.50.140 (6) and 39.94, authorize the incursion of debt for the purchase of real property or construction. The College will manage its resources to ~~insure~~ensure adequate resources are available to meet debt service for long term and ~~short term~~short-term indebtedness. Bellevue College shall not incur debt or borrow money which will cause aggregate total annual debt service contracted by the college to exceed 7 percent of the average of the operating budget for the three immediately preceding fiscal years.

REVISION HISTORY

Original 9/10/2008

APPROVED BY

Board of Trustees

7150 RETURNED CHECKS ~~POLICY~~ (STUDENTS)

Original Date: 9/1/1995 * Last Revision Effective: 10/9/2015
Policy Contact: Vice President, Administrative Services

POLICY

All returned checks and/or credit card charges are assessed a fee. Admission to or registration for classes with the college, ~~and~~ conferring of degrees, ~~and issuance of academic transcripts~~ may be withheld for failure to meet financial obligations to the college. Failure to satisfy payment of tuition and fees may result in a student being withdrawn from classes. All unmet financial obligations may result in the account being sent to a collection ~~agency~~ service. Notification will be sent prior to being submitted to a collection ~~agency~~ service. All collection fees are the responsibility of the check/credit card writer and/or the student.

If a student writes three checks (including third-party checks) which are returned, ~~their~~ his/her privilege of check-writing will be denied.

This policy and the amount of the fees will be made available through college publications.

REVISION HISTORY

Original 9/1/1995
Revisions 3/22/2005; 5/21/2009; 10/19/2015

APPROVED BY

~~President's Cabinet~~
Board of Trustees



REGULAR MEETING AGENDA ITEM

QUARTERLY ENROLLMENT REPORT: WINTER 2024

Information

Description

A review of final enrollment figures for Fall 2024, the interim status of Winter 2024, and revised projections for Spring 2024 and the 2024-25, 2025-26, and 2026-27 academic/fiscal years.

Analysis

In Fall 2023, we served 12,768 students. Fall 2023 enrollments overall exceeding projections by 4.6%, driven by significant growth in Running Start (8% ahead of projections) and College in the High School (47% ahead). The rapid increase in College in the High School enrollments is due to legislative changes last year that made College in the High School free to students. Overall, this resulted in a 5.9% increase in state-reported enrollments over Fall 2022, with both Bellevue College and SBCTC overall seeing a strong recovery in enrollments after years of decline.

So far in Winter 2024, we are serving 14,463 students. We again exceeded our projections that had largely been revised upward, being within a few percentage points of projections on most groups, but having strong growth in baccalaureate enrollments (13% ahead) and explosive growth in College in the High School (97% ahead of projections). This influx of College in the High School students means a much greater proportion of new-to-BC students this quarter. It is also important to note a change in College in the High School enrollment patterns; in the past, Spring was the largest enrollment quarter for those students, as enrollments were processed at the end of year-long classes. Now, Winter will be the heavy enrollment quarter, with fewer enrollments in Spring.

In terms of the revision of projections, we are largely increasing projections for Spring and the upcoming years, though we are expressing a bit more caution on international enrollments due to the upcoming election and are waiting to see to what extent College in the High School will impact Running Start enrollments.

Background/Supplemental Information

Slide Deck: BoT Winter 2024 Enrollment

Prepared by: Steve Downing, Dean, Enrollment Management
Zach Morgan, Executive Director, Effectiveness, Research & Analytics



REGULAR MEETING AGENDA ITEM

FINANCE QUARTERLY REPORT: WINTER 2024

Information

Description

The purpose of this presentation is to provide the Board with an update on the budget for fiscal year ending June 2024 along with an update on the development of the FY25 budget.

Projected FY24 revenues are \$3.3 higher than budgeted, while expenses are \$800K higher. Current FY24EOY is projected to end with a small surplus of \$2.5M.

Projected tuition is \$4M higher than budgeted for FY24, and is based on actual enrollment numbers for summer, fall and winter, and projected enrollment numbers for the spring 2024 quarter.

FY25 revenue is projected to have 3.8% growth when compared to FY24 projections, but expenses are currently projected to be 7.8% higher (\$2.6M). The current \$2.6M deficit projected at the end of FY25 will be the focus of the next several weeks as the college prepares the budget for Board of Trustees approval.

Analysis

FY24: The FY24 year-end projections for expenses and revenue are .6% and 2.5% (respectively) higher than budgeted. Fortunately, as revenues have outpaced expenses the college still projects a surplus at year end. Revenue increases are largely due to increased enrollments and a larger than expected allocation from the state. On the expense side, adjunct faculty salaries are \$700k higher than expected. While normally a cause for alarm, fill rates and section offerings have actually improved, so the increase in adjunct faculty expenses are more likely due to the large reduction taken out of that expense when the budget was built last year. Goods and services expenses are projected to be about \$1M lower than budgeted as well. Year-end projections for remaining expense categories are only marginally different than budgeted.

FY25: In FY25, the college is projecting a 4.4% tuition increase, which may need to be adjusted when the state issues the actual tuition increase. As of the winter 2024 quarter, next year's enrollment is projected to be about 2.6% higher (10,814 FTE's) than the prior year.

Close monitoring of enrollments, especially for international students and state allocations will be key to meeting our budget for tuition revenues. The college will continue to update enrollment projections with each passing quarter, while continuing to keep a close eye on section offerings and fill rates.

Projected salary expenses and state appropriation revenues are based on the Governor's budget, which includes an 8.9% increase for faculty and a 4% increase for classified and exempt.

2023-24 Expenses

- +5.87% COLA - Faculty
- +3% COLA – Staff
- Old Building fund budgeted at 4% of operations budget for the year

Background/Supplemental Information

Financial report slide deck.

Prepared by: Ty Bergstrom, Executive Director of Finance and Auxiliary Services



REGULAR MEETING AGENDA ITEM

2017 STRATEGIC PLAN CLOSE-OUT REPORT

Information

Description

A presentation of the results of an effort to evaluate Bellevue College's strategic implementation of its 2017 strategic plan, as preparation for the launching of a new strategic planning effort next academic year.

Analysis

The 2017 Bellevue College Strategic Plan included 25 initiatives across the college's four core themes of Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment. Given that the strategic plan had no published metrics, we established a framework that evaluated the strategic implementation of each of the initiatives. Based on interviews with several members of college leadership in Fall 2023, 1 initiative was rated as "not initiated," 12 as "initiated," 7 as "developed," 4 as "implemented," and 1 as "achieved." A continued theme throughout the process was the impact of various individual and small group efforts toward advancing the college forward, even when not planned or coordinated. This "strategic mosaic" of individual faculty, staff, and student efforts toward a shared vision and values for the college demonstrates the strength of those ideals.

Background/Supplemental Information

Slide Deck: Closeout of 2017 Strategic Plan Slide Deck

Report: BC 2017 Strategic Plan 2023-24 Closeout Report 2022-02-07

Prepared by: Zach Morgan, Executive Director, Effectiveness, Research & Analytics

zach.morgan@bellevuecollege.edu

Bellevue College 2017 Strategic Plan

2023-24 Closeout Report

Zachary Morgan, Ph.D. | Executive Director, Effectiveness, Research & Analytics | effectiveness@bellevuecollege.edu

This report provides a summative evaluation of Bellevue College's implementation of each of the strategic initiatives from the 2017 Strategic Plan. Each evaluation is informed by conversations I had with various subject matter experts and stakeholders, as well as a review of associated written materials. As the 2017 Strategic Plan as published included a listing of strategic initiatives without explicit mention of measurable outcomes, this evaluation will rate each initiative based on progress made in developing, implementing, and demonstrated impact using a five-point scale:

Not Initiated	No steps were taken to develop or act on this strategy.
Initiated	Steps were taken to convene relevant actors and begin development of a plan to implement the strategy, but the plan is incomplete.
Developed	A plan to implement the strategy was developed, but not all aspects of the plan have been implemented.
Implemented	The plan has been implemented, and we are awaiting results to be able to evaluate the impact of the strategy on mission fulfillment.
Achieved	The plan was implemented, and evidence demonstrates that the strategy has had a positive impact on one or more of the core themes.

These ratings are inherently subjective, and different perspectives would result in different yet valid evaluations.

Student Success Priority Initiatives

BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

Initiated **A. Develop and implement a strategic enrollment management plan that promotes the success of all student populations.**

Bellevue College initiated strategic enrollment management planning multiple times since the publication of the 2017 Strategic Plan. These efforts frequently stalled due to the prioritization of addressing more immediate enrollment challenges and concerns—such as the severe drop in enrollment in the quarter following ctLink implementation—as well as the loss of the provost position and turnover in the associate vice president of student affairs position.

Despite the several starts and stops of developing a broad strategic enrollment management plan, the college has undertaken several initiatives that seek to increase student recruitment, retention, and re-entry.

Recruitment initiatives include investments in the capacity of the college's Welcome Center that serves prospective students and applicants, investments in marketing, and quarterly Discovery Days for prospective students. Additionally, a redesign of the Bellevue College website was intentionally focused on converting prospective students into college applicants. There is some evidence of success for these initiatives, with BC welcoming in Fall 2023 its largest class of new students since Fall 2018.

The college's most strategic investments in student retention are our various BC Pathways student success initiatives, including First Year Seminar, Math Redesign, Early Alert, New Student Orientation and Enrollment sessions, and BC Pathways, Focus Areas, and Course Maps. Partnerships with the Umoja and Puente organizations to provide community-based programs for our Black and Latinx-identifying students seek to achieve more equitable retention rates and maintain a diverse student body. These various initiatives also appear to be beginning to have an impact, with the college's one year retention rate for its Fall 2022 cohort at its highest since at least 2016.

As part of addressing the enrollment challenges brought on by the implementation of ctcLink, the college invited external facilitators to explore and offer improvements to registration practices, structures, and communications, such that students would more confidently and easily navigate the application and registration process. Other efforts were made to take advantage of some of the improvements of the ctcLink system to better support data-informed enrollment decision-making, including the establishment and monitoring of enrollment projections and the provision of dashboards exploring various aspects of enrollment and section management to faculty and staff across the college. These dashboards continue to inform efforts to align course offerings and their modalities (such as online, hybrid, and in-person sections) to respond to student access and learning needs.

While various activities across the college have been undertaken with the goal of increasing student enrollments, these activities have largely been fragmented and siloed as opposed to strategically aligned toward clearly defined common goals. It is due to this fragmentation that this initiative is evaluated to only have been **initiated** at this time.

Implemented **B. Provide academic support and other services to ensure that students are able to set and meet their goals.**

Several of the strategies within the college's BC Pathways student success initiative—built on the frameworks of Achieving the Dream and Guided Pathways—are intentionally focused on ensuring students are able to set and meet their goals. A faculty-led effort organized student degree and certificate programs into eight BC Pathways and dozens of focus areas, encouraging students to focus their studies toward their future career or future university major. College events for both prospective and current students are organized around BC Pathways, including the college's quarterly Discovery Day event for prospective students and BC Exploring Pathways events for current students. In addition, BC Marketing and Communications has collaborated with faculty to develop language and marketing materials that define and differentiate the college's degree and certificate offerings.

Following up on the development of BC Pathways and focus areas, faculty developed course maps that lay out recommended course selections and progressions for each pathway and focus area and the degrees and certificates they encompass. These course maps were further reviewed and refined in collaboration with academic advising, and many of these course maps are now published on BC's website, available to both current and prospective students. Aligned with the course mapping effort led by faculty, academic advising and various program managers across the college work with students to assess individual needs and interests and

develop education plans—intentionally designed sets and sequences of courses to plan future class registrations—so that those students can see their own path to success feel confident and prepared when registering for classes.

BC has also established required checkpoints to ensure students are prepared to set and meet their goals. Both New Student Orientation—a brief online introduction to the college, its pathways, services, and student rights and responsibilities—as well as New Student Enrollment sessions in which group advising helps students navigate selecting their program and register for classes, are now required for most students before they register for their first classes at the college. Additionally, a 3-credit First-Year Seminar course is now a graduation requirement for all students pursuing non-major-related transfer degrees, and is intended to be completed in the first or second quarter at BC. This course has been intentionally designed to aid students in understanding their own strengths and exploring the opportunities available to them. Students completing the course are expected to identify professional/career goals, develop an education plan, and access both academic and non-academic resources provided by the college.

The college has also taken other efforts to align and organize academic support and other services. BC's new Student Success Center (U building) serves as a hub for most student support services, and the organization of academic support within Connected Learning has strengthened communication channels and strategic alignment between academic support departments at the college.

These various initiatives are now **implemented** and available to students. However, time is needed to scale up student engagement with these resources and services and to evaluate the long-term impact of these initiatives on student retention and completion.

Developed **C. Offer equitable opportunities: affordability, programs to support success and retention for all student populations, and efforts to close the gap.**

Closing the college's equity gap has been and continues to be an institutional priority. Various programs, services, activities, and investments have been established to address this shared goal, although such efforts are frequently siloed and operating more independently of one another.

One strategy implemented at BC to close the equity gap in student retention and completion has been the establishment and support of cohort- and community-based programs for subpopulations of students who have been historically underserved by the institution. Neurodiversity Navigators is a program that offers specific educational opportunities along with individualized advocacy and access services for autistic or otherwise neurodivergent students on campus. The Umoja Scholars program is a community-based program for Black students that provides intentional and culturally relevant connections with campus and community resources. The Puente Scholars program provides similar opportunities for Latinx students within a more cohort-like structure where Puente students take common classes.

Broader investments in student services have increased the number of counselors and advisors, and recruited counselors in a manner that provides students with access to counselors that have similar identities and lived experiences. The Early Alert system was established for faculty to be able to refer student affairs staff to students facing academic challenges in order to reach out early-on in the quarter and connect students with supports or resources.

With the goal of promoting student retention, BC has run multiple 'in-reach' campaigns to students with the goal of encouraging continued registrations and connecting students with resources. Specific calling campaigns were administered for Black and Latinx students in 2021, and a broader campaign was administered

to potentially stopped-out students in 2022 after the implementation of ctcLink. Additionally, the college has invested in hiring student employees as peer educators embedded in student services across the college. These peer educators provide a student voice in departmental decision-making and support prospective and current students navigating the college.

Although the college has little influence over the cost of tuition (set by the state legislature), efforts have been taken to otherwise address affordability at BC. The Bellevue College Foundation continues to raise and distribute scholarship funds to students, awarding over \$650,000 to over 450 students during the 2022-2023 academic year. BC continues to promote the use of open education resources in classrooms, reducing the cost of textbooks and other instructional materials for students. For students with technology needs, BC offers loaner laptops and hotspots. Finally, BC offers support for basic needs through its Benefits Hub, offering assistance to address student food and housing insecurity as well as emergency financial assistance.

These various, largely siloed, programs, services, activities, and investments, as well as many others not listed, have all been **developed** with the intent to increase student retention and success and close the college's equity gaps. However, deeper collaboration and alignment are necessary for strategic implementation that would result in sustainable and lasting change.

Developed **D. Provide equitable services through universal design, accessible facilities, and multi-lingual communication.**

Equity in accessibility remains a continuing challenge for BC, but efforts to address the challenge continue to strengthen. The Disability Resource Center (DRC) took a major step toward eliminating barriers to disability services when it transitioned from a medical model to a social model of disability. This allows students to request and receive accommodations based on self-assessment and consultation with DRC staff, even in the absence of a medical diagnosis or documentation.

Accessibility is at the forefront in capital projects decision-making. Accessibility is an explicit criterion for the college's capital projects review committee when reviewing proposals, and subject matter experts—such as those in the college's DRC—have been included early on in the design process for the upcoming W building. Several spaces on campus have been modified to be more inclusive, such as gender-neutral restrooms across campus.

Technology decisions at the college are also accessibility-informed. All software vendors are expected to have a voluntary product accessibility template (VPAT) document, and BC led efforts to improve critical accessibility challenges within the state board's ctcLink system. The recent redesign of the website included intentional planning for accessibility and compatibility with online translation services and phone-based translation services are available on-demand for students meeting with student services staff.

Faculty professional development offerings both within and outside of the Faculty Commons have been offered with the intent of establishing more inclusive and equitable learning environments, both online and in a physical classroom. These include the Online Education Teaching Academy (OETA)—now a requirement for faculty teaching online classes—as well as inclusive pedagogy, universal design for learning and culturally responsive pedagogy offerings.

These various efforts toward the common goal of making Bellevue College a truly accessible open-access institution each make a difference for our students. These efforts, while well-**developed**, still remain somewhat constrained without strategic alignment and collaboration.

Developed

E. Adopt data-informed strategies to increase persistence and completion.

Bellevue College has taken great strides toward the use of data to inform student success strategies. The BC Pathways initiative itself is a data-informed strategy, based on the best practices of both Guided Pathways and Achieving the Dream (ATD). The development of our institutional student success goals (70% fall-to-fall retention and 64% 3-year completion or transfer for the Fall 2029 cohort) was also itself a data-informed process, including not only the college's historical student success data, but the needs expressed by industry leaders in the state.

Opportunities for the collection and analysis of data drastically improved with the purchase of a TargetX/Salesforce client relationship management (CRM) system. Not only does the system allow the college to be able to centrally manage prospective students before they apply to the college, it serves as a hub for several student engagement and service activities across the college. Students complete an intake form as part of New Student Orientation, which not only prompts tailored messages to students based on their responses, but also provides valuable information for the college to better understand and respond to student needs broadly. Academic advising sessions and education plans are documented in TargetX alongside students' selected BC Pathway and focus area. Reports can be run and communications distributed based on specific populations of students based on the data available in the CRM. Efforts still continue to increase the scale and scope of the CRM to serve as a resource not only to faculty and staff, but to students themselves as well.

In service of the college's broader student success goals, a team of faculty and staff led the development of 14 leading indicators of student success—specific activities or early outcomes that are expected to predict retention and completion. These leading indicators include topics such as placements, registration, academic advising, education plans, Early Alert, and academic standing. Dashboards display the college's progress on each of these leading indicators on a cohort-over-cohort level to explore institutional effectiveness, and academic advising staff are able to explore the leading indicators on a student-by-student level to inform more personalized interventions.

The college's process for academic program review asks faculty in academic departments to use data to evaluate their effectiveness. Dashboards visualize student enrollments, graduations, and grades, and the program review template invites faculty to explore the data to identify strengths and challenges. Faculty then develop action plans to address enrollment, academic and/or equity challenges within their disciplines.

Through these efforts, the college has **developed** capacities for effective data collection, analysis, and dissemination. The remaining challenge is building the structures and processes to use and respond to the information the data provides in a sustained and effective manner.

Initiated

F. Promote efficient transitions into and through BC, supporting the complete pre-K-20 continuum.

BC has taken several steps to improve the transitions into and through the college. These efforts have primarily focused on the transition from high school and transitional studies into BC and baccalaureate options for graduating associate degree-earning students.

In the dual credit space, the aggregation of College in the High School, Running Start, and CTE Dual Credit alongside Career Education Options (CEO) into the Center for High School Programs allowed for better communication and integration across those programs. The college is more directly communicating and coordinating with K-12 schools, developing partnerships that streamline dual credit offerings for K-12 students

and strengthening BC's recruitment activities with those students. On the transitional studies side, the redesign of pre-college mathematics and the development of an FYS waiver course for transitional studies students helps improve those students' access toward converting into degree- or certificate-seeking students.

Looking specifically at the students' transitions into BC, several efforts tied to both enrollment management and student success also apply here. The college's application and registration processes have been improved in both procedure and communication as a result of the feedback aggregated by external facilitators. New Student Orientation and New Student Enrollment sessions—now required for most students—better ensure students make informed decisions when registering for classes. Investments toward revising pre-college mathematics provide avenues for students to more efficiently transition into college-level coursework, and the college is implementing guided self-placement to better allow students' own experiences to inform placement and registration decisions. Discovery Day events each quarter include opportunities not only to speak with faculty across the college's BC Pathways and programs, but also with student services. The website redesign better serves prospective students looking to learn more about the college. Recruiter roundtable meetings build coordination between Marketing and Communication and the college's various programs to support student recruitment.

Efforts have also been made regarding supporting student transitions after they earn their degree. Partnerships with Eastern Washington University and University of Washington – Bothell provide students with opportunities to continue their studies at the BC campus, as do the college's 14 own bachelor's degrees.

This strategic initiative has seen some progress, though much of that progress is due to indirect impacts of efforts toward enrollment management and student success and is focused on undergraduate enrollments (the 13 through 16 range within the K-20 continuum). What has been **initiated** is promising for the college, but more intentional and direct attention toward younger students before dual credit options become available and monitoring and supporting our students after they depart is needed to strategically progress on this initiative.

Teaching and Learning Excellence Priority Initiatives

BC prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students.

Developed **A. Develop and support new initiatives, certificates, credentialing models, and degrees—such as expanded baccalaureate programs—that meet the needs of the region.**

Several new programs have been developed since the publication of the 2017 Bellevue College Strategic Plan including four bachelor's degrees and multiple certificates. The development process for new programs has been strengthened, becoming both more data-informed and inclusive of industry voices. The advisory boards for the college's existing programs play a key role in informing the development of new academic programs, such as the Applied Bachelor's of Business Management and Technology and the transition of Cybersecurity from a track to a standalone degree. Faculty developing new programs collaborate with Effectiveness, Research & Analytics to study labor and job posting data before submission.

Beyond the development of new programs, greater care is taken in evaluating the financial and enrollment sustainability of existing programs. The program viability process is a data-informed administrative process by

which academic departments appearing to have enrollment or financial challenges are identified. Faculty and deans then complete a self-assessment that provides further context for evaluating the data in light of each program's context, and action plans are developed that seek to improve the sustainability of those programs.

These efforts—**developed** to meet the needs of the region—have resulted in a college that is more responsive to its environment in both the development and support of new programs.

Initiated **B. Encourage faculty, staff, and student leadership in regional, state-wide, national, and international conversations about the future of higher education.**

The most significant manner by which BC facilitates conversations about the future of BC and higher education broadly is through the college's various professional development and campus community days, where speakers are brought from around the state and country to the college to lead and facilitate such conversations.

At the state level, BC faculty and staff are frequently engaged in the Washington State Board of Community and Technical Colleges (SBCTC) various commissions and councils, representing not only the interests of Bellevue College, but also contributing their expertise toward the leadership of the SBCTC system. This involvement has contributed to various improvements to ctclink, the review of capital projects requests, and other processes. BC also plays a leading role in the Washington State Faculty and Staff of Color Conference (FSOCC) and the Social Justice Leadership Institute in collaboration with South Seattle College.

At the national level, involvements in national associations and conferences have largely been based on individual interests, ambitions, and capacities. These involvements include trustees, senior leadership, and various college faculty and staff, though a full knowledge of these efforts isn't centrally documented to know their full extent. The BC Office of Diversity, Equity, and Inclusion has also provided financial support such that dozens of BC staff and faculty were able to attend the National Conference on Race and Ethnicity (NCORE), and the college has sent faculty, staff and students to Achieving the Dream DREAM conferences for the past several years.

These efforts demonstrate a focus on the shared values of diversity, equity, and inclusion. though the planning and coordination of these efforts have largely only been **initiated**. Approaching this effort in a more collaborative and coordinated manner would better ensure the encouragement of faculty, staff, and student leadership is both strategic and equitable.

Developed **C. Incorporate undergraduate research and experiential learning into the curriculum.**

The high-impact practices of undergraduate research and experiential learning have been significantly supported by the college. The establishment of the RISE Learning Institute—standing for research, innovation, service, and experiential learning—provides a designated structure for advancing high-impact practices, and several deeply engaged faculty champion these efforts and serve as models of the effective integration of these practices into their approach to teaching and learning.

Specific to undergraduate research, these efforts include a faculty community of practice on undergraduate research as well as an undergraduate research lead at the BC Library. Beyond undergraduate research, the incorporation of experiential learning has been much broader and deeper. Internships are facilitated through the Center for Career Connections. The Bellevue College XR (extended reality) Lab provides students not only

with the opportunity to experience its functionality, but—with the financial support of a recently awarded National Science Foundation (NSF) grant—develop for the lab as well.

The RISE Learning Institute hosts a quarterly student showcase titled Making Learning Visible for students and faculty to demonstrate the various activities by which undergraduate research, experiential learning, and other high-impact practices are employed at Bellevue College.

With these resources **developed** and available for faculty, implementation requires scaling up and out these efforts beyond a smaller group of deeply engaged faculty to faculty broadly across the institution. When student engagement in high-impact practices is no longer dependent on which faculty member is instructing, these practices can be more fully considered part of the Bellevue College curriculum.

Not Initiated **D. Incorporate personal effectiveness—communication, team-building, and leadership—skills throughout the curriculum.**

Unlike the high-impact practices of undergraduate research and experiential learning, while general education outcomes within the domains of both communication and connections remain part of the college's general education curriculum, any efforts to incorporate communication, team-building, and leadership skills in the curriculum since the establishment of the 2017 strategic plan have largely **not been initiated**, though the upcoming reimaging of general education at the college provides a venue for such issues to be addressed.

Communication, team-building, and leadership skills still remain primarily addressed through co-curricular opportunities. Student employment opportunities, especially the peer educators funded through the college's Title III grant, provide students with venues to develop, practice, and demonstrate these skills—including providing a voice at the college's BC Pathways Forums—and the college's various student clubs and associations provide even further non-curricular opportunities.

Student leadership is most visibly demonstrated by the leaders of the BC Associated Student Government. These student leaders must navigate college structures, collaborate with faculty and staff, and plan for the use of a significant budget. These leaders of student government, as well as the student trustee appointed for the college each year, showcase the skills the college wishes to incorporate into the curriculum.

Initiated **E. Prepare students to succeed in an interconnected and interdependent world through interdisciplinary learning, focused on economic, social, and environmental sustainability.**

This strategic initiative is densely composed of several sub-parts, each of which can be approached separately in an uncoordinated manner. Given the college's shared values of social justice and environmental sustainability, those areas have seen a substantial focus. However, the alignment and coordination across those areas and with interdisciplinary learning, economic sustainability, and preparing students for an interconnected and interdependent world is somewhat lacking.

Bellevue College presently offers interdisciplinary studies courses that are co-taught by faculty through two connected classes that generally meet transfer degree distribution requirements. The course map development process as part of the BC Pathways effort encouraged faculty to consider their offerings in a cross-disciplinary manner, making recommendations as to which courses may best contribute to students pursuing other disciplines. BC also successfully proposed the building of a new building focused on teaching and learning across disciplines.

The most significant curricular effort to focus on social justice at Bellevue College was the adoption of a diversity degree requirement for the Associate in Arts and Sciences Direct Transfer Agreement (AAS-DTA) degree by far the most awarded degree at the college. This requirement mandates that students complete at least one course designated as including the topics of structural inequity, inter-cultural competency, and positionality. The designation of these courses is based on a review and recommendation by the Curriculum Advisory Committee and adopted by the chief academic officer.

The college has shown dedication to environmental sustainability in various ways. A sustainability curriculum committee works to support sustainability-focused courses as well as infuse environmental sustainability throughout the curriculum. A Climate Justice faculty learning community—funded through an NSF grant—trains and encourages faculty to build a climate justice-focused lesson within their classes.

These efforts demonstrate significant emphasis on social justice and environmental justice at the college. However, the alignment and coordination of these activities and their tie-end with interdisciplinary learning and economic sustainability does not appear to have been a large part of those efforts. The strength of existing programs shows that the work has been **initiated** but not yet reached any coordinated plan.

Implemented F. Foster disciplinary and pedagogical currency and innovation through faculty professional development.

Faculty professional development is an area of major investment at BC, distributed across several structures and organizations of the college. Many of these efforts are the result of collaboration with the faculty union and written into the faculty collective bargaining agreement.

The Faculty Commons is the signature component of BC's approach to faculty professional development. The commons is a relatively independent, faculty-led professional development organization that provides faculty development, mentoring and advocacy, and community and wellness programs for both full-time and adjunct faculty. The commons' offerings are based on the needs and interests identified by faculty themselves, encompassing not only teaching and learning but also career advancement and wellness. A particular point of focus and pride for the Faculty Commons are sessions focused culturally responsive instruction.

Beyond the Faculty Commons, funds are distributed across the academic divisions to support individual faculty opportunities to pursue professional development. These funds allow faculty to engage with their disciplinary colleagues at conferences, participate in workshops, and other opportunities as determined in collaboration with their dean. Faculty can also apply for sabbaticals through a competitive process the rewards faculty scholarship and innovation.

The college has instituted some strategic professional development requirements to ensure effective teaching and learning for students. The most recent iteration of this is the Online Education Teaching Academy (OETA)—a series of offerings focused on effective online teaching—now required for all faculty teaching online classes. Another such effort is Educational Equity (EEQ), an introductory overview of educational equity developed in partnership between the Office of Diversity, Equity, and Inclusion and Academic Affairs, and required of all tenure-track faculty.

Across these various venues and investments, BC faculty have the opportunity to grow and develop both within their disciplines as well as in their ability to educate students effectively across cultural differences and modalities. While these efforts may not always be the most coordinated, they are the result of an approach constructed in collaboration with the faculty union. This approach having been **implemented** provides the

opportunity to now evaluate and plan refinements to the approach for better alignment and coordination in the future.

College Life and Culture Priority Initiatives

BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation.

Implemented A. Integrate social justice into everyday college operations, providing an equitable environment of non-discrimination, universal design, and accessibility.

Social justice is clearly evident as a core shared value of Bellevue College, as is demonstrated across the college's various academic, student support, and institutional support functions. These shared values inform decision-making and are one of the most important criteria when evaluating the effectiveness of initiatives, departments, and programs.

One area in which social justice and an emphasis on equity and diversity have been evident is within the college's recruitment, screening, and hiring practices, especially in the composition and process of the screening committees themselves. Screening committees are required for all non-student hiring efforts, and are composed of a chair, a specially trained DEI advocate, and at least a third committee member, with all members being trained and representing diversity across race/ethnicity, gender, and employment classification. The procedures of the screening committee are designed to ensure the evaluation of candidates is based on the position requirements,

Another intentionally designed approach to providing an equitable and inclusive environment is the onboarding of restorative practices at Bellevue College. Through the principles of restorative practices, BC faculty and staff not only have a structure and support for addressing harm when it occurs on campus, but also the tools to proactively contribute toward a more inclusive and equitable culture and climate that prevents harm in the first place. The establishment of the Social Justice Center on campus also provides a venue for the consideration of these important topics.

As described earlier in this report, prioritization of accessibility is built into the college's approach to capital projects requests, software purchases, and web design. Social justice, equity, and accessibility are also frequent topics of discussion across the college's BC Governance councils, ensuring frequent consideration of these topics and contributing toward continuous improvement in these areas.

These efforts demonstrate that an intentional approach to integrating social justice into college operations has been **implemented**. There of course still remain challenges—both historical and contemporary—that require continued efforts to address, but the infrastructure is in place to discuss and address those challenges in an intentionally inclusive manner.

Developed

B. Support the college's governance system and improve operational decision-making structures.

The structure for shared governance at Bellevue College is intentionally designed to ensure that the consideration of important issues at the college is inclusive of the college's various constituent groups. This BC Governance structure, composed of four functional councils and four constituency councils, with chairs of those councils serving on an aggregate BC Governance Assembly, has resulted in valuable and critical changes at the college. BC Governance work is formally conducted through proposals, whereby a council proposes a college action, the proposal is reviewed by the other councils for feedback and measurement of support, and the Assembly formally voting whether or not to formally submit the proposal for a response from the president's cabinet.

The BC Governance Councils are expected to set goals for each year, providing strategic direction and an ability to assess effectiveness at the end of the year. A challenge is that these goals take considerable time to develop, resulting in less time for addressing the goals before the year ends. BC Governance works most effectively when in partnership with their resource liaison (designated cabinet representative). A positive example of this is the exempt salary study, where an administrative need to better validity and consistency aligned with exempt staff's need to have their salaries evaluated for competitiveness in the market.

There are also committees associated with the various college councils to focus on particular topics or business needs. The Positive Policies for Adjuncts committee associated with the Faculty Council works to advocate for issues of importance for adjunct faculty. The Budget Review Advisory Committee (BRAC) associated with the Resources and Planning Council plays a key role reviewing budget requests from the college's various departments and divisions and advising the development of the college's annual budget. The college's BC Pathways Forum and steering committee have overlap with the college's Student Success Council to coordinate and communicate on efforts to improve student success.

Further alignment and support of BC Governance came with the integration of the Associated Student Government (ASG), fulfilling the role of the Student Council in the BC Governance charter and supplying student representatives for the college's functional councils that had previously had most student positions vacant.

The structures and procedures by which BC Governance operates have been **developed** and are providing opportunities for critical conversations and the advancement of important changes to the college. A remaining challenge is strengthening the understanding and relationship between the BC Governance councils and the president's cabinet, such that BC Governance can contribute positively to change beyond being simply a space for the airing of grievances.

Initiated

C. Create uniform and efficient processes based on higher education best practices, including areas such as sustainable planning and change management, onboarding and ongoing training, emergency preparedness, and succession planning.

Efforts to develop or implement uniform and efficient processes are underway across the college. Informed by best practices shared through professional associations or drawn from other institutions directly, BC has sought to strengthen its approach in a transparent and inclusive manner.

The implementation of ctcLink meant significant change for the college, both helpful and challenging. The Change Management Office was established to support departments in transitioning to the new system and

improving processes for effectiveness and efficiency. College planning, particularly planning related to the allocation of financial resources, is designed inclusively, relying on the shared governance structures of the Budget Resource Advisory Committee (BRAC) and the Capital Projects Review Committee (CPRC). This inclusive approach to planning helps ensure thoughtful, deliberate, and stakeholder-informed planning, promoting effectiveness and equity.

Onboarding has been another area of emphasis. In addition to orientation and required supervisory training, administrative division leaders developed onboarding processes for their divisions. The college has a designated emergency preparedness officer and trained leads across the college to support in the event of an emergency. Succession planning is more disparate and dependent on individual departments and leaders to build such planning within their teams. A workgroup has been working to identify improvements to systems and processes for onboarding new faculty as well.

While some aspects of this strategic initiative have seen dedicated efforts, others are more individually dependent. Broadly, efforts here have been **initiated**, but further and broader development is needed.

Achieved D. Improve the systems for sharing information

The need to improve the systems for sharing information was reinforced by a recommendation from the college's Northwest Commission on Colleges and Universities (NWCCU) peer evaluators following the 2019 evaluation of institutional effectiveness visit. College leadership planned to address this recommendation through meetings, electronic communications, and engagement with the BC Governance system.

Efforts to improve information sharing through meetings included not only open meetings with the campus community such as town halls and public forums discussing important topics, but through smaller constituent meetings with leaders of the faculty union and BC Associated Student Government as well as open office hours scheduled in collaboration with the Faculty Commons.

Improvements in electronic communications have been numerous. Emails and newsletters from the president and cabinet members keep campus community members aware of timely updates and areas of focus for the college. The MyBC SharePoint system serves as both a campus intranet as well as a document management system, allowing for better record-keeping and ensuring sustained access to communications and resources. Proposed policy and procedure changes at the college are shared with the campus community through both email and MyBC for an open comment period to provide the opportunity for feedback across the college.

Several electronic communications improvements have focused on sharing information with students. The Bulldog FYI is a weekly aggregation of events and programmatic news shared with students via email. The implementation of the TargetX/Salesforce client relationship management (CRM) system and associated functionalities allow for strengthened communication with both prospective and current students, using email campaigns, texting features, and a ticketing system for sharing important information and responding to student needs.

Regular engagement between the college's executive leadership and BC Governance takes the form of monthly meetings between the president and the chair of the BC Governance Assembly and monthly attendance of the assembly chair with the president's cabinet. Additionally, a shared annual retreat between the assembly and president's cabinet allows for establishing a shared vision and goals for the upcoming year.

After the 2022 NWCCU mid-cycle evaluation and site visit, the peer evaluators recommended the commission consider the recommendation satisfied, demonstrating clear evidence that Bellevue College has **achieved**

improving the systems for sharing information. This is not to mean that BC has perfected information-sharing, but rather that a plan was developed, implemented, and found to be successful when measured.

Initiated

E. Be the region's college of choice for employment—providing employees with an engaging climate, competitive compensation, and shared value system.

Several efforts and initiatives have had a positive impact on the college's opportunity to recruit and retain employees.

The establishment and maintenance of the college's climate and shared value system are sought to be addressed primarily through the college's various professional development and campus community days. These day-long events seek to provide employees with a sense of community in addition to serving as professional development opportunities and allowing for communication and collaboration across departments and divisions. Many individual offices and departments themselves seek to build an engaging culture and climate for team members,

Efforts to address compensation include the exempt salary study that standardized and benchmarked exempt staff salaries compared against external opportunities, improving compensation for many employees shortly after the completion of the study and providing a reclassification process for employees to have their positions reviewed and their compensation adjusted to account for changes in the scope and scale of duties.

Compensation for classified employees is more restricted, but BC classified staff receive a 5% salary/wage premium for being in King County. Faculty compensation is somewhat similarly restricted, but negotiated as part of the collective bargaining agreement, with the most recent contract improving adjunct compensation relative to their full-time counterparts.

The effects of these efforts demonstrate an intent toward BC being the region's college of choice for employment. However, these efforts have largely been **initiated** by individual departments and leaders, without large strategic coordination explicitly in service of the goal.

Implemented

F. Support professional development, advancement, work-life balance, and wellness for all employees.

Various efforts have been taken to try to meet employee needs and goals for professional development, work-life balance, and wellness. These efforts are largely voluntary or built into the college's dedicated campus-wide events, though employee stress and burnout continue to remain an issue.

In terms of professional development, several recent changes seek to improve opportunities and engagement. Bridge, a professional development learning management system, was purchased to organize, present, and document engagement in professional development programming. Exempt staff are now explicitly included in the college's professional development policy. Programming such as Crucial Conversations is made broadly available and BC employees are encouraged to participate.

Faculty career advancement is largely managed through the collective bargaining agreement. The most recent contract included a requirement for qualified adjuncts applying for full-time faculty positions to be interviewed. Recent state investments in converting adjunct positions into full-time positions led to a commitment by the college that 40% of such positions would be filled by existing adjuncts at the college as opposed to external applicants. For exempt and classified staff, reclassification processes provide one avenue for career advancement, as do vacancies in supervisory and leadership roles. Last year, 30% of vacancies at Bellevue College were filled by internal applicants.

In the realm of work-life balance and wellness, BC has sought to sustain some of the changes that had been brought on by the COVID-19 pandemic, such as an emphasis on flexibility and the allowance for staff to regularly plan to work a mix of on-site and remote workdays, dependent on the needs of the department and position. Wellness activities are regularly scheduled as part of day-long professional development and campus community days, as well as broadly throughout the year.

These efforts show a dedication toward these goals for BC's employees. Having **implemented** various initiatives, programs, and offerings to meet these goals, sustained effort is still needed to address significant concerns regarding burnout and capacity that are a barrier to broader and deeper employee engagement.

Initiated **G. Mitigate inequities experienced by part-time faculty and staff.**

While inequities continue to exist for part-time staff and adjunct faculty at Bellevue College, several steps have been taken to begin to address those challenges. For adjunct faculty, the positive policies for adjuncts committee frequently advocates for addressing adjunct faculty needs and challenges. The college has increased the technology resources available for adjunct faculty, and the most recent collective bargaining agreement with the faculty union reduced the pay gap between full-time and adjunct faculty.

For staff, the primary shift has been the implementation of a state-level change limiting the ability to sustain part-time hourly positions. As part of that implementation, several former part-time hourly staff were converted to project positions, providing some benefits not previously available.

These efforts have begun to address the college's challenges in terms of the inequities between part-time employees and their counterparts. Having **initiated** this closing of the gap, considerable further effort is necessary to truly mitigate these inequities.

Community Engagement and Enrichment Priority Initiatives

BC strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large.

Initiated **A. Develop an educational atmosphere that creates lifelong learning experiences for informed and engaged citizenship.**

As Bellevue College largely returns to campus after the COVID-19 pandemic, there is a need not only to rebuild the culture and atmosphere at the physical campus, but to develop a culture and learning environment for those primarily online as well. An emphasis on addressing students' basic needs of food and housing helps ensure that students can better dedicate themselves to their learning.

On campus, the establishment of the Social Justice Center provides a venue for students and employees to build community as life-long learners. Programming and events are returning to campus for both students and employees, with new offerings such as symposia put forth by Academic Affairs for faculty to share their expertise and experiences.

Much of the college's work in this area is a matter of building and rebuilding. Conversations and introductory efforts have been **initiated** to develop and re-develop the college's educational atmosphere, but these efforts are coming from the college's various administrative divisions with little evidence of coordination or collaboration, and the primary focus is rebuilding the culture of the physical campus, with less evidence of the development of an educational atmosphere online.

Developed **B. Forge strong relationships with community partners—employers, pre-K-12, higher education institutions, community organizations, service groups, businesses, neighbors—to build and sustain relevant programs.**

The college has established and maintained strong ties with local K-12 districts primarily through the Running Start and College in the High School programs. These relationships serve to provide greater access to college-level courses for those districts' students and support the recruitment and transitioning of the districts' graduates into Bellevue College postsecondary students. Of particular mention is Bellevue College's hosting of BOOM 2023 (Breaking Out Of the Margins), an event for students of color within the Bellevue School District to engage in mentorship and learning opportunities.

For students graduating from Bellevue College, the college has sustained its partnership with Eastern Washington University and established a new partnership with the University of Washington – Bothell to allow students more opportunities to earn four-year degrees at the Bellevue College campus.

City grants managed through the Center for Career Connections strengthen the college's relationship with those city governments, supporting their residents as well as the college's students. A partnership with the United Way of King County supports the college's Benefits Hub designed to address students' basic needs and financial services.

National Science Foundation grants support partnerships with other colleges and universities, such as a program led by Bellevue College faculty designed to integrate climate justice in the curriculum and a newly awarded program designed to facilitate the use of XR (extended reality) as an effective form of instruction.

Industry partnerships include Costco—in support of the Early Learning Center, Amazon—in support of the college's Computer Science program, and various businesses and organizations across the region that provide internship, practicum, and capstone opportunities for students.

These efforts show how Bellevue College has forged relationships and partnerships across several sectors and industries. These relationships were **developed** through the ambition and interest of individual leaders and faculty across the college.

Initiated **C. Communicate our identity.**

Communicating the college's identity requires that the college has an identity to communicate. Challenges and frustrations with the college's mission, vision, and core values statements, as well as the strategic plan itself, have resulted in confusion and debate regarding the college's identity. Leadership turnover in the past several years has also negatively impacted the college's ability to establish its identity, as each executive leader brings their own vision.

Efforts to begin establishing an identity include the redesign of the college's website, with a renewed emphasis on plain language, accessible design, and a focus on an external audience as opposed to current students and

employees. The establishment of branding standards are helping the college's various external-facing programs and activities contribute toward the reinforcing of each other and Bellevue College broadly.

These **initiated** efforts are building an infrastructure for communicating the college's identity as it is developed. The establishment of the next strategic plan, as well as any revisions to the college's mission, vision, and core values statements, are expected to establish the college's identity in a manner that can be communicated to our partners, community, and prospective students.

Initiated

D. Develop and implement a process to listen carefully and respond to community and regional needs.

There are a variety of venues by which community and regional needs can be expressed. These engagements cross administrative divisions and can be very dependent on whom the external community member reaches out to.

Professional/technical programs at Bellevue College are associated with advisory boards composed of industry representatives across the region. These advisory boards contribute feedback not only on existing programs, but also inform the development of new degree and certificate programs that are considered to be in need. The level of engagement within these advisory boards varies widely by program but can be incredibly effective when the board is engaged.

Many of the other venues by which the community and region can speak to their needs are facilitated by the Office of the President, Institutional Advancement, and the Bellevue College Foundation. These include individual meetings between executive or academic leadership with representatives of industry or community partners as well as larger events such as the Forward Together breakfast, where hundreds of community members can engage with Bellevue College leaders.

There is a lack of a formal plan or process to listen to the needs of the local and regional communities. The existing structures show that the college has **initiated** efforts to include those voices, but in an uncoordinated manner.

Initiated

E. Develop a broad network of engaged alumni.

Bellevue College makes opportunities available for alumni to engage with the college. Institutional Advancement and the Bellevue College Foundation have invested in curating alumni contact information, recorded interviews with alumni to share the college's successes, and invited alumni to volunteer and network at college events. Alumni were also a constituency group engaged for conversations about the redesign of the college website.

Individual programs and their leadership have different levels of engagement with their alumni, with some programs regularly communicating with their alumni and inviting them to events on campus. These programs have great pride in their graduates, and their graduates take great pride in being Bellevue College alums.

Efforts to build a Bellevue College alumni network have been **initiated**, preparing alumni information in support of establishing a future alumni association. Further investments in these efforts and collaborating with programmatic leadership across the college will lead to improved relations not only between BC and its alumni, but among alumni themselves.

Initiated

F. Pursue funding opportunities to mitigate decreased state support.

BC pursues many grant opportunities large and small. The Title III grant awarded to Bellevue College supports student success efforts at the college including a redesign of the college's mathematics curriculum and the peer educator program. National Science Foundation (NSF) grants support specific initiatives at Bellevue College in addition to indirect funding to support broader college operations.

Partnerships with local community groups and governments support various activities for BC students and community members. Grants from local cities provide funding for the Center for Career Connections to provide workshops, class visits, and individual consultations to BC students and city residents. A partnership with the United Way of King County supports the college's Benefits Hub that seeks to address students' basic needs and other supports and services. A recent partnership with the Snoqualmie tribe is providing an additional revenue source.

Industry partnerships also support operational and capital needs of the college. A partnership with Costco is helping fund the Early Learning Center, and Amazon has supplied funds in support of the college's Computer Science program. Industry partners can also address college costs through the provision of software and physical campus resources—such as chargers for electric cars—that allow college resources to be allocated toward other efforts.

Beyond funding opportunities, the college has also sought to effectively manage costs as state support and enrollments receded. Tools and resources are now available for deans and program chairs to effectively manage their sections and fill rates, and the program viability process allows for early identification and intervention for programs facing enrollment or financial sustainability challenges.

It is clear that the college has invested significant time and resources toward the pursuit of supplemental funding opportunities. There is not a clear sense of a central strategy for these efforts beyond taking advantage of opportunities that make themselves available, resulting in the view that strategic implementation of this initiative has only been **initiated**.

Conclusion

In one of the interviews for the development of this report, the term “**strategic mosaic**” was used to describe the college's approach to one of the strategic initiatives. This idea of a strategic mosaic serves well to describe most all of the college's implementation of its 2017 strategic plan. The various departments, faculty, and staff of the college share the values of access, equity, and inclusion, and have sought to enact those values through their own authorities and influences. Each of these individual efforts has contributed to how the college has addressed its strategic plan, even when they weren't even informed by knowledge of the strategic plan itself.

The result is an image of Bellevue College as its campus community envisions it, constructed piece by piece, appearing somewhat pixelated or blurry, but also an acknowledgement that we each play a role in supporting the college in achieving its idealized state. Deeper coordination, collaboration, and leadership are needed to more effectively meet the goals of the strategic plan, but the shared values and interest in moving the college forward have set the stage for such efforts to be achieved inclusively and equitably when the next strategic plan is developed.



BELLEVUE
COLLEGE

Closing Out the 2017 BC Strategic Plan

Zachary Morgan, PhD | Executive Director, Effectiveness, Research & Analytics

Bellevue College Core Themes

Student Success

BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

Teaching and Learning Excellence

BC prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students. Key concepts: curriculum, program design, faculty professional development, learning outcomes assessment.

College Life and Culture

BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation. Key concepts: equitable practices, decision-making, efficiency, quality of work life, safety.

Community Engagement and Enrichment

BC strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large. Key concepts: continuing education, funding, community partnerships, alumni engagement, and college identity.

Measurement Framework: Strategic Implementation

Not Initiated No steps were taken to develop or act on this strategy.

Initiated Steps were taken to convene relevant actors and begin development of a plan to implement the strategy, but the plan is incomplete.

Developed A plan to implement the strategy was developed, but not all aspects of the plan have been implemented.

Implemented The plan has been implemented, and we are awaiting results to be able to evaluate the impact of the strategy on mission fulfillment.

Achieved The plan was implemented, and evidence demonstrates that the strategy has had a positive impact on one or more of the core themes.

Student Success Priority Initiatives

Initiated

A. Develop and implement a strategic enrollment management plan that promotes the success of all student populations.

Implemented

B. Provide academic support and other services to ensure that students are able to set and meet their goals.

Developed

C. Offer equitable opportunities: affordability, programs to support success and retention for all student populations, and efforts to close the gap.

Developed

D. Provide equitable services through universal design, accessible facilities, and multi-lingual communication.

Developed

E. Adopt data-informed strategies to increase persistence and completion.

Initiated

F. Promote efficient transitions into and through BC, supporting the complete pre-K-20 continuum.

Teaching and Learning Excellence Priority Initiatives

Developed

A. Develop and support new initiatives, certificates, credentialing models, and degrees—such as expanded baccalaureate programs—that meet the needs of the region.

Initiated

B. Encourage faculty, staff, and student leadership in regional, state-wide, national, and international conversations about the future of higher education.

Developed

C. Incorporate undergraduate research and experiential learning into the curriculum.

Not Initiated

D. Incorporate personal effectiveness—communication, team-building, and leadership—skills throughout the curriculum.

Initiated

E. Prepare students to succeed in an interconnected and interdependent world through interdisciplinary learning, focused on economic, social, and environmental sustainability.

Implemented

F. Foster disciplinary and pedagogical currency and innovation through faculty professional development.

College Life and Culture Priority Initiatives

Implemented

A. Integrate social justice into everyday college operations, providing an equitable environment of non-discrimination, universal design, and accessibility.

Developed

B. Support the college's governance system and improve operational decision-making structures.

Initiated

C. Create uniform and efficient processes based on higher education best practices, including areas such as sustainable planning and change management, onboarding and ongoing training, emergency preparedness, and succession planning.

Achieved

D. Improve the systems for sharing information.

Initiated

E. Be the region's college of choice for employment—providing employees with an engaging climate, competitive compensation, and a shared value system.

Implemented

F. Support professional development, advancement, work-life balance, and wellness for all employees.

Initiated

G. Mitigate inequities experienced by part-time faculty and staff.

Community Engagement and Enrichment Priority Initiatives

Initiated

A. Develop an educational atmosphere that creates lifelong learning experiences for informed and engaged citizenship.

Developed

B. Forge strong relationships with community partners—employers, pre-K-12, higher education institutions, community organizations, service groups, businesses, neighbors—to build and sustain relevant programs.

Initiated

C. Communicate our identity.

Initiated

D. Develop and implement a process to listen carefully and respond to community and regional needs.

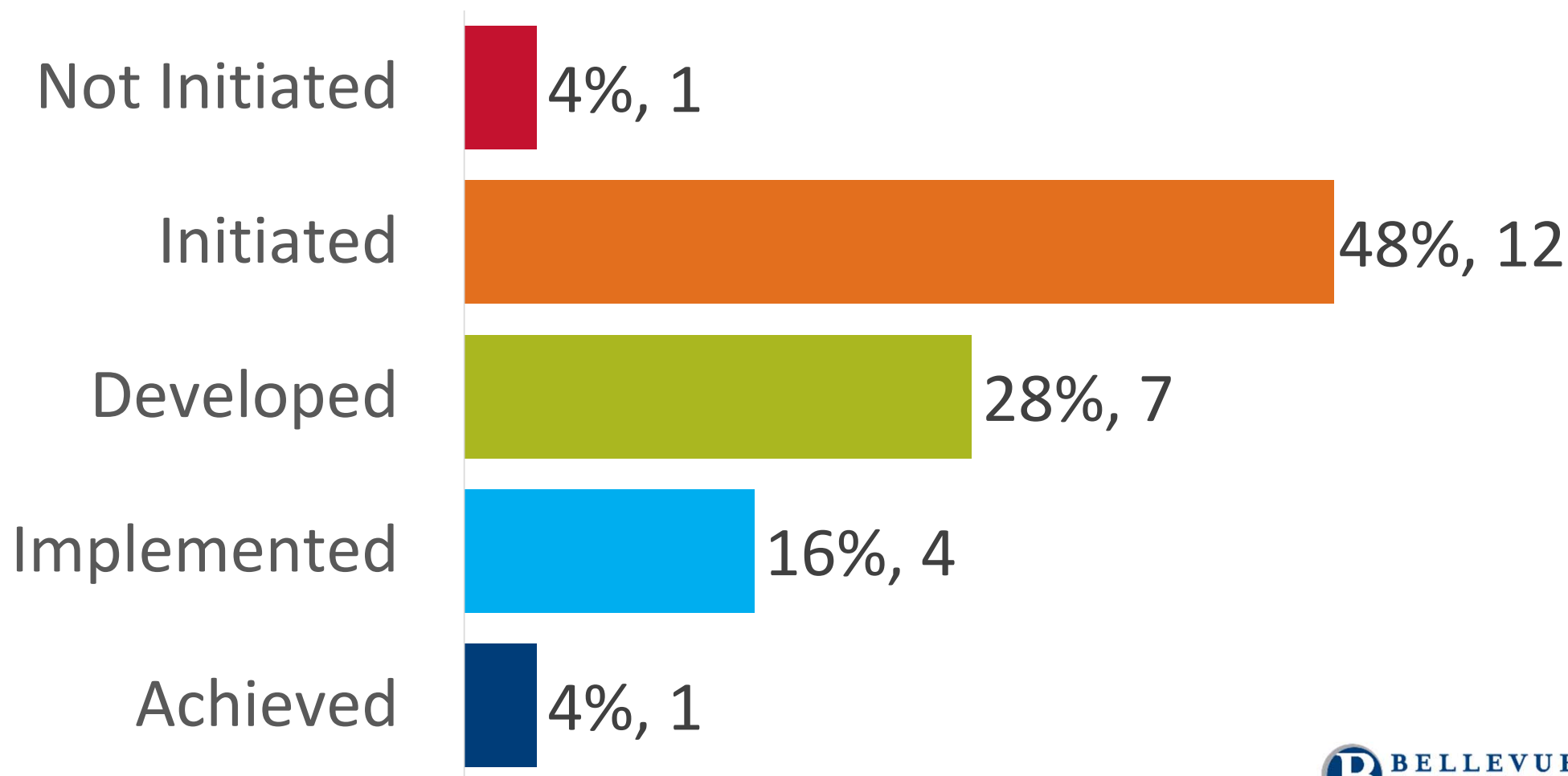
Initiated

E. Develop a broad network of engaged alumni.

Initiated

F. Pursue funding opportunities to mitigate decreased state support.

Summary of 2017 BC Strategic Plan Implementation



A Strategic Mosaic

