



Agenda

Regular Meeting
Board of Trustees, District No. 20
Walla Walla Community College
Wednesday, March 21, 2018, 11:00 a.m.

All Times Are Estimates

Study Session

- | | | |
|-------------------|---|----------------|
| 11:00 a.m. | Call to Order
Approval of Agenda
<i>Mrs. Darcey Fugman-Small, Chair</i> | Action |
| 11:00 a.m. | Report on Fee Review
<i>Ms. Sue Willis, Mr. Jerry Anhorn</i> | Discuss |
| 12:15 p.m. | Lunch Break | |

All Times Are Estimates

Board Meeting

- | | | | |
|------------------|---|----------------|--|
| 1:00 p.m. | Introductions
<u>Doug Bayne</u>
• Ruben Hernandez, Coordinator of Outreach
<u>Brent Caulk</u>
• Rachel Lawry, Administrative Assistant 3
<u>Jose da Silva</u>
• Rodney D. Lipscomb, Director of Campus Life, Student Affairs | Discuss | Tab 1 |
| 1:10 p.m. | Consent Agenda
<i>Mrs. Fugman-Small</i> <ol style="list-style-type: none"> 1. February 21, 2018 Board Meeting Minutes 2. Personnel Update 3. Interim Winter Quarter Enrollment Report 4. January Financial Report | Action | Tab 2
Tab 3
Tab 4
Tab 5 |
| 1:15 p.m. | Approval of Interim Constitution of the Associated Students of Walla Walla Community College – March 2018
<i>Mr. Rick Aguilar, Walla Walla ASB President</i> | Action | Tab 6 |
| 1:25 p.m. | Standing Oral Reports
• Student Government – Walla Walla Campus
<i>Dr. Jose da Silva</i> <ul style="list-style-type: none"> ○ Walla Walla Campus Associated Student Body Activity Report
 <i>Mr. Rick Aguilar, Walla Walla ASB President</i> | Discuss | |

1:35 p.m.	President's Report <i>Dr. Brandes</i> <ul style="list-style-type: none"> Legislative Update 	Discuss	
1:50 p.m.	Leadership Priorities: <ol style="list-style-type: none"> Mission-Driven <ol style="list-style-type: none"> Student Success Strong Communities Resource Stewardship Strengthen Institutional Preparedness for and Increase Student Diversity and Access Strengthen Student Enrollment – Retention and Outcomes Strengthen and Expand Programs, Academic/Business Partnerships, Financial Resources, and Alternative Revenue Resources <ol style="list-style-type: none"> Review Student Housing Market Demand Study Develop Clarkston Campus Facilities Master Plan Nurture, Expand, and Leverage WWCC's Presence in Surrounding Communities Improve Risk Management 	Discuss	
2:10 p.m.	Board Development <ul style="list-style-type: none"> Tenure Review Process <i>Ms. Linda Lane, Dr. Chad Hickox</i>	Discuss	
2:25 p.m.	Board Reports/Remarks <ul style="list-style-type: none"> ACT Legislative Action Committee Members 	Discuss	
2:35 p.m.	2018-19 Sabbatical Request <i>Dr. Brandes</i>	Action	Tab 7
2:45 p.m.	Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status		
3:45 p.m.	Tenure <i>Dr. Brandes</i> <ul style="list-style-type: none"> Tenure Recommendations Continued Full-Time Probationary Employment Recommendations 	Action Action	Tab 8
4:05 p.m.	New and Unscheduled Business	Discuss	
4:10 p.m.	Public Comment <i>Persons wishing to express their views on any matter must sign up in advance and are limited to three minutes.</i>		
4:25 p.m.	Adjourn		



**Walla Walla Community College
Board of Trustees Meeting
March 21, 2018**

Tab 1

Introductions

Doug Bayne

Ruben Hernandez, Coordinator of Outreach

Ruben has been working on a New Century Foundation grant at Blue Ridge Elementary in Walla Walla, where he coordinates afterschool programming. Ruben earned his Bachelor's degree in Spanish at Eastern Washington University. Before joining Walla Walla Public Schools, Ruben worked in the Department of Corrections and was certified in translation. He is deeply committed to volunteering in the community and serving as a mentor to Latino/Hispanic youth.

Brent Caulk

Rachel Lawry, Administrative Assistant 3

Rachel brings experience as an educator and as well as performing administrative duties which have been honed by her time working with DOC Administration offices. Rachel graduated from Southwestern Adventist University in 2009 with her B.A. in English and a minor in Religion. She taught for eight years before entering the administrative ranks with DOC and will now be using her experience and skills to round out our WWCC North Campus admin team.

Jose da Silva

Rodney D. Lipscomb, Director of Campus Life, Student Affairs

Rodney D. Lipscomb has over twenty-five years of experience in higher education at various institutional levels. Mr. Lipscomb has served as a chief conduct officer and Title IX coordinator for numerous years and is a great advocate for student engagement and success. Mr. Lipscomb also has a wide range of experience with student housing and with the establishment of a campus recreation program. Mr. Lipscomb has served as an advisor for various student organizations, in addition to student government associations.

**Board of Trustees Meeting Minutes
Community College District No. 20
Walla Walla Community College**

February 21, 2018

The Board of Trustees of Community College District No. 20 met in regular session on February 21, 2018, in the Board Room of Walla Walla Community College. Mr. McQuary called the meeting to order at 1:00 p.m.

Trustees present: Mr. Tim Burt
Mr. Sergio Hernandez
Mr. Don McQuary
Mr. Bill Warren

Administrators present: Dr. Derek Brandes, President
Mr. Doug Bayne, Vice President, Advancement
Dr. Jose da Silva, Vice President, Student Affairs
Mrs. Davina Fogg, Vice President, Administrative Services
Mrs. Sherry Hartford, Vice President, Human Resources
Ms. Kathleen Adamski, Dean, Health Science Education
Ms. Melissa Andrewjeski, Dean, Corrections Education, CRCC
Mr. Jerry Anhorn, Dean, Workforce Education
Mr. Brent Caulk, Dean, Corrections Education, WSP
Ms. Lisa Chamberlin, Director, eLearning
Dr. Richard Middleton-Kaplan, Dean, Arts & Sciences
Dr. Chad Miltenberger, Dean, Clarkston Campus
Ms. Darlene Snider, Dean, Transitional Studies
Dr. Nick Velluzzi, Executive Director, Institutional Effectiveness

Also present: Mr. Steven Foster, Assistant Attorney General
Mr. Bryan Ovens, Assistant Attorney General
Ms. Cindy Walker, Ass't. Dean, Applied Bachelor Programs
Ms. Jerri Ramsey, Recording Secretary

Approval of Agenda.

Mr. Hernandez moved and Mr. Warren seconded to approve the agenda for the February 21, 2018 Board of Trustees meeting as presented. *Motion carried.*

Consent Agenda.

Mr. Burt moved and Mr. Hernandez seconded that the consent agenda items be approved or accepted, as appropriate: 1) January 17, 2018 Board Meeting Minutes; 2) Personnel Update; 3) Interim Winter Quarter Enrollment Report; and 4) December 2017 Financial Report. *Motion carried.*

Introductions. The following new employees and employees in new positions were introduced to the Board:

- Douglas LeClair, Automotive Repair Technology Instructor, CRCC
- Jay Entriakin, Interim Culinary Arts Director
- Dr. Chad Hickox, Vice President of Instruction
- Michele Paul, Instruction & Classroom Support Tech 1
- Michele Hansell, Fiscal Technician 3

Employee Recognition: Bobbi Hazeltine, Jeff Reinland. Dr. Brandes congratulated and presented basketball coaches Bobbi Hazeltine and Jeff Reinland with awards in recognition of their each having achieved 400 wins in their coaching careers.

Standing Oral Reports.

- **Student Government – Clarkston Campus**
 - **Clarkston Campus Associated Student Body Activity Report.** In the absence of Edie Abney, WWCC Clarkston Campus ASB President, Dr. da Silva distributed copies of and highlighted Ms. Abney's written report of recent activities.

President's Report.

- Darlene Snider provided background and history on the Garrison Night School and invited the Board to attend the Graduation Fiesta on February 27.
- **Legislative Update.** Dr. Brandes reviewed recent federal- and state-level legislation; reported on the recent visit by Governor Inslee who had requested the opportunity to discuss the proposed carbon tax legislation and funding from it that would provide three more centers of excellence for community colleges in the State. Dr. Brandes noted he was able to take Governor Inslee on a tour of the Water & Environmental Center as part of the visit. Dr. Brandes also reported there were bills before the State legislature on net metering and there was concern system-wide for an item in the McCleary legislation that would cap the Running Start reimbursement rate. Dr. Brandes also highlighted the major differences between the proposed budgets of the Senate and the House.
- **WACTC Update.** Dr. Brandes expressed his concern about the seeming lack of cohesion and participation in the system as a result of numerous leadership changes.

- **ASB Constitution and By Laws.** Dr. Brandes reported the ASB Constitution and By Laws had not been updated since 2005 and the updated version would be presented to the Trustees at the March Board Meeting for approval.

SBCTC 2019-21 College Survey of Budget Priorities. Mrs. Fogg reviewed the SBCTC 2019-21 College Survey of Budget Priorities; explaining the State Board seeks input system wide to create a summary for the legislature of what is most needed on community college campuses in the State. The survey included a question on the Guided Pathways Initiative and Dr. Brandes provided information on the Initiative and noted it is being practiced at WWCC. It was agreed the Trustees would complete the survey on their own and return them to the President's Office.

Leadership Priorities:

- 1. Mission-Driven**

- a. Student Success**
- b. Strong Communities**
- c. Resource Stewardship**

- 2. Strengthen Institutional Preparedness for and Increase Student Diversity and Access**

- 3. Strengthen Student Enrollment – Retention and Outcomes**

- 4. Strengthen and Expand Programs, Academic/Business Partnerships, Financial Resources, and Alternative Revenue Resources**

- a. BAS Degrees Update.** Mr. Anhorn reported the College had been approved for a second BAS in Applied Management and Entrepreneurship to be launched for Fall 2019, with the Sustainable Ag Systems BAS currently being marketed for Fall 2018. Mr. Anhorn noted there has been a great response to the Sustainable Ag Systems program.

- 5. Develop Clarkston Campus Facilities Master Plan**

- 6. Nurture, Expand, and Leverage WWCC's Presence in Surrounding Communities**

- a. WWCC's First 50 Years in Print.** Mr. Bayne introduced Ms. Abra Bennett, WWCC's Writer in Residence, and Ms. Bennett highlighted the articles she has been creating and that have been published in the *Walla Walla Union-Bulletin* commemorating the College's 50th anniversary.

- 7. Improve Risk Management**

- a. Develop a Culture of Reporting.** Dr. Brandes highlighted a recent incident involving a student that occurred on the Clarkston Campus, how it was handled, the follow-up with students and employees, and lessons learned. Dr. Brandes explained the importance of developing a culture of reporting, i.e., to be aware of what is going on around us and that anyone who sees or hears something out of the ordinary, should report it and let the appropriate authorities triage the situation.

Board Development

- **State Allocation Model.** Dr. Brandes provided a history of the development of the State Allocation Model, explained each component of the allocation, how points were earned, and the method of distribution.

Board Reports / Remarks.

- **ACT Winter Conference Report.** Mr. McQuary highlighted the recent ACT Winter Conference.

New and Unscheduled Business. None.

Public Comment. None.

Adjourn. The meeting adjourned at 2:40 p.m.

Derek R. Brandes, President

ATTEST:

Don McQuary, Vice Chair
Board of Trustees

WALLA WALLA COMMUNITY COLLEGE

MEMORANDUM

DATE: March 14, 2018
TO: Board of Trustees
FROM: Sherry Hartford, Vice President of Human Resources
SUBJECT: Personnel Update

Retirements/Resignations/Separations, February 2018

Flegel, Jill – Instruction & Classroom Support, e-Learning

Goodwin, Jennifer – Retail Clerk 2

Grogan, Darah – Instruction & Classroom Support, Nursing, Clarkston

Current Recruitments

Criminal Justice Instructor, Walla Walla

Financial Aid Assistant/Academic Advisor, Clarkston

John Deere Instructor, Walla Walla

Microbiology Instructor, Walla Walla

Payroll & Benefits Specialist, Walla Walla

Physical Sciences Instructor, Walla Walla

Other News

I am attending the Northwest Association of Title IX Administrators Spring Conference
March 21 and 22, 2018.



Walla Walla Community College

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 522-2500
FAX (509) 527-4800

DATE: March 15, 2018

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Interim Enrollment Report, Winter Quarter 2018

Attached is the Interim Enrollment Report for Winter Quarter, 2018. The report presents enrollment by funding source, such as state, contract, and self-support. State and contract enrollment is reported by FTE and unduplicated headcount.

- State-supported enrollment is reporting 2,557.4 FTEs, which is down –79.9 FTEs (-3.0%) from the **close** of Winter Quarter 2017 (2,637.2 FTEs). Unduplicated headcount is 3,527, down 559 from the **close** of last winter (4,086).
- Contract enrollment is reporting 1,116.3 FTEs, which is down -102 FTEs (-8.4%) from the **close** of last Winter Quarter. Department of Corrections is reporting 1054.2 FTEs, down -429.2 FTEs (-28.9%) from the **close** of last winter (1483.4 FTEs). Remaining contract enrollments are 62.2 FTEs, down -26% (-21.8 FTEs) from the **close** of last quarter.
- Self-support enrollment is reporting 25.5 FTEs, which is up 6.2 FTEs (32.2%) from the **close** of Winter Quarter 2017.
- Running Start is reporting 194.6 FTEs, up 60.8 FTEs or 45.4% from the **close** of last Winter Quarter. AEP is reporting 91.3 FTEs, up 2.5 FTEs or 2.8% from the **close** of last Winter Quarter.

Interim Winter Enrollment Board Report

March 15, 2018

State Supported FTE Enrollment 2017-18

Administrative Unit	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 To Date	17-18 To Date	Nom Change	% Change	16-17 To Date	17-18 To Date	Nom Change	% Change	16-17 Final	17-18	Nom Change	% Change
C																				
Prof. Tech	46.5	60.9	14.4	31.0%	242.5	200.07	-42.4	-17.5%	223.3	236.46	13.16	5.9%	230.96				247.7			
D																				
Transitional	64.5	120.0	55.5	86.1%	317.1	332.53	15.4	4.9%	364.6	393.18	28.56	7.8%	299.72				348.6			
H																				
Extended Learning	197.2	215.1	17.9	9.1%	293.0	286.34	-6.7	-2.3%	318.2	248.38	-69.82	-21.9%	295.32				367.9			
J																				
Clarkston	52.6	66.5	13.8	26.3%	246.3	238.5	-7.7	-3.1%	228.4	204.6	-23.8	-10.4%	214.8				247.4			
K																				
Academic Transfer	95.4	84.7	-10.7	-11.2%	776.9	725.5	-51.4	-6.6%	739.3	692.1	-47.2	-6.4%	661.0				757.5			
M																				
Nursing/Allied Health	85.1	98.5	13.5	15.8%	265.7	278.0	12.4	4.7%	250.1	254.1	3.9	1.6%	281.6				294.2			
P																				
Business/Entre	89.2	91.2	2.1	2.3%	330.7	287.5	-43.2	-13.1%	300.9	323.0	22.1	7.4%	305.6				342.1			
R																				
Ag/Water/Energy	68.8	55.7	-13.1	-19.0%	218.8	212.5	-6.3	-2.9%	212.4	205.5	-6.8	-3.2%	181.2				227.0			
Total	699.1	792.6	93.5	13.4%	2690.9	2561.01	-129.9	-4.8%	2637.2	2557.37	-79.9	-3.0%	2472.87				2833.4			

Contract FTE Enrollment 2017-18

	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	16-17	Nom Change	% Change
Total DOC	1050.85	1054.4	3.5	0%	1225.1	1056.5	-168.6	-13.8%	1483.39	1054.2	-429.2	-28.9%	1408.43				1722.6			
Other Contract	0.5	21.87	21.4	4274%	65.7	101.0	35.2	53.6%	84.0	62.2	-21.8	-26.0%	25.3				58.5			
Total Contract	1050.9	1076.2	25.3	2%	1290.8	1157.4	-133.4	-10.3%	1218.3	1116.3	-102.0	-8.4%	1223.2				1594.4			

Self-Support/Community Service FTE Enrollment 2017-18

	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	16-17	Nom Change	% Change
Total Self-Support	43.7	29.4	-14.3	-32.7%	29.07	32.5	3.4	11.8%	19.3	25.5	6.2	32.2%	17.2				36.4267			

Unduplicated Headcount 2017-18

State Support	2010	1806	-204	-10.1%	3789	3809	20	0.5%	4086	3527	-559	-13.7%	3990				4625			
Contract	1495	1532	37	2.5%	1661	1436	-225	-13.5%	1722	1466	-256	-14.9%	1650				2176			
Undup Headcount	3509	3338	-171	-4.9%	5450	5245	-205	-3.8%	5808	4993	-815	-14.0%	5664				6810			

Running Start and AEP FTE Enrollment 2017-18

	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	17-18 To Date	Nom Change	% Change	16-17 Final	16-17	Nom Change	% Change
RS "billable" FTEs"					136.2	200.0	63.8	46.8%	133.8	194.6	60.8	45.4%	127.2				134.9			
AEP "billable" FTEs					97.5	98.9	1.4	1.5%	88.8	91.3	2.5	2.8%	85.5				90.6			

WALLA WALLA COMMUNITY COLLEGE - January 2018

2017-2018 Approved Budget	December Adjusted Budget	January Adjusted Budget	Difference	Revenue to Date	% of Annual Budget	Prior Year Activity to Date	% of Prior Budget
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REVENUE:

State Funds:								
Base Allocation	\$14,339,015	\$14,956,795	\$14,961,795	\$5,000	\$7,845,261	52.44%	\$7,688,174	52.43%
Opportunity Grant	461,412	461,412	488,412	27,000	281,318	57.60%	280,128	60.71%
Worker Retraining	2,073,823	2,007,198	2,007,198	0	974,084	48.53%	1,113,518	51.17%
Total State:	\$16,874,250	\$17,425,405	\$17,457,405	\$32,000	\$9,100,663	52.13%	\$9,081,820	52.49%
Local Funds:								
General:								
Operating Fees	\$8,103,963	\$8,253,963	\$8,253,963	\$0	\$5,103,869	61.84%	\$5,242,626	64.84%
General Local	1,675,400	1,675,400	1,675,400	0	1,112,522	66.40%	1,032,331	67.52%
Alternative Education Program	510,000	510,000	510,000	0	194,315	38.10%	155,863	29.41%
Running Start	1,003,400	1,003,400	1,003,400	0	407,809	40.64%	312,033	39.75%
Foundation Support	200,000	330,000	330,000	0	165,000	50.00%	100,000	50.00%
Corrections Ed.-Indirect	644,897	655,904	655,904	0	299,487	45.66%	333,295	49.06%
Carry-Forward & Use of Reserves	760,784	760,784	760,784	0	443,791	58.33%	287,919	58.33%
Total General:	\$12,898,444	\$13,189,451	\$13,189,451	\$0	\$7,726,793	58.58%	\$7,464,067	60.67%
Self-Support:								
Community Service	75,000	75,000	75,000	0	71,630	95.51%	115,147	153.53%
Ancillary Programs	300,000	300,000	300,000	0	146,169	48.72%	165,072	55.02%
Total Self Support:	\$375,000	\$375,000	\$375,000	\$0	\$217,799	58.08%	\$280,219	74.73%
Total Local Funds	\$13,273,444	\$13,564,451	\$13,564,451	\$0	\$7,944,592	58.57%	\$7,744,286	61.09%
TOTAL REVENUE	\$30,147,694	\$30,989,856	\$31,021,856	\$32,000	\$17,045,254	54.95%	\$16,826,106	56.13%

2017-2018 Approved Budget	December Adjusted Budget	January Adjusted Budget	Difference	Expenditures to Date	Encumbrances to Date	Total Activity to Date	% of Annual Budget	Prior Year Activity to Date	% of Prior Budget
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EXPENDITURES:

By Object										
Salaries and Wages	\$18,293,162	\$18,738,222	\$18,695,759	(\$42,463)	\$9,917,715	\$0	\$9,917,715	53.05%	\$9,507,940	51.99%
Benefits	6,168,647	6,351,956	6,354,612	2,656	3,606,600	0	3,606,600	56.76%	3,455,999	56.29%
Rents	173,128	173,128	173,128	0	97,028	71,705	168,733	97.46%	166,343	92.81%
Utilities	895,130	895,130	895,130	0	473,655	0	473,655	52.91%	437,874	52.42%
Goods and Services	2,646,307	2,863,863	2,898,670	34,807	1,523,609	542,337	2,065,946	71.27%	2,051,921	79.47%
Travel	272,810	282,160	298,160	16,000	222,902	900	223,802	75.06%	193,132	79.20%
Equipment	328,553	345,902	345,902	0	97,482	5,645	103,127	29.81%	257,944	62.54%
Subsidies/Transfers/Debt Service	1,369,957	1,339,495	1,360,495	21,000	639,063	0	639,063	46.97%	713,062	55.02%
Total by Object	\$30,147,694	\$30,989,856	\$31,021,856	\$32,000	\$16,578,054	\$620,587	\$17,198,641	55.44%	\$16,784,215	55.99%
By Program										
Instruction	\$12,670,352	\$12,865,928	\$12,832,411	(33,517)	\$6,575,231	\$72,878	\$6,648,109	51.81%	\$6,695,839	52.49%
Community Service	75,000	75,000	75,000	0	81,108	0	81,108	108.14%	59,672	79.56%
Instructional Computing	419,017	419,494	419,245	(249)	222,599	26,942	249,541	59.52%	240,525	54.71%
Ancillary Programs	300,000	300,000	300,000	0	114,653	2,882	117,535	39.18%	210,066	70.02%
Academic Administration	2,939,582	3,107,336	3,118,555	11,219	1,856,022	67	1,856,089	59.52%	1,803,256	57.31%
Library Services	633,862	655,083	655,624	541	369,781	1,778	371,559	56.67%	360,112	57.03%
Student Services	3,920,195	3,938,432	3,985,419	46,987	2,094,570	0	2,094,570	52.56%	2,359,918	58.64%
Institutional Support	5,806,045	6,216,325	6,231,367	15,042	3,304,189	307,899	3,612,088	57.97%	3,055,690	55.85%
Facility Services	3,383,641	3,412,258	3,404,235	(8,023)	1,959,901	208,141	2,168,042	63.69%	1,999,137	63.83%
Total by Program	\$30,147,694	\$30,989,856	\$31,021,856	\$32,000	\$16,578,054	\$620,587	\$17,198,641	55.44%	\$16,784,215	55.99%

Adopted December 21st, 1972
Amended May 20th, 1982 Amended
September 30th, 1988 Amended
April 6th, 1989 Amended September
5th, 1989 Amended June 27th, 1990
Amended March 16th, 2005
Interim Amendment March 21st, 2018

THE CONSTITUTION of the Associated Students of Walla Walla Community College



Clarkston and Walla Walla Campuses

CONSTITUTION OF THE ASSOCIATED STUDENTS OF WALLA WALLA COMMUNITY COLLEGE

PREAMBLE

We, the students of Walla Walla Community College (WWCC), in order to bring about an appreciation and understanding of democratic values and processes through participation in student government and to develop in the students free expression and a realization of their rights:

- To promote and conduct student activities and services that support the educational, intellectual, social, and diverse cultural needs of our students;
- To advocate for the interests of the students and promote students' rights through effective representation to the faculty, administration and larger campus community;
- To provide a means to convey and interpret student attitudes and opinions to the teaching faculty and the college administration; and
- To provide a means whereby adult social responsibilities can be developed in the students by a maximum of self-control and self-direction in all areas of student life, do hereby adopt and establish the following constitution.

ARTICLE I – ORGANIZATION

- Section 1. The name of this association shall be the Associated Students of Walla Walla Community College, hereinafter referred to as ASWWCC.
- Section 2. The governing entity representing the ASWWCC shall be the Associated Student Body at each campus hereinafter referred to as the Associated Student Body (ASB).

ARTICLE II – AUTHORITY

- Section 1. The ASB of Clarkston campus and the ASB of Walla Walla campus shall have the authority as granted by the Board of Trustees of the Walla Walla Community College to legislate, promote and regulate the affairs of the ASWWCC. In acceptance of this authority, the Executive Boards of the ASBs recognize their responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington.

ARTICLE II – SOVEREIGNTY

Section 1. This Constitution is governed by, and therefore must not contradict, federal laws, the State of Washington Statutes & Administrative Codes, and Board of Trustees policies that provide for its establishment. Only the College President or designee has the authority to alter this constitution outside the means for amendment it provides.

ARTICLE III - MEMBERSHIP

Section 1. All students by virtue of their registration at Walla Walla Community College are members of the ASWWCC and are granted all the rights and privileges of this constitution.

ARTICLE IV - ORGANIZATION

Section 1. The ASB at each campus shall consist of two branches: the Executive, which shall be made up by the Executive Board, and the Legislative Body (Senate).

Section 2. ASB - Clarkston Campus

A. The Executive Board of the ASB on the Clarkston Campus shall be selected and compensated as approved by the College President or designee, and vested in the offices of the:

(1) President;

(2) Business Vice-President;

(3) Activities Vice-President;

(4) Media & Technology Vice-President

B. The Senate, which shall be comprised of one (1) voting representative from each registered student club at the Clarkston Campus.

Section 3. ASB - Walla Walla Campus.

A. The Executive Board of the ASB on the Walla Walla campus shall be selected and compensated as approved by the College President or designee, and vested in the offices of the:

(1) President;

(2) Executive Vice-President;

(3) Business Vice-President;

(4) Activities Vice-President; and

(5) Media & Technology Vice-President

B. The Senate, which shall be comprised of one (1) voting representative from each registered student club at the Walla Walla Campus.

Section 4. The duties and responsibilities of Executive Board officers and Student Club Representatives shall be determined by members of the ASB Executive Board.

Section 5. The ASB Advisors on each campus shall be ex-officio, non-voting members of the Executive Boards.

Section 6. There may be Executive Assistants appointed and compensated each year as determined by the ASB Executive Board on each campus. The duties of the Executive Assistants shall be determined by the ASB Executive Board at each campus.

ARTICLE V - REVENUES

Section 1. The ASB shall have the authority to generate revenue through the collection of Services and Activities fees, admission charges, fund raising programs and other means deemed beneficial by the ASB, in compliance with WWCC and State Financial Guidelines.

Section 2. Once collected, the ASB shall assume authority and initial responsibility for the development and approval of S&A Fees and associated budgets. Final budget approval lies with the Board of Trustees or designee. Additional details shall be set forth in Finance Code.

ARTICLE VI - INITIATIVE

Section 1. The ASB shall have the right to initiate and implement legislation impacting the ASB. This shall take place in a fair and timely manner.

ARTICLE VII - COMMITTEES

Section 1. The standing and special committees as required of the ASB shall be determined by the Executive Board or Senate by simple majority vote.

ARTICLE VIII - AMENDMENTS

Section 1. Amendments to this Constitution shall be initiated by ASB action or by administrative action in collaboration with the Senate. Approval of Amendments to the Constitution shall require a two-thirds (2/3) majority vote from the ASB Executive Boards on both campuses and approval of the Board of Trustees of Walla Walla Community College.

ARTICLE IX - BYLAWS

Section 1. By-Laws shall be developed and approved by a simple majority vote (50%+1) of the ASB Executive Boards from both campuses and approval of the College President or designee.

ARTICLE X - CLUBS AND ORGANIZATIONS

Section 1. Any student group within the student body desiring to organize a club or organization must seek recognition from the Executive Board after meeting the qualifications set forth by the ASB Executive Board and College administration.



Office of the President
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362-9267
Phone: (509)527-4274
Fax: (509)527-4249

MEMORANDUM

TO: WWCC Board of Trustees

DATE: March 14, 2018

FROM: Derek Brandes, President

A handwritten signature in black ink, appearing to read 'D. Brandes', is written over the name 'Derek Brandes'.

RE: Sabbatical Recommendations

The Professional Development Committee has recommended two faculty for sabbaticals:

- Julianne Sachs, a full-time Mathematics Instructor, for a three quarter sabbatical (September 2018 to June 2019).
- Andrew Gallagher, a Basic Skills for Adults Instructor at WSP, for a one quarter sabbatical (September 2018 – December 2018).

After reviewing the applications and recommendations, I recommend that the Board approve sabbatical leave for both Julianne Sachs and Andrew Gallagher.



Walla Walla Community College

Instruction Office

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 527-4289

TO: Derek Brandes
President

A handwritten signature in blue ink, appearing to read 'Chad E. Hickox'.

FROM: Chad Emerson Hickox
Vice President of Instruction

DATE: March 14, 2018

SUBJECT: Recommendations for Sabbatical Leave Requests

The Professional Development Committee met on February 1, 2018. Jeff Adams, the Professional Development Chair, has forwarded the committee sabbatical recommendations to me. I agree with the committee recommendations and endorse the sabbatical proposals for Julianne Sachs and Andrew Gallagher.

Julianne Sachs proposal is for the school year 2018-2019. Andrew Gallagher's proposal is for Fall Quarter 2018. Andrew's proposal cannot be funded with the Corrections budget because of the Corrections Education contract.

Feel free to contact me if you have any questions.

cc: Sherry Hartford



Walla Walla Community College
Professional Development Committee

500 Tausick Way
Walla Walla, WA 99362-9267

Memorandum

TO: Derek Brandes- President

FROM: Jeff Adams- Chair
Professional Development Committee

DATE: February 12th, 2018

SUBJECT: 2018-2019 Sabbaticals

This letter is written on behalf of the Professional Development Committee concerning two applications for sabbatical during the 2018-2019 academic year.

The faculty, administrators, and support staff of which this committee is comprised, fully endorse the proposals for sabbatical set forth by instructors Andrew Gallagher and Julianne Sachs. Both requests include activities which promote each individual instructors' professional rejuvenation, as well as describe projects which will result in end products which will further support learners and colleagues within the divisions of their corresponding teaching assignments. Therefore, they clearly comply with the requirements detailed under AHE Article 26 and meet the established purpose for sabbatical to "benefit the college and its students..."

On behalf of Andy, Julianne, and the Professional Development Committee, we thank you for reviewing the proposals for sabbatical and presenting them to the Board of Trustees.

Walla Walla Community College
2018-2019 SABBATICAL LEAVE APPLICATION

It is not unusual to receive more requests for sabbatical leave than can be awarded, due to budget constraints. Therefore, the process involving selection becomes somewhat competitive. The screening committee carefully reviews each request and makes a judgment based to a great degree on the quality of the application. Attached to this application form you will find a page from the faculty contract which explains in detail the sabbatical leave policy. Good luck to you in your request for sabbatical leave.

Name: Julianne Connell Sachs

Date: December 20, 2017

Date of first full-time contract at WWCC: September 2001

Number of years (full-time) at WWCC: 17

Current teaching assignment: Mathematics

I request 3 quarter(s) of leave to begin September 2018 and to terminate June 2019.

USE SEPARATE SHEET(S) OF PAPER FOR THE FOLLOWING THREE ITEMS:

- I. Description of Sabbatical Leave Plan**
 - A. State reasons for requesting the leave.**
 - B. Provide a detailed description of the plan.**
- II. Proposed Benefits**
 - A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.**
 - B. Describe the value of the proposed activity to your professional growth and development.**
- III. Description of Past Contributions to WWCC**
(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)
- IV. Three letters of recommendation:**
 - A. One colleague**
 - B. Your dean or director**
 - C. Vice President of Instruction**

Attach your completed Sabbatical Leave Application and return to the Office of the Vice President of Instruction by 5:00 p.m., Tuesday, January 16, 2018.

Walla Walla Community College
2018-2019 Sabbatical Leave Application
Julianne Connell Sachs

I. Description of Sabbatical Leave Plan

A. State reasons for requesting the leave.

The primary reason I am requesting sabbatical leave is to allow time for research. I want to investigate how we can increase the number and strength of our STEM students, particularly in mathematics. I am also hoping that a break from my teaching duties would grant me the opportunity to reinvigorate my career by focusing on related professional projects.

B. Provide a detailed description of the plan.

My plan for sabbatical includes comparative studies of math education in the United States and in countries with larger numbers of high-achieving STEM students. I would like to consider math sequencing, methodology, societal views, and other topics that present themselves. I plan to include research on pathways, co-requisite courses, inclusive teaching methods, and best practices.

I intend to read books and related publications, attend conferences, collaborate with colleagues, and visit other schools as applicable. I anticipate investigating STEM-specific advising and want to examine practices that encourage the success of students from underrepresented populations in STEM fields. Last spring I attended a workshop on inclusive teaching and I have since attended presentations by and have been in communication with researchers on a national project, Transitioning Learners to Calculus in Community Colleges (TLC3): Advancing Strategies for Success in STEM. Having time to build upon these experiences would be extremely valuable. I also hope to spend time furthering my knowledge about technologies (Mathematica, Excel, online homework systems, etc.) that may enhance student learning and improve my integration of these technologies in the classroom.

In addition to the project outlined above, I hope to recover and advance my Spanish-speaking abilities. I earned bachelor's degrees in both math and Spanish and I have lived in Spain, Guatemala, and Bolivia. More than 13 years have passed since I have lived in a Spanish-speaking country and I feel the effect on my fluency. I would welcome the opportunity to spend an extended period of time immersed in Spanish.

Finally, I feel the need to invest in my wellbeing. I have a strong passion for teaching mathematics but I recognize that the work I do depletes my energy. I hope that a break from my teaching duties is restorative and that I return with renewed vigor for serving students and colleagues.

II. Proposed Benefits

A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.

My sabbatical, if granted, has the potential to increase the number of students making true progress through our STEM pathway, particularly in mathematics. I hope that through this project, our successful STEM students better reflect the diversity of the larger community. I foresee my own classroom instruction improving based on my findings and I plan to share what I learn with colleagues, thus increasing the potential impact on our instructional program.

In addition, maintaining and improving my Spanish-speaking abilities is not only good for my soul but also good for our campus. Being a Spanish-speaker has obvious benefits in regards to communication, but there are other advantages that are less transparent. Knowing a second language opens my mind to another way of thinking and allows me to connect with students and staff in an additional way.

B. Describe the value of the proposed activity to your professional growth and development.

This sabbatical proposal directly addresses the six objectives I have had listed in my Professional Development Plan: Study and integrate teaching models that engage students and foster true understanding; study and integrate technology that is interactive and that enhances student learning; continue to use and improve my Spanish language abilities; continue to expand my experience and education in working with diverse populations; further develop knowledge and abilities related to advising, sustainability, and other college values; and maintain good health and wellbeing.

III. Description of Past Contributions to WWCC (Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)

I have served on the Diversity Committee, Faculty Senate, the Honors Committee, multiple hiring committees, Title 3 committees, Title 5 committees, textbook selection committees, AHE, and the AAWCC Scholarship Committee, the latter of which I have also served as the chair. I have been a peer evaluator approximately 25 times and have guided numerous students through honors modules. I participated in the Spark Grant and implemented an interdisciplinary project with a chemistry instructor. During my last sabbatical, I investigated and helped implement a major redesign of our precollege mathematics courses. My sabbatical also resulted in direct changes to my instruction, particularly in the area of active learning. I have been a speaker at high school science and math scholarship awards and on a panel at AAUW Great Explorations. I have trained peers in MyMathLab and have attended various local, state, and national workshops and conferences, presenting at times. In 2010 I received the NISOD Excellence Award. I have taught all but one of our course offerings in the Mathematics Department and have taught

three courses in the Physics Department. I have worked to develop a strategic plan for the Mathematics Department and to rewrite the outcomes for many of our mathematics courses.

If my sabbatical request is approved, I hope to make further contributions to our mathematics and STEM programs based on the results of my studies. Ultimately, I hope we increase the number, strength, and diversity of our problem solvers, thereby increasing the chance of solving the problems that face us.

IV. Three letters of recommendation

A. One colleague

Letter of recommendation from Kristen Harvey, member and chair of the Mathematics Department, included.

B. Your dean or director

Letter of recommendation from Dr. Richard Middleton-Kaplan, Dean of Arts and Sciences, included.

C. Vice President of Instruction



Walla Walla Community College

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 522-2500

December 19, 2017

Dear Sabbatical Committee:

I am writing to express my complete and enthusiastic support for Julianne Sachs' request for sabbatical leave for the school year 2018-2019.

Julianne is an extremely valuable member of our Math division. She is a tireless advocate for the program and is constantly seeking ways to improve our practice, whether it is by re-writing instructional outcomes, mentoring instructors, serving on committees, tutoring and advising students, or authoring a math textbook. Anytime there is a new initiative or requirement for our division, Juli is the first to volunteer to assist and stays until the job is done. Because of her passion for mathematics in general, and mathematics at WWCC in particular, Juli puts in long hours, which leaves her little time for innovation. I know this disappoints her.

This past fall, Juli was granted a one-class release and has spent the time working on the second edition of a Precalculus textbook that she co-authored. This textbook has gotten national recognition for its unique and interactive way of teaching mathematics through dynamic modeling. Even while on one-class release, Juli has remained active in the department and college, helping re-write outcomes, attending national conferences, participating in committee work, and advising students.

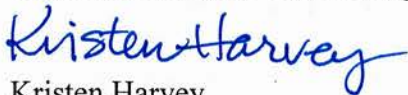
Six years ago, Julianne was granted a sabbatical leave to research pre-college math programs at other community colleges. This time of research and reflection resulted in a radical restructuring of our pre-college math program which was implemented upon her return. The new program was wildly successful in terms of student success rates and garnered WWCC recognition across the state for these successes. Without this time away from her day-to-day teaching duties, Julianne would not have had the time to create such an innovative and successful program.

Lately, Julianne has been pondering our STEM path and what we can do to increase enrollment, particularly from underrepresented populations. With Julianne's commitment to diversity, this is an exciting opportunity to have a proven expert at innovations in mathematics examine our practices in conjunction with current research into best practices in order to revitalize our STEM program, particularly in mathematics. She has an interest in examining math pathways, co-requisite courses, and inclusive teaching methods. After 17 years here, she knows our program inside and out and would be an invaluable resource as we look to strengthen our STEM offerings. But only if she is given TIME to put into this undertaking.

For us in the mathematics division, the timing couldn't be better. We have the opportunity to have a fabulous adjunct filling in for Juli next year, if she is granted sabbatical. Linda Soper covered beautifully for Eric Schulz last year when he was on sabbatical, and has indicated that she would be available for just next year, if the opportunity arises. This is an extremely unusual opportunity to have such a highly qualified replacement in mathematics and isn't likely to come up again.

In conclusion, I strongly recommend approving Julianne Sachs' request for sabbatical leave for next year. She is a tireless advocate for our program and wishes to spend her time researching and creating stronger programs in our STEM pathway. She has shown us repeatedly what she can do when given the time to explore and create. With her track record in pre-college math innovation, as well as her authoring, we have a unique opportunity to take advantage of her abilities and interest to now create innovations in our STEM path. In addition, we have an extremely rare opportunity to have a highly qualified person covering Juli's classes – this is unlikely to happen again. Now is the time.

Thank you for your considering the request.



Kristen Harvey
Division Chair, Mathematics
Walla Walla Community College



27 December 2017

RE: Recommendation Supporting Julianne Sachs's Request for Sabbatical Leave

Dear Dr. Ramsey, Professional Development Committee, Dr. Brandes, and Board of Trustees:

It is my pleasure to warmly support Julianne Sachs's application for sabbatical leave for the 2018-19 academic year. Ms. Sachs's application is emphatically supported by her department chair and colleagues, and I happily, unhesitatingly add my voice to theirs in favor of this request.

Ms. Sachs's sabbatical leave plan describes a comparative studies project that stands to benefit students in two distinct but equally important ways: increasing our understanding of diverse incoming STEM students so that we can better meet their needs, and revising the curriculum (as with her intended focus on course sequencing) to better serve the needs of students and also of transfer institutions and employers. Ms. Sachs has a superb track record of adopting pedagogic best practices into her own classes and of generously sharing those practices with colleagues, even actively coaching colleagues to incorporate the strategies into their own classes, so I am certain that what she discovers on her sabbatical will be brought to scale in her department.

This is an ideal sabbatical proposal in several ways. First, Ms. Sachs's sabbatical project concentrates on WWCC's Core Theme of Student Success; for the reasons above, the result could be improved success in one of the most feared and daunting gateway subjects. Second, she connects the sabbatical project to her FLIP (see Section II.B.); this seems to me exactly what should be the case, so that the FLIP carries through into, and actually determines the focus of, the sabbatical project. Third, the proposal dovetails with institutional priorities, including our focus on internationalizing our campus and becoming more welcoming to Latino/a/x students; Ms. Sachs's proposal to refresh her Spanish speaking skills (Section I.B.) will bring us one person closer to achieving bilingual staff, thereby Strengthening Community, and will make her an even more valuable asset to students. Fourth, the proposal is consistent with WWCC's institutional values (Section II.B.) including fostering diversity, personal and professional growth, and health.

The current Mathematics Division Chair, Kristen Harvey, whole-heartedly supports this application. We have looked ahead at staffing and scheduling, and we have determined that, should you choose to grant this sabbatical request, the Mathematics Division will not suffer hardship and will not have to reduce course offerings. Moreover, the department sees considerable benefits to be gleaned upon Ms. Sachs's return.

For all these reasons, I am delighted to give my full, strong, unreserved support to Ms. Sachs's application for sabbatical leave.

I thank you for considering my words on behalf of Ms. Sachs's application.

Sincerely,

A handwritten signature in purple ink that reads "Richard Middleton-Kaplan". The signature is written in a cursive, flowing style.

Richard Middleton-Kaplan, Ph.D.
Dean of Arts & Sciences

Walla Walla Community College
2018-2019 SABBATICAL LEAVE APPLICATION

It is not unusual to receive more requests for sabbatical leave than can be awarded, due to budget constraints. Therefore, the process involving selection becomes somewhat competitive. The screening committee carefully reviews each request and makes a judgment based to a great degree on the quality of the application. Attached to this application form you will find a page from the faculty contract which explains in detail the sabbatical leave policy. Good luck to you in your request for sabbatical leave.

Name: Andrew J. Gallagher Date: 1/15/18

Date of first full-time contract at WWCC: September 2000

Number of years (full-time) at WWCC: 17

Current teaching assignment: Basic Skills Instructor, WSP

I request 1 quarter(s) of leave to begin September 2018

and to terminate December 2018 .

USE SEPARATE SHEET(S) OF PAPER FOR THE FOLLOWING THREE ITEMS:

- I. Description of Sabbatical Leave Plan
 - A. State reasons for requesting the leave.
 - B. Provide a detailed description of the plan.
- II. Proposed Benefits
 - A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.
 - B. Describe the value of the proposed activity to your professional growth and development.
- III. Description of Past Contributions to WWCC
(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)
- IV. Three letters of recommendation:
 - A. One colleague
 - B. Your dean or director
 - C. Vice President of Instruction

Attach your completed Sabbatical Leave Application and return to the Office of the Vice President of Instruction by 5:00 p.m., Tuesday, January 16, 2018.

2018 – 2019 Sabbatical Application
Andrew J. Gallagher, Ph.D.
Basic Skills Instructor, WWCC North Campus

- I. Description of Sabbatical Leave Plan
 - A. State reasons for requesting the leave.

There are two reasons why I am applying for a sabbatical at this time, one academic and one personal. Back in 2005, I was the co-chair of the teaching effectiveness committee in the reaccreditation process. I was asked to write a summary of all of the programs at the WWCC North Campus at WSP (Washington State Penitentiary). At the time, my supervisors and I discussed the need to create some sort of teacher's handbook at the north campus. However, we were all busy and were never able to do it. In 2015, we had hired two new basic skills teachers and I was asked to conduct a training session for them. I developed a two-hour training program for them but I was painfully aware that I was only scratching the surface. I was not able to discuss most of the complex security procedures, the state-required paperwork for the basics skills students, best practices in teaching methods, etc. Again, I was hoping we could develop a handbook for new teachers, but no one had the time to do it. Our dean and assistant dean are dedicated to training our new teachers but they are always swamped with administrative work. Our veteran instructors also do whatever they can to help new teachers but we normally work 40-50 hours per week helping our students. None of the teachers have time to create a handbook. Thus, it is only through the benefit of a sabbatical that an instructor can have the time to research, write and perhaps publish a teacher's handbook.

On a personal level, I have recently been experiencing burnout working at the prison. Years ago, when I was first hired, veteran instructors warned me that most teachers only last five years due to the stress and frustration of teaching in the prison. Not only do we have a very dysfunctional student population to work with (detailed below), we also have many challenges working within two different bureaucracies, one for the prison and one for our own college. Not to mention the dehumanizing processes of having our briefcases and lunches X-rayed every day, and often being pat-searched like criminals upon entering the prison. Some of us must also walk a quarter mile from the parking lot to our classrooms in all sorts of weather all seasons of the year. And we must enforce complex discipline procedures required by DOC (the Department of Corrections). These frustrations are all on top of normal teaching duties. We must be teachers, psychologists and police officers all at the same time.

Twenty-one years later, I am still working hard, but burning out. Except for a two-quarter sabbatical in 2008 and one summer quarter I took off for health reasons, I have been teaching continuously at WSP since 1996. I have developed several stress-related illnesses. Although I can certainly still complete my duties as an instructor at WSP, my doctor has urged me to apply for a sabbatical so I can get some rest. Marleen Ramsey, our recently retired Vice President of Instruction, and many of my colleagues have also encouraged

2018 – 2019 Sabbatical Application
Andrew J. Gallagher, Ph.D.
Basic Skills Instructor, WWCC North Campus

me to try to obtain a sabbatical for health reasons. Having a quarter off from teaching will give me a chance to rest and recuperate while still having the time to write the first draft of the much-needed teacher's handbook.

B. Provide a detailed description of the plan.

Correctional education is one of the most challenging teaching environments an instructor can ever work in. The offenders who make up the student body have a history of dysfunctional behavior, learning disabilities, mental illnesses and acts of violence. And yet, most new instructors are thrown into this maelstrom with little or no training. Newly hired tenure-track instructors have the luxury of taking a six-week DOC training program. However, there is very little training provided by our college. We have a good mentoring system in which new teachers are paired with veteran instructors for the first few quarters. Many other instructors beside myself help new teachers learn their many teaching duties and security responsibilities. However, these veteran instructors must take time away from their own teaching duties to train new instructors. Clearly, new teachers need much more training and assistance.

I propose to write a comprehensive handbook to provide all of the educational policies and procedures, most effective teaching methods, and the DOC security rules for new instructors. The book will consist of five chapters.

Chapter 1 will provide a summary of the history and current state of U.S. prisons. I am a firm believer in providing the big picture so that new instructors understand the teaching environment they are entering. I will describe the offenders with whom our instructors work every day, including their learning disabilities, mental illnesses and violent behavior as offenders as well as their strengths and weaknesses as students. The many DOC security policies and procedures will be explained so that the instructors and their students can always work in a safe learning environment.

Chapter 2 will provide the details of teaching in the basic skills program. While we are charged with teaching "only" basic high school curricula, GED teachers are responsible for having extensive knowledge in five different subject areas: science, social studies, reading, writing and math. In essence, we must have the knowledge and training of five separate high school teachers. We must teach everything from the Civil War to chemical equations to essay structure to the Pythagorean theorem. We must also teach with at least five levels of students in one classroom, everyone from students who are still learning to read and do multiplication problems to students who are ready to pass their GED tests. If we have ESL students at the same time, we could have even more levels of abilities in one classroom. On top of these instructional challenges, we must also follow numerous DOC policies for keeping accurate attendance records and maintaining classroom discipline. I will outline the

2018 – 2019 Sabbatical Application
Andrew J. Gallagher, Ph.D.
Basic Skills Instructor, WWCC North Campus

best teaching methods, record-keeping procedures and safety rules that the basic skills teachers need to follow.

Chapter 3 will discuss the complexities of teaching in our vocational and AA degree programs. We currently have a wide variety of vocational programs including welding, auto body repair, CNC machining, building maintenance technology, HVAC, bookkeeping and several others. Some programs are one-quarter certificates while others provide one-year certificates. Students must also complete several courses in vocational math, writing, human relations and job search skills. It is also very challenging for instructors to teach these courses. In addition to these programs, we also offer a two-year college degree program. Although we have a limited budget and course offerings, these instructors must have Master's Degrees in their fields and follow the same Master Course Outlines as on our other campuses. I will detail the many DOC security procedures and WWCC policies that these instructors must understand.

Chapter 4 will provide a summary of what happens after our students finish their programs. Despite the many challenges listed above, the correctional program at WSP is one of the best in the state. We celebrate all of our students' achievements and provide first-class graduation ceremonies for our students every June. Our administrators do whatever they can to help students be successful once they are released from prison. I will detail the grading procedures and graduation requirements for all of our programs and describe the challenging reentry process for our offenders going back into society.

Chapter 5 will be an epilogue. The joys and frustrations of correctional education will be summarized with tips on avoiding burnout. Although correctional educators are almost invisible in American society, we provide the largest factor in reducing recidivism once offenders are released. Studies have shown that the more education an offender receives in prison, the less likely he or she is to re-offend and go back to prison. If we can learn to minimize our frustrations and celebrate our victories, our instructors will be even more successful at being correctional educators.

Although the details of the book may change as I write, the general scope of the handbook should remain as described above.

II. Proposed Benefits

- A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.

The benefits of a correctional education handbook would be tremendous. First of all, the instructors will be better trained and be more effective as classroom teachers. They will also be safer knowing the security policies and procedures. Secondly, the students will also benefit since their instructors will be better

2018 – 2019 Sabbatical Application
Andrew J. Gallagher, Ph.D.
Basic Skills Instructor, WWCC North Campus

trained, more effective, and more comfortable in a dangerous work environment. Finally, by having access to a detailed handbook, the administrators will be relieved of many hours of work and stress as they scramble to train new instructors.

Additionally, although my main goal is to write a handbook for WSP instructors, I hope to write the handbook in such a way that a correctional educator anywhere in Washington State or indeed the country can benefit from the security procedures, teaching tips and general knowledge contained in the book. I would like to write two versions of the handbook: one electronic version for WSP instructors including all the details of working at WSP; and one more general version I hope to have published as a book that will be available to all correctional educators across the country.

Walla Walla Community College won the Aspen Prize for excellence in education partially because of our work at correctional education at WSP. However, I feel that we did not receive the state or national recognition that we deserved for our work. If I can get a general handbook published, it would be bring greater recognition of the important work we do at WSP.

B. Describe the value of the proposed activity to your professional growth and development.

The words and deeds of even the finest teachers eventually fade into memory, like smoke coming from a chimney on a cold winter's morning, floating away on the westerly winds. But a book? A book in its essence is a tangible, permanent document, an encapsulation of knowledge and wisdom passed on to future generations. As I am now within 10 years of retirement age, I look to pass on my experiences to the teachers who will replace me and my current colleagues so that they can avoid the mistakes that I made and continue to do the necessary and important work of correctional education.

I was lucky enough to be granted a sabbatical on a previous occasion. I took some time off in 2009 to write a book on political metaphors. I realized that no one had ever bothered to document and catalog the hundreds of metaphors we use to describe politics such as the candidates are *taking the gloves off* and the election *going down to the wire*. Even though I spent four years writing the book, I was never able to get it published. I was told many times that the work was too esoteric and specialized to be worthwhile to a publisher. My current project will hold more interest to a publishing house given that it is a very practical, hands-on description of how to be a successful instructor in a prison setting. Now that the pendulum is swinging back in the direction of rehabilitation and training for offenders, it is the perfect time to try to get such a work published for the benefit of all correctional educators across the country.

2018 – 2019 Sabbatical Application
Andrew J. Gallagher, Ph.D.
Basic Skills Instructor, WWCC North Campus

III. Description of Past Contributions to WWCC

(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)

As mentioned, I have taught at WWCC since 1996, becoming a full-time tenure-track instructor in 2000. Since then I have acted as the lead instructor in our ESL students until the Washington State legislature cut the funding for ESL instruction in our prisons several years ago. I have also been a lead instructor in our basic skills/GED department, often being asked to provide mentoring for new instructors. I have often taken leadership positions within our Association of Higher Education, acting as the unofficial union representative for WSP instructors for many years, ensuring that our teachers are treated fairly by both WWCC and DOC administrations. I currently serve on the AHE executive committee. With regard to committee work, as mentioned, I served as co-chair of the teaching effectiveness committee for reaccreditation in 2005. I also served on the tenure review committee from 2008 - 2015, the first three years as a committee member, the last three years as the chairperson of the committee.

As I mentioned earlier, in addition to my work at WWCC, I used my previous sabbatical to write a book on political metaphors, growing out of my background in linguistics and my Ph.D. dissertation on second language learning. Unfortunately, I was never able to get my book published. However, I also started a blog that proved to be very successful (www.politicalmetaphors.com). In the past five years, I have had over 550,000 views in 198 countries. High school and college students all over the world use my blog to research metaphor usage in politics. My insightful analyses of the metaphors used in speeches by Martin Luther King, Jr. have proven to be the most popular year after year. I proudly describe that I am a WWCC instructor on my blog, hopefully bringing additional recognition to our great college. I also presented my research at two conferences in 2013, one for ESL teachers in Seattle and another at a linguistics conference in New York City.

It is my hope that my work on a correctional education handbook will shine a brighter spotlight on the important work the instructors do every day at Washington State Penitentiary.

Thank you for your consideration of my sabbatical application.

Walla Walla Community College
Sabbatical Review Committee
500 Tausick Way
Walla Walla, WA 99362

January 14, 2018

Dear Professional Development Committee and WWCC Board of Trustees:

I am writing this letter of support for Dr. Andrew Gallagher's request for Sabbatical. I have had the pleasure of working with Dr. Gallagher for the past 10 years. During that time, we have worked on many projects together. One of those projects has been a new instructor handbook for employees new to the North Campus. We have discussed the need for such a document as working as the North Campus can be overwhelming for someone new to the correctional atmosphere. Together we worked on a rough outline of numerous topics that come up when a new employee begins work.

I am excited at the prospect of Dr. Gallagher taking the next steps to complete this project. He has my full support in this and I feel with his wealth of knowledge and experience this project will be a success. With his experience at all levels of instruction covering all levels of custody, he has the knowledge to complete this work. Any help and support that I can give him for completing this project will be given.

Dr. Gallagher has served on several committees throughout his tenure: tenure review, teaching effectiveness, and department outcomes review committee and supported the accreditation process. He has served as a mentor for numerous instructors over the years as well as develop new materials for all in the department. Outside of WWCC, he has written a book on political metaphors and manages his blog on the same topic. The opportunity to write a new instructor handbook will be a very valuable contribution.

On a personal note, Dr. Gallagher has given all of his energy to the success of his students and the basic skills program at the North Campus. In doing this, I have seen his health decline as he has given his all to work. A brief sabbatical will allow him time to work on this extremely valuable project while at the same time allowing himself time to relax and recharge his batteries. It will also be a great pleasure to see the idea that he and I have talked about come to fruition.

It is my hope that you see the value in this project and the need for Dr. Gallagher to be granted this sabbatical. I fully support his project and look forward to seeing the final project. He has my full support in this endeavor.

Thank you,

Susan Pearson
Transitional Studies Instructor,
Walla Walla Community College - North Campus



Brent Caulk
Dean of Re-Entry Education
1313 N. 13th Ave.
Walla Walla, WA 99362

January 16, 2018

WWCC Board of Trustees
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

Dear Professional Development Committee and WWCC Board of Trustees:

I am writing today to recommend your consideration for a one quarter sabbatical for Dr. Andrew Gallagher. Dr. Gallagher has taught for WWCC at the Washington State Penitentiary for twenty years. He is personally requesting time to research and write an instruction manual for new and continuing teachers who teach at the Penitentiary.

This a handbook that would provide much needed guidance for instructors. It is something that has never been compiled in one document and it would afford solid reference materials as instructors learn about their new position. He has written a comprehensive outline with five potential chapters that will cover many of the most important arenas impacting the classroom.

His proposed Fall Quarter 18 project is timely and much needed. The Washington State Legislators have acknowledged the importance of education in the correctional setting, and have supported this endeavor for years. These leaders have now taken it a step further by allowing Deans of Correctional Education programs to allocate state dollars to post-secondary education. This speaks volumes to the political atmosphere and the public's understanding of the importance of educating our incarcerated population. Any documentation that helps correctional educators is very much needed.

Dr. Gallagher has contributed to our education excellence several times over the years and has always produced thoughtful, impactful and valuable work. Considering the current and forecasted budget climate for the main campus and the Corrections Education budget, funding sources would need to be established for this proposal with the Professional Development committee, WWCC Foundation and the WWCC Board of Trustees if selected. Thank you for your consideration in this matter, feel free to contact me with any follow up questions if needed.

Sincerely,

A handwritten signature in black ink that reads 'Brent Caulk'.

Brent Caulk
Dean of Re-entry Education
(509) 526-6459



Office of the President
Walla Walla Community College
 500 Tausick Way
 Walla Walla, WA 99362-9267
 Phone: (509)527-4274
 Fax: (509)527-4249

MEMORANDUM

TO: WWCC Board of Trustees

DATE: March 14, 2018

FROM: Derek Brandes, President

RE: Tenure Recommendations

I support the Tenure Review Committee's recommendation that the Board of Trustees grant tenure to the following faculty members:

Patricia Becker	Nursing Instructor
Jeremiah Burt	English Instructor
Ruth Hallowell	Nursing Instructor
Kaye McGehee	Nursing Instructor, Clarkston Campus
Chris Mehl	Mathematics Instructor
Kimberly Pottberg	Nursing Instructor, Clarkston Campus
Jennifer Vaughn	ABE Instructor

The committee has asked the Board to extend the probationary period for three instructors (Jodi Bice, Jennifer Stutesman, and Kimberly Tolson). While the Board has the authority to do this, this is an action that the WWCC Board of Trustees has not taken in the past and should only be considered in rare circumstances. My recommendation for these three faculty members will be reviewed in the executive session. I have asked that the Tenure Committees for these candidates be available for the Board to ask questions.

I support the continuation of the following probationary faculty in tenure process as recommended by the Tenure Review Committee:

Dahood El-Oqla	English Instructor
Kristopher Margart	Welding Instructor, WSP
Caley Moyer	Counselor
Curtis Philips	Human Services Instructor
Michael Sholar	Natural Science Instructor, Clarkston Campus




Walla Walla Community College

Instruction Office

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 527-4289

TO: Derek Brandes

FROM: Chad Emerson Hickox 
Vice President of Instruction

DATE: March 14, 2018

SUBJECT: Probationary Faculty Evaluation and Recommendation

After meeting with the Tenure Review Committee March 13th and carefully evaluating the progress of each of the current probationary faculty appointees, I fully concur with the committee's assessment and endorse its recommendation that the following faculty members be considered favorably in the granting of tenure:

Patricia Becker	Nursing Instructor
Jeremiah Burt	English Instructor
Ruth Hallowell	Nursing Instructor
Kaye McGehee	Nursing Instructor, Clarkston Campus
Chris Mehl	Mathematics Instructor
Kimberly Pottberg	Nursing Instructor, Clarkston Campus
Jennifer Vaughn	ABE Instructor

I agree with the Tenure Review Committee's recommendation to extend the probationary period until Winter 2019 for the following faculty:

Jodi Bice	Nursing Instructor, Clarkston Campus
Jennifer Stutesman	Reference Librarian
Kimberly Tolson	English Instructor, Clarkston Campus

I also endorse the committee's recommendation for continued probationary status for the following faculty:

Dahood El-Oqla	English Instructor
Kristopher Margart	Welding Instructor, WSP
Caley Moyer	Counselor
Curtis Phillips	Human Services Instructor
Michael Sholar	Natural Science Instructor, Clarkston Campus

Feel free to contact me if you have any questions.

cc: Sherry Hartford



Walla Walla Community College
Tenure Review Committee
500 Tausick Way
Walla Walla, WA 99362-9267

TO: Dr. Derek Brandes, President

FROM: Linda Lane, Chair *Linda Lane*
Tenure Review Committee

DATE: March 14, 2018

SUBJECT: Probationary Faculty Evaluations and Recommendations

The Tenure Review Committee met March 13th to review Winter Quarter evaluations of those faculty who were referred to the committee by your memo of October 15, 2017. The administrative, student, peer, and self evaluations within each of those person's file were discussed as well as a review provided by each of the supervisors in attendance.

The committee voted to recommend that the Board of Trustees grant tenure to the following faculty, who have completed three years of successful employment at Walla Walla Community College:

Patricia Becker	Nursing Instructor
Jeremiah Burt	English Instructor
Ruth Hallowell	Nursing Instructor
Kaye McGehee	Nursing Instructor, Clarkston Campus
Chris Mehl	Mathematics Instructor
Kimberly Pottberg	Nursing Instructor, Clarkston Campus
Jennifer Vaughn	ABE Instructor

The committee voted to extend the probationary period until Winter 2019 for the following faculty:

Jodi Bice	Nursing Instructor, Clarkston Campus
Jennifer Stutesman	Reference Librarian
Kimberly Tolson	English Instructor, Clarkston Campus

The Tenure Review Committee would like each faculty member to work with their dean and satisfactorily complete their professional improvement plan.

The committee voted to recommend that the following probationary faculty be continued in full-time probationary employment:

Dahood El-Oqla	English Instructor
Kristopher Margart	Welding Instructor, WSP
Caley Moyer	Counselor
Curtis Phillips	Human Services Instructor
Michael Sholar	Natural Science Instructor, Clarkston Campus

Feel free to contact me if you have any questions.

cc: Chad Hickox
Sherry Hartford