



Agenda

Regular Meeting

Board of Trustees, District No. 20

Walla Walla Community College

Walla Walla Community College Clarkston Campus

1470 Bridge Street | Clarkston, WA

Monday | March 25, 2019 | 11:00 a.m.

All Times Are Estimates

Study Session

11:00 a.m.	Call to Order		
	Approval of Agenda	Action	
	<i>Mr. Don McQuary, Chair</i>		
	Capital Projects Update	Discuss	Tab 1
12:15 p.m.	Lunch Break		

All Times Are Estimates

Board Meeting

1:00 p.m.	Oral Reports	Discuss	
	<ul style="list-style-type: none">Associated Student Government Activity Reports<ul style="list-style-type: none">Ø Clarkston Campus		
	<i>Ms. Sally Kirchoff</i>		
1:10 p.m.	Clarkston Campus Report	Discuss	
	<i>Dr. Chad Miltenberger</i>		
1:30 p.m.	Recognition of Tim Winter, Superintendent, Clarkston School District	Discuss	
	<i>Dr. Miltenberger</i>		
1:40 p.m.	Enrollment Update New Enrollment Report Form	Discuss	Tab 2
	<i>Dr. Nick Velluzzi; Mr. Joshua Slepín</i>		
2:00 p.m.	Audit Update	Discuss	
	<i>Mrs. Davina Fogg</i>		
2:10 p.m.	Athletics Budget – First Read	Discuss	Tab 3
	<i>Mrs. Fogg</i>		
2:20 p.m.	Leadership Priorities:	Discuss	
	<ol style="list-style-type: none">Mission-DrivenStrengthen Student Enrollment – Recruitment, Retention, and Outcomes and Improve Student Intake and Financial Aid Processes<ul style="list-style-type: none">Ø International Student Program Update		
	<i>Mr. Jerry Anhorn, Ms. Cheryl Hansen, Mr. Dave Stockdale</i>		
	<ul style="list-style-type: none">Ø Financial Aid/OAR Update		
	<i>Dr. Velluzzi</i>		

4. Strengthen and Expand Programs, Academic/Business Partnerships,
Financial Resources, and Alternative Revenue Resources
Ø Foundation 2018 Activity Report
Mrs. Jessica Cook

2:50 p.m.	2019-20 Sabbatical Request <i>Dr. Chad Hickox</i>	Action	Tab 4
3:00 p.m.	Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status		
3:30 p.m.	Tenure <i>Dr. Hickox</i>		Tab 5
	• Tenure Recommendations	Action	
	• Continued Full-Time Probationary Employment Recommendations	Action	
3:40 p.m.	Board Reports/Remarks		
3:50 p.m.	New and Unscheduled Business	Discuss	
4:20 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>		
4:35 p.m.	Adjourn		



Walla Walla Community College

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Walla Walla, WA 99362-9267
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DATE: March 19, 2019
TO: Board of Trustees
FROM: Davina Fogg, Vice President of Administrative Services
RE: Capital Projects Update

Included with this memo is an updated Capital Project Summary Form. The Summary Form covers all four major projects that are currently underway. This information was previously shared with the Board back in early December.

We plan to cover two major project updates during the 11:00 study session with presentations from ALSC Architects. The first update will cover the Clarkston Student Legacy Project and the second update will cover the Walla Walla Science and Technology Building. Most of the presentation for each of these projects is included with this memo and we plan to allow enough time for questions and discussion.

Changes as of 3/19/2019 are in green, see footnote below for further information.	Capital Project Summary Form			
	Building D	Science & Tech	Recreation Center	Clarkston Legacy
SBCTC Project Type	2017-19 Minor Project - Renovation	Competitive PRR Selected (#2) for 2017-19 biennium - Replacement Project	Student Funded New Building	Student Funded Renovation
Project Scope	Renovate 13 classrooms on two floors, improve acoustics, lighting, air handling	Construct 16,000 square foot building, replaces 3 old, deteriorating buildings	June 2016, WW students voted to construct a Recreation Center - 72%	June 2016, Clarkston students voted to fund Legacy Project(s) - 74%
Funding Source	State Capital - Minor Project	State Capital - Major Project & Other Funding Sources	Local Capital/Voted Student Fee - COP Debt Issuance	Local Capital/Voted Student Fee - COP Debt Issuance
Projected Total Project Cost	\$837,000	\$10 million - \$11.5 million	\$7.5 million	\$1.2 million
Current Stage	Construction began 2/25/19	Pre-Design is done-budget in ?	Design Development	Design Development
Last Steering Comm. Meeting	N/A	3/11/2019	3/13/2019	3/7/2019
Next Steering Comm. Meeting	N/A	May 2019	TBD	TBD
Unique Considerations/Hurdles	90% of funds must be spent by 6/30/19, construction will occur during Winter & Spring Quarters, Phase 1 to Phase 2 transition will occur over a weekend, vacating classrooms & 3-4 offices during each Phase, carpet & paint is a summer project, WWCC procured some items to meet the tight schedule (1st floor: classrooms 104-109, impacts offices 12-14, 19) (2nd floor: classrooms 205-211, impacts offices 31-33, 49)	Design Phase is funded but construction funding won't likely be approved until July 2021, we have to stick to the original PRR project schedule until Spring 2019 - just in case, splitting up the Sciences is unfortunate, demolition of 3 old buildings was part of the PRR "replacement" plan	Planned location is directly South of the Science & Tech Bldg, the Recreation Center will be completed first, a charrette with both architect teams occurred to discuss site prep, surveying & building positioning, will have 2 bid packages so site work & foundation <u>may</u> begin 6/2019, need to confirm student fee revenues still support estimated debt service payments	Project scope is still evolving, student activity space/office space is desired by the students, at least 2 classrooms in the main building will be needed for the renovation, need to confirm student fee revenues still support estimated debt service payments
Architect Firm	ALSC Architects	ALSC Architects	NAC Architecture	ALSC Architects
Construction Firm	Jackson Construction, Inc.	Not out to bid yet	Chervenell Construction, Inc (GCCM Contractor)	Not out to bid yet
Estimated Construction Start Date	Phase 1 (1st floor) 2/18/2019 Phase 2 (2nd floor) 4/29/2019	As Requested - 5/1/2020 Expected - 8/1/2021	8/1/2019	8/1/2019
Estimated Construction End Date	Phase 1 (1st floor) 4/26/2019 Phase 2 (2nd floor) 7/10/2019	As Requested - 11/1/2021 Expected - 9/1/2022	8/31/2020	4/30/2020

FOOTNOTE - FUTURE DATES & COST ESTIMATES ARE ALL SUBJECT TO CHANGE!!

DKF



WALLA WALLA COMMUNITY COLLEGE CLARKSTON STUDENT LEGACY PROJECT



- **ENHANCE** THE COLLEGE EXPERIENCE FOR STUDENTS
- PLACE TO **GATHER** AND BE STUDENTS
- ENCOURAGE **SOCIAL INTERACTION**
- SPACE FOR STUDENT CLUBS TO **MEET**
- A PLACE FOR **A BREAK** BETWEEN CLASSES
- SUPPORT STUDYING, **STUDY GROUPS**, AND GROUP PROJECTS
- A **REASON TO STAY** ON CAMPUS LONGER
- **DEDICATED SPACE** FOR SGA OFFICES





LOGO WALL





ENLARGED PATIO PLAN











WWCC NEW SCIENCE & TECH CENTER



ADAPTABILITY

- **EVOLVE**
- **ACCEPT PROGRAM CHANGE**

PROGRAM EXPOSURE

- **SCIENCE BILLBOARD**
- **TRANSPARENCY**
- **SPATIAL QUALITY**
- **STUDENT CENTERED**

COLLABORATION

- **STAFF TO STUDENT**
- **STUDENT TO STUDENT**
- **STAFF TO STAFF**

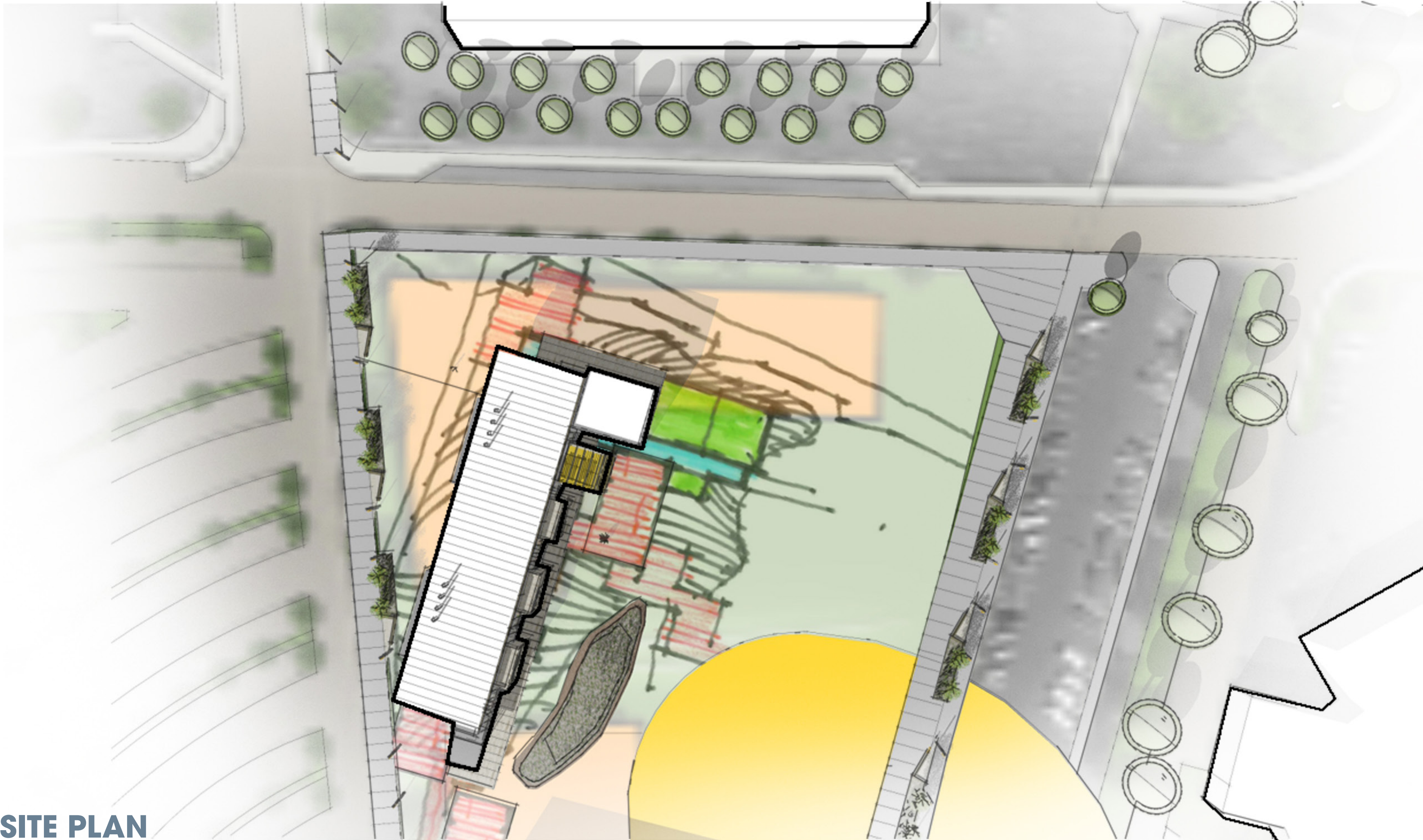
CAMPUS CONNECTIVITY

- **PROGRAM (SCIENCE)**
- **PLACEMAKING / MASTERPLAN**
- **SCALE**

SAFETY/SECURITY

OPTION A1

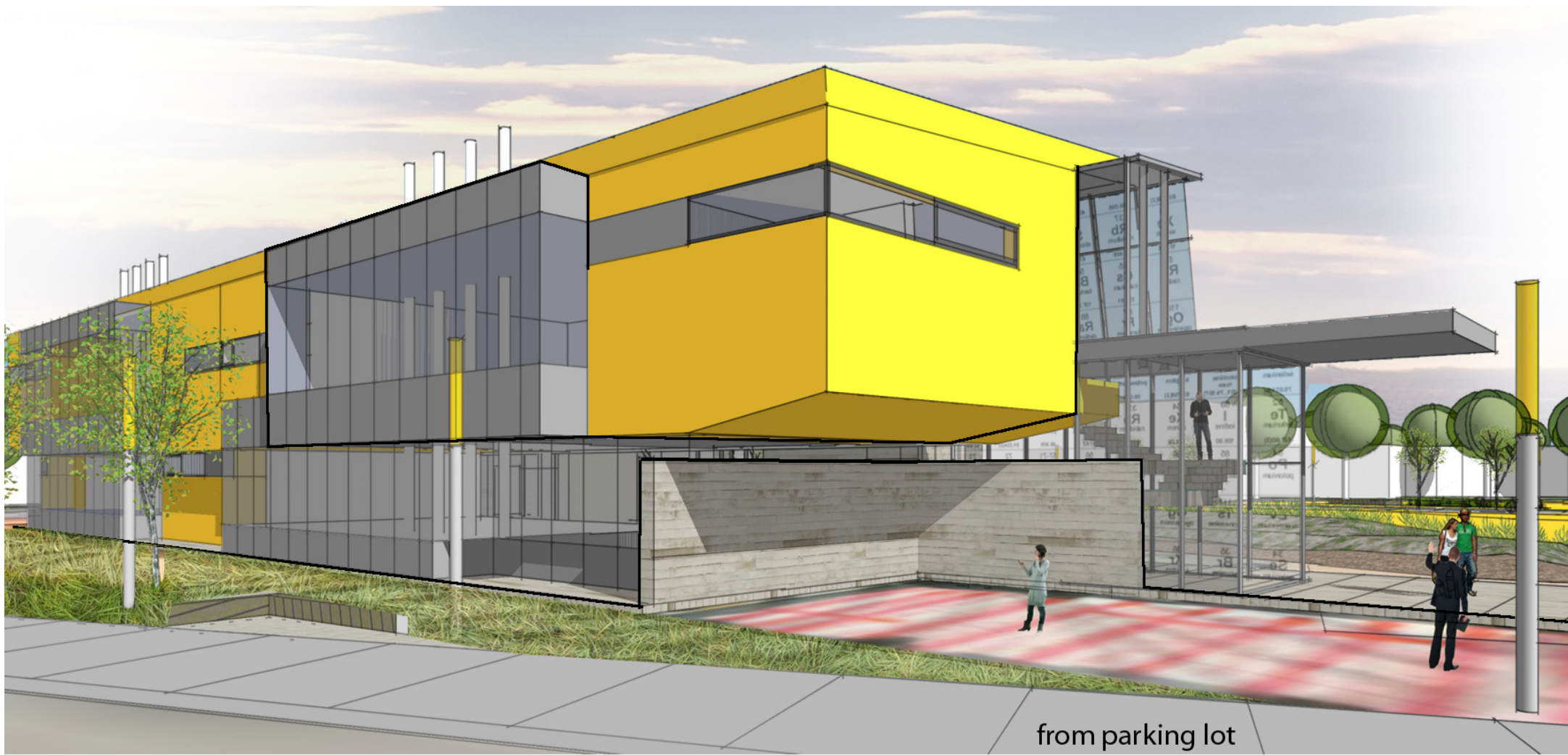
- 1. \$11.6M @ 16,000 SF, 2-STORY BUILDING
- 2. PROVIDES SPACE FOR STUDENTS TO STUDY/INFORMAL LEARNING/ COLLABORATE WITH STAFF
- 3. INCLUDES ENTIRE PROJECT AS PROGRAMMED WITH USERS
- 4. COST NOT COVERED BY STATE \$1,717,000



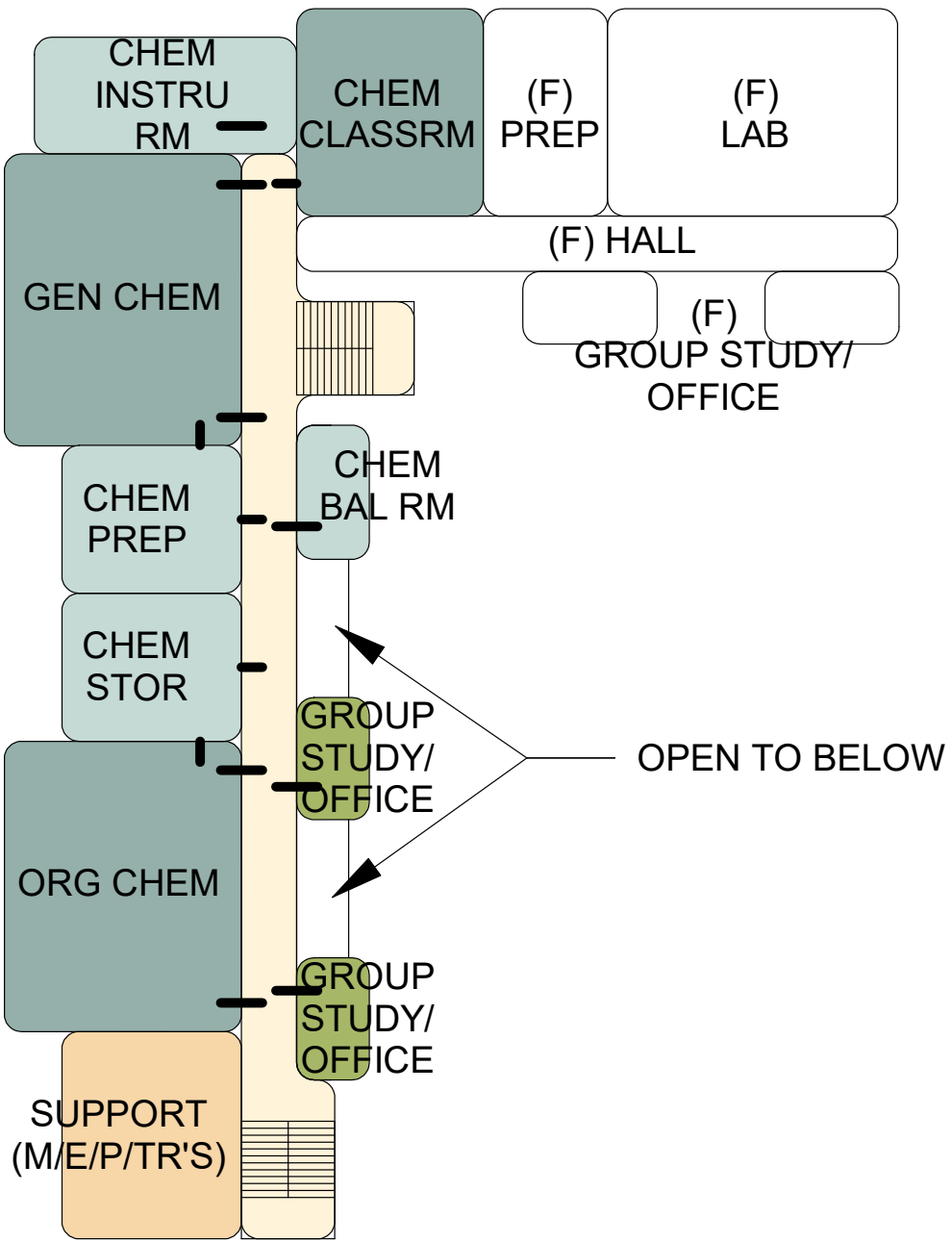
SITE PLAN



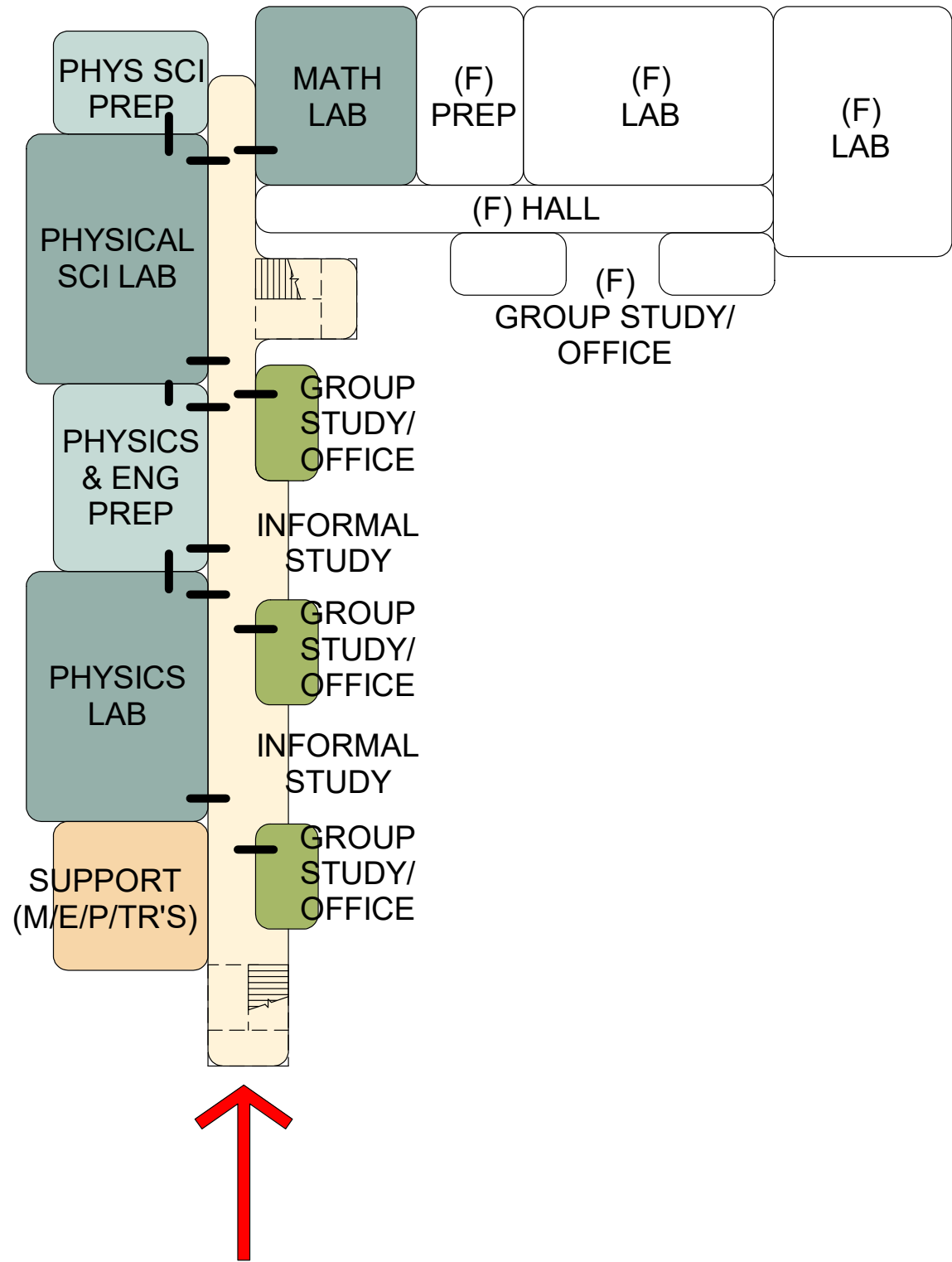
COLLABORATION SPACE



PERSPECTIVE



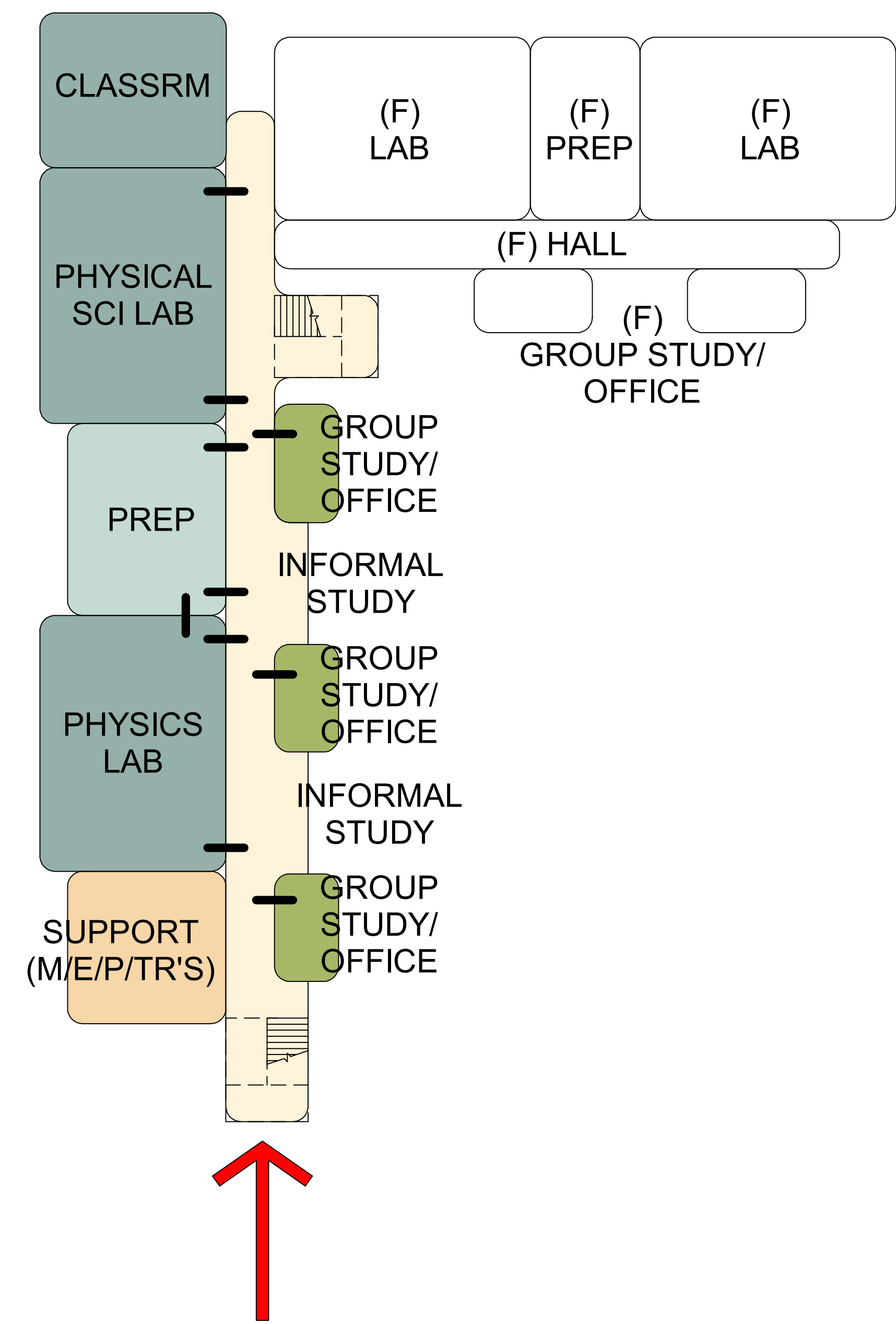
LEVEL 2 FLOOR PLAN



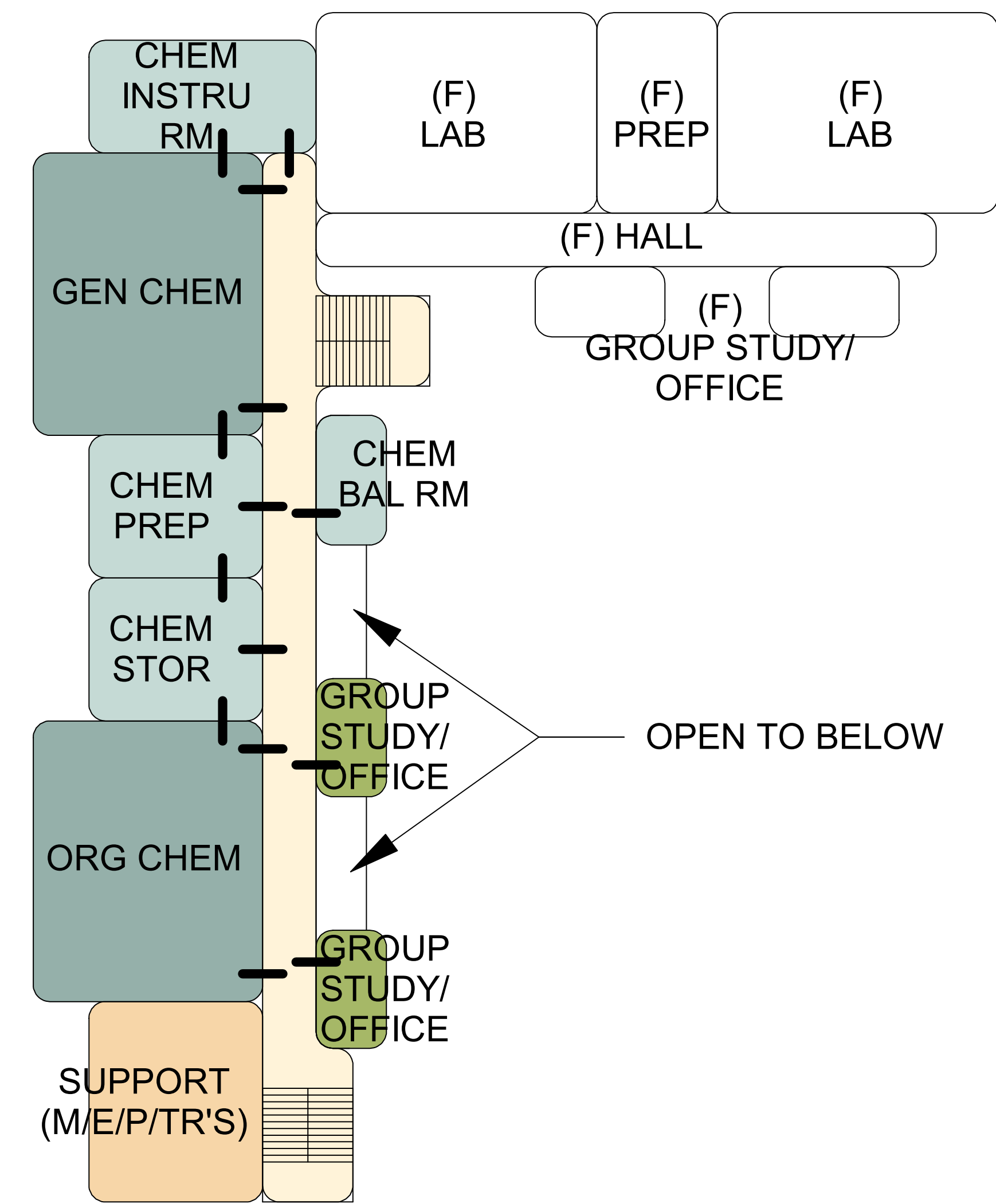
LEVEL 1 FLOOR PLAN

OPTION A2

- 1. \$10.7M @ 14,380 SF, 2-STORY BUILDING
- 2. DELETES (1) PREP ROOM AND (1) CLASSROOM
- 3. PROVIDES SPACE FOR STUDENTS TO STUDY/INFORMAL LEARNING/ COLLABORATE WITH STAFF
- 4. COST NOT COVERED BY STATE \$822,000



LEVEL 1 FLOOR PLAN



LEVEL 2 FLOOR PLAN

CAMPUS SCALE



VIEW FROM MAIN ENTRY



VIEW FROM PARKING LOT



VIEW TO DOME



VIEW FROM MAIN BUILDING D

COMPLETE PRE-DESIGN REPORT

- 1. UPDATE REPORT AFTER BOARD MEETING**
- 2. SUBMIT PRE-DESIGN TO OFM - TARGET IS END OF MARCH TO EARLY APRIL**

BEGIN SCHEMATIC DESIGN

**MID MAY/EARLY JUNE - PENDING OFM REVIEW/
APPROVAL**



Walla Walla Community College

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DATE: March 19, 2019

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Interim Enrollment Report, Winter Quarter 2019

Attached is the Interim Enrollment Report for Winter Quarter, 2019 in traditional format. The report presents enrollment by funding source, and is reported by FTE and unduplicated headcount. A second attachment containing enrollment information is also included for your review. The purpose of that table is to present alternate “slices” of the composition of enrollment at WWCC, which also include tracking and monitoring enrollment-based institutional priorities. We will discuss both tables with the Board of Trustees with the intent to establish a new regular enrollment report that is more refined and reflective of College priorities.

- State funded enrollment is reporting 2,371.5 FTE, which is down 208 FTE (-8.1%) from the **close** of Winter Quarter 2018 (2,579.5 FTE). Unduplicated headcount is 3,674, down 68 (1.8%) from the **close** of last winter (3,742).
- Contract enrollment is reporting 1,098.8 FTE, which is down 71.1 FTE (6.1%) from the **close** of last Winter Quarter (1,169.9 FTE). Corrections is reporting 1,042.5 FTE, down 65.7 FTE (5.9%) from the **close** of last winter (1,108.2 FTE).
- Self-support enrollment is currently reporting 27.6 FTE, which is up 1.6 FTE from the **close** of Winter Quarter 2018.
- Running Start is reporting 194.3 FTE, which is slightly down (.3 FTE) from the close of last Winter Quarter. AEP is reporting 89.9 FTEs, which is slightly down (1.4 FTE) from the close of last Winter Quarter.

Interim Winter Quarter Enrollment Report

March 19, 2019

State Supported FTE Enrollment 2018-19

Administrative Unit	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19	Nom Change	% Change
C Prof. Tech	60.9	65.6	4.7	7.7%	200.1	233.8	33.7	16.8%	237.2	204.6	-32.65	-13.8%	232.94				243.7			
D Transitional	120.0	104.9	-15.1	-12.6%	332.5	222.9	-109.7	-33.0%	392.8	260.7	-132.1	-33.6%	312.42				385.9			
H Extended Learning	215.1	4.3	-210.8	-98.0%	286.3	19.1	-267.3	-93.3%	259.5	25.2	-234.25	-90.3%	260.27				340.4			
J Clarkston	66.5	50.1	-16.3	-24.6%	238.5	194.0	-44.5	-18.7%	205.3	228.7	23.4	11.4%	185.6				232.0			
K Academic Transfer	84.7	248.1	163.4	193.0%	725.5	835.3	109.7	15.1%	696.3	854.5	158.2	22.7%	640.3				715.6			
L Academic Workforce	NA	8.6	NA	NA	NA	97.1	NA	NA	NA	90.7	NA	NA	NA				NA			
M Nursing/Allied Health	98.5	97.6	-0.9	-0.9%	278.0	285.4	7.3	2.6%	254.1	253.5	-0.5	-0.2%	274.3				301.6			
P Business/Entre	91.2	78.0	-13.2	-14.5%	287.5	266.7	-20.8	-7.2%	327.7	254.9	-72.8	-22.2%	264.8				323.7			
R Ag/Water/Energy	55.7	31.6	-24.2	-43.4%	212.5	213.1	0.6	0.3%	206.7	198.8	-7.9	-3.8%	201.8				225.6			
Total	792.6	688.8	-103.8	-13.1%	2561.0	2367.2	-193.8	-7.6%	2579.5	2371.5	-208.0	-8.1%	2372.4				2768.5			

Contract FTE Enrollment 2018-19

	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19	Nom Change	% Change
Total DOC	1076.1	854.9	-221.2	-21%	1078.4	1018.3	-60.1	-5.6%	1,108.2	1042.5	-65.7	-5.9%	1071.7				1444.8			
Other Contract	0.1	1.0	0.8	646%	79.0	94.8	15.8	20.0%	61.7	56.3	-5.4	-8.8%	83.8				74.9			
Total Contract	1076.2	855.9	-220.3	-20%	1157.4	1113.1	-44.3	-3.8%	1,169.9	1098.8	-71.1	-6.1%	1155.5				1519.7			

Self-Support/Community Service FTE Enrollment 2018-19

	Summer Quarter				Fall Quarter				Winter Quarter				Spring Quarter				Annualized - YTD			
	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19	Nom Change	% Change
Total Self-Support	29.4	36.0	6.5	22.2%	32.51	30.7	-1.9	-5.7%	26.0	27.6	1.6	6.1%	19.2				35.7			

Unduplicated Headcount 2018-19

State Support	1806	1619	-187	-10.4%	3809	3613	-196	-5.1%	3742	3674	-68	-1.8%	3236				4198			
Contract	1532	1175	-357	-23.3%	1436	1308	-128	-8.9%	1477	1274	-203	-13.7%	1496				1980			
Undup Headcount	3338	2794	-544	-16.3%	5245	4921	-324	-6.2%	5219	4948	-271	-5.2%	4732				6178			

Running Start and AEP FTE Enrollment 2018-19

	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19 To Date	Nom Change	% Change	17-18 Final	18-19	Nom Change	% Change
RS "billable" FTEs					200.0	195.2	-4.8	-2.4%	194.6	194.3	-0.3	-0.1%	173.5				189			
AEP "billable" FTEs					98.9	93.6	-5.3	-5.4%	91.3	89.9	-1.4	-1.5%	93.6				95			

WWCC Enrollment Report for Winter 2019

As of March 19, 2019

All current and future quarter FTEs are estimates and subject to change. Historical FTEs match SBCTC official records.

FTE by Funding Source

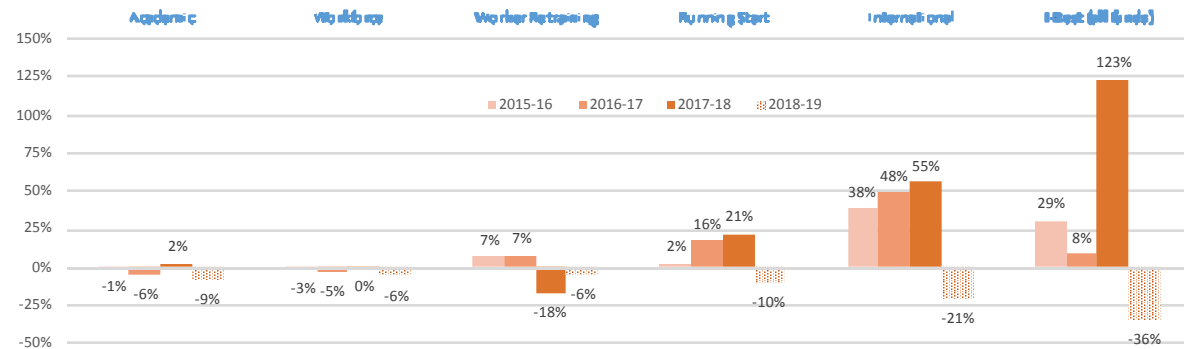
	2015-16				2016-17				2017-18				2018-19			
	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE
summer	716	1,159	40	1,915	699	1,051	44	1,794	793	1,078	29	1,900	689	889	41	1,619
fall	2,901	1,434	33	4,369	2,691	1,483	29	4,203	2,583	1,401	33	4,017	2,367	1,347	31	3,745
winter	2,980	1,396	13	4,389	2,637	1,438	19	4,094	2,566	1,407	29	4,002	2,371	1,342	27	3,741
spring	2,635	1,422	31	4,088	2,473	1,408	17	3,898	2,402	1,381	19	3,802	1,827	195	0	2,023
Total	9,232	5,411	117	14,760	8,500	5,380	109	13,989	8,344	5,267	110	13,721	7,254	3,774	100	11,128
AAFTI	3,077	1,804	39	4,920	2,833	1,793	36	4,663	2,781	1,756	37	4,574	2,418	1,258	33	3,709

State Allocation Plan for 2018-19: 3,159 -23% from target

Change to date

		Δ prev.yr.	Δ 3yrs.	Δ 3-yr avg.
State	summer	-13%	-4%	-6%
	fall	-8%	-18%	-13%
	winter	-8%	-20%	-13%
	spring	-24%	-31%	-27%
	annual	-13%	-21%	-17%
Contract	summer	-18%	-23%	-19%
	fall	-4%	-6%	-6%
	winter	-5%	-4%	-5%
	spring	-86%	-86%	-86%
Self Support	summer	41%	3%	9%
	fall	-7%	-7%	-3%
	winter	-5%	111%	35%
	spring	-98%	-99%	-98%

Annual Change in FTE by Class Intent and Program



FTE Highlights by Class Intent and Funding Program

Intent*		2015-16				2016-17				2017-18				2018-19			
		summer	fall	winter	spring	summer	fall	winter	spring	summer	fall	winter	spring	summer	fall	winter	spring
State	Academic	269	1,124	1,068	1,022	270	1,027	1,014	977	288	1,069	1,050	941	259	966	975	855
	Workforce	343	1,220	1,254	1,202	347	1,187	1,152	1,151	367	1,165	1,147	1,150	309	1,214	1,139	924
	Transitional Studies	104	557	658	412	83	478	471	345	139	349	369	312	120	187	249	38
	Worker Retraining	138	392	451	374	130	403	470	449	154	312	371	354	93	380	370	276
	I-Best**		36	19	25		19	34	42		35	38	29		30	20	26
	BAS														5	7	8
	International	1	8	12	12	3	13	13	20	11	20	23	22	8	20	17	15
	Contract																
	DOC	1,157	1,183	1,161	1,199	1,050	1,225	1,187	1,158	1,078	1,081	1,108	1,081	888	1,018	1,033	0
	Running Start		146	139	134		169	166	153		211	200	181		199	203	130
Contract	Alternative HS		96	88	79		72	89	87		10	89	110		19	114	101
	College in HS		5	5	5		15		13			19	12		14		62
	I-Best**	20	19	22	26	22	22	19	22	82	73	98	46	63	60	58	

*Based on course CIP. Transitional studies includes both pre-college and Basic Education for Adults (BEaA) courses.

**All state-funded I-Best enrollments receive a 75% enhancement. Enhancement of contract-funded courses began in 2017-18.

Memo

To: Board of Trustees

From: Davina Fogg, Vice President of Administrative Services

Date: 3/21/19

Re: Annual Athletics Budget Requirements per RCW 28B.15.120

A presentation by Jeff Reinland, Athletic Director, at the March 20, 2019 meeting offered a comprehensive summary of the significant benefits the WWCC Athletics Program brings to the life of the College. The second part of the Athletics Update was led by Sue Willis, Executive Director of Budget and Finance, who shared additional information regarding SSB #6493, which covers intercollegiate athletics financial reporting requirements. The Act's requirements intend to provide "increased transparency and accountability for intercollegiate athletic programs at public colleges and universities".

The new requirements were codified as RCW 28B.15.120 and are summarized as follows:

- 1) The college's Board of Trustees must specifically approve an annual budget for its athletic programs.
- 2) If the athletic programs experience an operating deficit at the end of any fiscal year, the Board must:
 - a. Approve a plan to reduce operating deficits in future fiscal years;
 - b. Conspicuously post on its website the financial statements for its programs for the prior three consecutive years along with the "plan" identified in 2a;
 - c. Approve in advance any transfer exceeding \$250,000 (if not already included in the approved annual budget); and
 - d. Approve in advance any expenditure over \$250,000 that was not included in the approved annual budget.

Historically, the Board approves a balanced athletics program budget as shown on the attached document titled 2018-2019 Athletics Budget. Approval of the Athletics Budget satisfies Section (1) and Section (2)a of the RCW.

Conspicuously posting on the WWCC website the Athletics Budget and the second document attached to this memo will satisfy Section (2)b of the RCW. The Athletics Program Financial Statement reflects an unusual presentation approach that complies with the new reporting requirements. Guidance from the State Board of Community and Technical Colleges (SBCTC)

states that colleges should not count any of the operating fees/tuition paid by student athletes as a revenue source, which automatically creates the operating deficit as shown.

Sections (2)c and (2)d have not been and should never be additional steps that the College would need to take due to the fact that an accurate and balanced Athletics Budget has always been a part of the Annual Plan & Operating Budget approved each fiscal year in June.

2018-2019 ATHLETICS BUDGET

REVENUES AND OTHER SUPPORT

	Budget 2017-2018	Budget 2018-2019	Difference
Student Activities and Intercollegiate Athletics			
Service and Activity Fee (Approved by ASB Senate)	\$443,000	\$376,561	(\$66,439) (1)
ID Card Fee	22,550	0	(22,550) (2)
User Fee	7,230	7,230	0
Sports Revenue - Admission Fees and Fund Raisers	7,436	7,436	0
Sub Total:	\$480,216	\$391,227	(\$88,989)
Local Funds			
Goods and Services/Travel/Insurance	\$44,740	\$223,729	\$178,989 (1,2)
Salaries/Stipends - Coaching/Athletic Director/Support Staff	400,327	437,007	36,680 (3)
WWCC Foundation Warrior Club	12,450	12,450	0
Sub Total:	\$457,517	\$673,186	\$215,669
Grand Total Revenue:	\$937,733	\$1,064,413	\$126,680

EXPENDITURES

Sport: Activity/Program:	Volleyball	Men's Basketball	Women's Basketball	Baseball	Softball	Rodeo	Women's Soccer	Men's Soccer	M & W Golf	Recruiting	AD* Contingency	Total
Number of Athletes	15	15	15	35	25	35	20	20	20			200
Number of Grants	8	8	8	11	11	15	11	11	12			95
Tuition/Grants @ \$1,086	12,792	12,792	12,792	17,589	17,589	15,850	17,589	17,589	14,924			139,506
Recruitment										50,720		50,720
Total Direct Student Support	\$12,792	\$12,792	\$12,792	\$17,589	\$17,589	\$15,850	\$17,589	\$17,589	\$14,924	\$50,720		\$190,226
Goods & Services	14,412	14,412	14,412	17,362	17,362	38,900	14,412	14,412	11,282		10,801	167,767
Travel	13,837	13,837	13,837	14,837	14,837	18,250	13,837	13,837	11,406		14,900	143,415
Insurance	1,106	3,959	3,959	2,970	1,428	0	8,927	8,927	1,285		3,437	35,998
Total Operations	\$29,355	\$32,208	\$32,208	\$35,169	\$33,627	\$57,150	\$37,176	\$37,176	\$23,973		\$29,138	\$347,180
Local Funded Coaching & Support Personnel	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$18,000	\$11,300	\$11,300	\$11,300	Trainer \$41,282	\$287,325	\$437,007
Chartered Bus Services											\$90,000	\$90,000
GRAND TOTAL	\$53,447	\$56,300	\$56,300	\$64,058	\$62,516	\$91,000	\$66,065	\$66,065	\$50,197	\$92,002	\$406,463	\$1,064,413

By adopting this budget, the Board of Trustees satisfies RCW 28B.15.120(1) and (2)a requiring approval of a budget for the intercollegiate athletic program and the plan to reduce any program operating deficit.

- (1) Reduction in funding from S&A fees.
- (2) Increase transfer to support athletics expenditures due to decreased funding from S&A fees, loss of revenues and increased costs for chartered bus services.
- (3) Increase of \$36,680 reflects changes that have occurred in the College's athletic operating budget.

*AD = Athletic Director

**Walla Walla Community College
Athletics Program Financial Statement**

As Required by RCW 28B.15.120

	Actual 2015-2016	Actual 2016-2017	Actual 2017-2018
Revenue			
Gate Receipts	8,806	8,965	8,287
Spirit Package	7,125	7,850	7,740
Warrior Club	12,566	7,767	10,177
Team Fundraisers	120,129	110,432	119,930
Total Revenue	148,625	135,014	146,135
Expenditures			
Tuition Waivers	72,433	69,974	72,488
<u>Operating Budget</u>			
Athletic Director/Coaches/Support	424,389	443,268	457,815
Field Maintenance	16,777	15,211	15,131
Insurance	1,229		967
Total Operating Budget	442,395	458,480	473,912
<u>Services & Activities Fees and Motorpool</u>			
Womens' Athletic Teams	157,518	160,497	183,481
Mens' Athletic Teams	139,940	145,599	135,147
Coed Athletic Teams	91,706	84,396	108,753
Scholarships	174,157	179,484	178,069
Chartered Bus Services	56,509	80,125	93,082
Student Help/Work Scholarships	2,344	3,190	
Total Services & Activities Fees and Motorpool	622,174	653,291	698,532
Team Fundraisers	111,223	135,840	97,871
Total Expenditures	1,248,226	1,317,585	1,342,803
Net Profit/Loss	(1,099,601)	(1,182,571)	(1,196,668)

The Board approved Athletics budget serves as the College's plan to comply with RCW 28B.15.120 (2)a.



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 19, 2019

FROM: Derek Brandes, President

RE: Sabbatical Recommendation

After reviewing his application and the recommendations from the Professional Development Committee and the Vice President of Instruction, I recommend the Board of Trustees approve Jesse Burgess's sabbatical application for two quarters - Winter 2020 and Spring 2020.



TO: President Derek Brandes

FROM: VP of Instruction Chad Hickox

DATE: March 14, 2019

RE: Sabbatical recommendation 2019/2020

Jesse Burgess, full-time Transitional Studies and Humanities instructor at WWCC for the past 14 years, and a WWCC instructor for a total of 26 years, has submitted a proposal for a two quarter sabbatical during the Winter 2020 and Spring 2020 quarters. His proposal has been reviewed by both Deans who supervise his work (Dr. Richard Middleton-Kaplan, Dean of Arts & Sciences, and Ms. Susie Pearson, Dean of Transitional Studies and High School Programs). Both Deans enthusiastically support Jesse's proposal, and view the work he plans to complete as important intellectual work that will contribute to the historical record of the Holocaust, as well as preserving personal history for the benefit of the College, the local community, and the world.

Furthermore, the Professional Development Committee, chaired by Mr. Jeff Adams, full-time foreign language instructor, and representing a broad constituency from within the instructional unit, has unanimously endorsed Mr. Burgess's proposal.

I wish to add my voice to the chorus of those supporting Mr. Burgess's sabbatical proposal. The proposal itself is to complete, edit, and publish the memoirs of his late mother, Esje Prins Burgess, who formerly taught at WWCC for 34 years. During World War II, she was hidden for 3 years from Nazi occupiers after being spirited away from her home in Amsterdam during the occupation of the Netherlands by the army of the Third Reich. She began to recount her rich story, but was interrupted in that project by her untimely death, and Mr. Burgess's project is to finish telling her story so that it won't be lost to the world forever. He is motivated by professional interest in preserving this part of history, by personal desire to tell the story of his beloved mother, but also by a growing sense that today's students are less aware of the Holocaust than they might be. He relays bits of his mother's story to many of his classes, yet the students often fail to appreciate them because the Holocaust is not connected to them directly enough. Mr. Burgess intends to provide students with another means of understanding and appreciating what the Holocaust can teach us about the dangers of hatred and the threat of genocide, so that an educated populace might possibly avoid repeating history.


In summary, I wholeheartedly recommend that Mr. Burgess's sabbatical application be approved by the Board of Trustees for Winter 2020 and Spring 2020.

Walla Walla Community College Instruction Office
500 Tausick Way • Walla Walla, WA 99362

**Walla Walla Community College
Professional Development Committee**

MEMORANDUM

TO: Derek Brandes

FROM: Jeff Adams, Chair 
Professional Development Committee

DATE: February 15, 2019

SUBJECT: 2019-2020 Sabbatical Leave Request

This letter is written on behalf of the Professional Development Committee concerning one application for sabbatical during the 2019-2020 academic year.

The faculty, administrators, and support staff of which this committee is comprised, fully endorse the proposal for sabbatical set forth by instructor Jesse Burgess. His request, in the committee's opinion, promotes professional rejuvenation and, perhaps more importantly, documents for posterity the immense impact the Holocaust has had on the world, but of particular interest to our community, on two generations of WWCC faculty. Clearly, this complies with the requirements detailed under AHE Article 26 and meets the established purpose for sabbatical to "benefit the college and its students..."

On behalf of Mr. Burgess and the Professional Development Committee, we thank you for reviewing the proposal for sabbatical and for presenting this important project to the Board of Trustees.

cc: Chad Hickox

Walla Walla Community College
2019-2020 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: Jesse H. Burgess III

Date: 1-15-2019

Date of first full-time contract at WWCC:

Number of years (full-time) at WWCC: 14 years (26 total)

Current teaching assignment: Transitional Studies/Humanities

I request 2 quarter(s) of leave to begin Winter Quarter 2020 and to terminate Spring 2020.

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 15, 2019.

Article 26 Sabbatical Leave

- 26.1 Guidelines and procedures for sabbatical leave, including application forms, rating procedures, and reporting requirements will be established by the Professional Development Committee
- 26.2 Purpose
The purpose of sabbatical leave is to benefit the college and its students by providing academic employees with the opportunity to engage in activities leading to professional growth and revitalization. The college encourages qualified faculty to make use of sabbatical leave. Such leave would allow eligible employees an extended period of time free from normal contractual obligations in order to pursue legitimate professional goals. This purpose is consistent with the provisions of RCW 28B.10.650 as now exist or hereafter amended and with this college's commitment to faculty professional development. Appropriate uses of sabbatical leave would include formal study, travel relevant to work assignment, work experience in one's teaching field, or any other activity which would contribute substantially to the improvement of teaching abilities.
- 26.3 Eligibility
Sabbatical leave may be granted for one, two, or three consecutive quarters after completion of six (6) years of full-time contractual service as an academic employee of Walla Walla Community College. Employees awarded three quarters of sabbatical leave will be eligible for additional award after a second six (6) year period of full-time employment. Employees who are awarded leaves of less than three quarters retain their remaining entitlement and will qualify for additional entitlement at the rate of one quarter for each two-year period of full-time employment, not to exceed three quarters of entitlement during a six year period.
- 26.4 Approval
All sabbatical leaves require the approval of the Board of Trustees. The number of sabbatical leaves approved by the Board shall not exceed five percent (5%) of the full-time contracted faculty, provided the number of leaves given does not exceed four percent (4%) of the full-time equivalent faculty. The number of leaves granted shall be subject to budget restraints. In the event that the number of applicants exceeds the number of recipients, the Board shall name a first and second alternate to replace a leave recipient should an employee not accept a sabbatical leave grant.
- 26.5 Compensation
Faculty are encouraged to seek outside funding support for their sabbaticals. Compensation from the college during sabbatical leave shall be computed on the basis of the recipient's 176-day contractual salary for the year in which the leave is taken. The following rates apply:
- A. 85% for one-quarter leave.
 - B. 75% for two-quarter leave.
 - C. 75% for three-quarter leave.
- 26.6 Outside Funding
Sabbatical leave salary from the college may be negotiated if outside funding plus sabbatical leave pay from the college exceed 115% of the recipient's full-time contractual salary for the period of the leave. In all cases remuneration will be in compliance with RCW 28B.10.650.
- 26.7 Procedure
An application for sabbatical leave, which will include reasons for requesting the leave, a

detailed sabbatical leave plan, two letters of recommendation from colleagues or supervisor, and recommendation from the appropriate Vice President, must be submitted to the Professional Development Committee by January 15 of the previous college year. The Professional Development Committee will report its recommendations to the President by February 15. The President may recommend candidates for sabbatical leave awards to the Board of Trustees after he has given reasonable considerations to the recommendations of the Professional Development Committee. The President will submit his recommendations at the Board's regular March meeting, at which time the board will take action on those recommendations. The awarding of sabbatical leave grants are not grievable under any grievance procedures included in this contract

26.8 Award Criteria

Sabbatical leave shall be awarded according to the following criteria.

- A. The value of the proposed activity to the enhancement of the instructional program of WWCC.
- B. The value of the proposed activity to the professional growth and development of the applicant.
- C. The past contribution of the applicant (years of service, range of service) to WWCC.

26.9 Leave Contract

When the Board of Trustees grants a sabbatical leave, the recipient shall sign a contract with the college specifying:

- A. The length of sabbatical leave.
- B. The amount of sabbatical payment.
- C. A commitment to perform according to the approved sabbatical leave plan.
- D. That the recipient will return to employment at the College for at least one (1) full academic year following the leave. The recipient upon return shall be placed in a position at a salary no less than the one received before the leave. It is the intention of the District to place the recipient in the same or similar position upon return.
- E. That the recipient, upon return, will submit a written report to the President summarizing the work completed during the sabbatical leave and describing how the new knowledge will be utilized in teaching assignments. A report of completed professional development activity must also be submitted to the Professional Development Committee.

26.10 Employee Rights

The time spent on sabbatical leave shall be recognized as equivalent to time spent as a full-time academic employee of the college, excepting sabbatical leave entitlement. On request of the employee, the college will provide a planned assignment at least one quarter in advance of the assignment.

Time lines may vary with the mutual consent of the Association and the District.

I. Description of Sabbatical Leave Plan

A. Reasons for requesting leave.

I am requesting a sabbatical leave for Spring and Fall quarters of 2020. I wish to complete, edit, and publish the memoirs of my late mother, Esje Prins Burgess, who taught in the Humanities department at Walla Walla Community College for thirty-four years. She was a Holocaust survivor who for decades spoke to classes at WWCC as well as classes and groups in the community, at Whitman College, and Walla Walla University. My mother, just five years younger than Anne Frank, had lived in the same city block, at the same time – the *Merwedeplein* – in Amsterdam, The Netherlands. She, unlike Anne Frank, was spirited out Amsterdam by the Dutch Resistance in the middle of the night on the back of a bicycle and was hidden from the Nazis (“*dived*”) by brave families for 3 years.

When my mother was 67 and close to retirement, she was diagnosed with an aggressive form of leukemia. Although she retired immediately and began work on a memoir of her war experiences and other related stories of her life, she was unable to finish. She had hoped to make her memoirs about her wartime experiences available to Walla Walla Community College students in a more enduring form than her personal presentations in the classroom.

I have taught at Walla Walla Community College for 26 years. In my own classes, over the last decade or so, I often mention my mother’s wartime experiences. What surprises me is how little effect the story often has on students: an increasing number simply have no idea what I am talking about. I was aghast to learn that only around 10% of those in my class knew even ballpark dates of World War II, let alone the principal nations involved, and some – many – had never even heard of the Holocaust. Less than 10% have even heard of Anne Frank, the most famous of the over one million children exterminated in Nazi death camps. Of course, having seen firsthand the Auschwitz (and other death camp) serial numbers tattooed onto my surviving relatives’ forearms, I can say World War II is for me a living, breathing reality – a present history. And if any history should be present to the minds of our young people, it is such genocide. After all, the idea of “Never again” is meaningful only if one understands history, the part that gives “again” meaning.

My mother's memoirs could provide a direct connection to others from this community – Walla Walla – where she lived and taught, about the reality of the greatest war and the dangers of the idea of a “final solution.” Clearly, such knowledge is needed now more than ever.

Around 8 years ago, I planned to take up the writing she had produced to complete, edit, and publish it, but it was not to be. After a break with my father, he took up her writings himself with the intention of editing and publishing them, but years passed with no progress. Then my father became seriously ill. (He committed suicide rather than suffer the indignities of a wasting disease.) Somewhere along the way, most unfortunately, he lost or gave away to various people a portion of my mother's memoir materials. It has taken me years and much effort to recover many of these materials; some items – my mother's yellow cloth Star of David with “*Jood*” written on it, the one she was required by the Nazis to wear as identification, the one she wore whenever she spoke to WWCC students about her experiences – were simply lost.

I believe that completing and publishing what remains of the memoirs and war writings of my mother would be a rich addition to our community at large. I also hope they will be an excellent educational resource for our students, our community, our college – her academic home.

This kind of project requires the focus, the time, and the appropriate attunement of mind only a sabbatical leave can provide.

Carrying out this project is also consistent with my Professional Development Plan to cultivate the depth and range of my scholarship in the Humanities.

II. Proposed Benefits

A. Value of the proposed activity to the enhancement of the instructional program of WWCC.

I teach History of Ideas, Asian Philosophy, and English. There is no course in which the appearance of this topic is out of place or inappropriate, for they deal with fundamental issues of the human spirit and what it means to be a human being.

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

Undertaking this project will benefit the students in my classes, the quality of my instruction, and the community at large.

III. Past Contributions to WWCC

Committee Work and Service to WWCC

- Faculty Senate, 2001-2010
 - Chair Elect, 2005-2006
 - Chair, 2006-2007
 - Past Chair, 2007-2008
 - Chair Elect, 2007-2008
 - Chair, 2008-2009
 - Past Chair, 2009-2010
- Curriculum Committee, 2002-present
- Educational Effectiveness Committee, 2016-present
- College Council, 2006-2009
- Retention Committee, 2008
- Transitional Studies Pre-College English / English Department Curriculum Coordinating Group, Co-organizer; 2005-2006

Recognition

- Outstanding Faculty Member Award, 2001
- Exceptional Faculty Award, 2009
- Exceptional Faculty Award, 2010

Membership

- *WWCC Association for Higher Education (AHE)*, 1999-present.
- *Walla Walla Community Council*, 2009-2011
- *Committee for Skeptical Inquiry* – CSI promotes science and scientific inquiry, critical thinking, science education, and the use of reason in examining important issues; 1989-present
- *Human Rights Campaign Foundation*, 2009-present
- *Walla Walla Round Table Club*, 2008-present
- *Sekai Haiku Kyokai Teikan* (World Haiku Association)

Recent Professional Presentations

WWCC Professional Development:

- Taught Quest classes: “World Music”, “Four Perspectives”, “Asian Philosophy”
- Completed original online text for “Four Perspectives in the History of Ideas” 2011
- “What’s so Great about the Music of the World?” (2 sessions), Fall, 2010
- Original orchestral composition, Faculty In-service, 2009

Other WWCC-Enriching Activities

- Producer, composer, multi-instrumentalist, engineer on CD: “Wildwood Park – A Beauty in Her Day” CD; also see www.wildwoodparkband.com
- Producer, musician on CD: “Spring in Brassica” released November, 2010
- Original orchestral composition: “Piece for Piano and Orchestra”, performed by the Oregon East Symphony, 1990
- Original orchestral composition: “Songs For Orchestra”, performed by the Inland Northwest Symphony Orchestra, 2001
- Owner/operator: Ponanji Music, 1981- present

NOTE: Two letters of recommendation (one from a colleague, one from a supervisor) and a recommendation from the appropriate Vice President are forthcoming.

WALLA WALLA COMMUNITY COLLEGE



18 January 2019

RE: Recommendation Supporting Jesse Burgess's Request for Sabbatical Leave

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

It is my pleasure to warmly support Jesse Burgess's application for sabbatical leave for the Winter and Spring 2020 quarters.

Mr. Burgess's proposed project will benefit Mr. Burgess's students and the WWCC community at large. As a scholar and former teacher in Holocaust Studies myself, I can attest to the powerful impact of memoirs. As *The Diary of Anne Frank* has amply demonstrated, young readers—readers of all ages for that matter—have been deeply affected for generations. Genocide targets around the world have drawn strength from, and been inspired to fight for their own survival by, Anne's diary (the Sarajevo girl Zlata Filipović's *Zlata's Diary*). Moreover, having read many Holocaust and genocide memoirs, I can confidently say that no two are alike, that each memoir reflects particular circumstances that contribute to understanding the whole historical fabric, and that memoirs are essential for helping students comprehend the meaning of a daunting, inconceivable number like 6 million in terms of its impact on individual lives.

Experts estimate that the last Holocaust survivors will die in the next five years, perhaps ten at most. Considering that World War II ended seventy-four years ago, the number is rapidly dwindling. Once the last survivor dies, Holocaust education will be forced to devise new strategies for reaching young people, teaching them about this period in history, and galvanizing them to resist evil, dehumanization of the Other, and scapegoating of minority populations. Countless students have been inspired to take up human rights advocacy by a transformative reading experience. Moreover, without living witnesses to testify to their experience, Holocaust deniers will enjoy fresh opportunities to make their obscene claims without eyewitness rebuttal. Holocaust education organizations are preparing for this day, as with Steven Spielberg's Shoah Foundation and USC developing videotaped survivor testimony into interactive holograms; Mr. Burgess's proposals allows us to do what we can at the local level.

Mr. Burgess's proposal for incorporating his mother's memoir into his courses is a sound plan. He and I have also discussed ways of reaching other WWCC students, including developing a library display of her materials and conducting professional development sessions that would help other instructors devise lesson plans for incorporating the materials. In the immediate future, Mr. Burgess and other Arts & Sciences instructors are scheduled to meet on February 7 with WSU History Professor Dr. Ray Sun and Whitman College Emeritus Professor Dr. Patrick Henry, both of whom are Holocaust historians, to follow through on last year's discussion of

how we can develop Holocaust/Genocide/Human Rights-related two-week modules for a variety of A&S classes, and perhaps ultimately combine those modules into a full course. Mr. Burgess's mother's memoir could become a foundational document in some of those modules as well as in the larger course.

Mr. Burgess's proposal will enhance his own professional and personal development and stands to benefit many WWCC students. I am enthusiastic about his project. As you know, Mr. Burgess teaches one-third for my division and two-thirds for Transitional Studies. My support is therefore conditional on Interim Dean of Transitional Studies Susan Pearson also supporting this application. In terms of its impact on Arts & Sciences, though, and in terms of its intellectual merit, my support is whole-hearted and without reservations.

I thank you for considering my words on behalf of Mr. Burgess's application.

Sincerely,

A handwritten signature in cursive script that reads "Richard Middleton-Kaplan". The signature is written in dark ink and is positioned above the typed name.

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



Walla Walla Community College

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

Dear Sabbatical Committee,

It is my pleasure to recommend Jesse Burgess for a sabbatical leave. I have worked with Jesse for the last eight years and have found him to be committed, knowledgeable, and conscientious.

I am the lead for precollege English, and Jesse and I have taught the bulk of the ENGL87 and ENGL97 courses. He teaches writing through engaging students in the social issues of the day and the greater questions in life. His grading method takes into account a student's effort to grapple with those questions and to self-reflect on their learning. I am an advisor, and I hear from many of his students that they enjoy his classes and improve their writing.

I also was the IBEST instructor in one section of Jesse's Four Perspectives class. My ENGL97 students were enrolled in this class along with students who had placed in ENGL101. Since Humanities is not my field, I was learning along with the students. Jesse's lectures were fascinating—he has a wealth of knowledge about history, philosophy, psychology, mathematics, and music, and he presented the material in a conversational tone. I sat in the back of the room and watched the students. I rarely saw students checking their phones or nodding off. My ENGL97 course immediately followed the Four Perspectives class, and students often wanted to continue the discussion started by Jesse. They wanted to know more, so we would formulate questions to ask Jesse the following day. By his response, I could tell he thrives on students' inquisitiveness and welcomes their challenges to the content.

Jesse's work will also contribute to the college. Of course, his research will add to our reputation for scholarship in the community college system. More importantly, however, is adding his writing as a resource for faculty and staff. The lessons his mother's story has to teach us are immeasurable as we continue to work for justice and equity for our students, staff, and faculty.

I am excited about Jesse's story as a resource for the community. She is no longer here to share it, but the material exists and begs to be organized. In the current world situation, we need to remember our history more than ever. I am hoping that Jesse will be willing to make presentations at the library, churches, and other public venues so everyone can share in what he discovers.

Obviously, Jesse is the one to write his mother's memoirs, and he needs time to do this. What he will learn in the process as well as what he will produce will be a gift to his students, the college, and the community.

In conclusion, I would like to share what a student wrote in their gratitude journal for First Year Experience. To me, this comment demonstrates that Jesse does indeed have a platform for speaking to students—and they listen. "I'm grateful for my English teacher, Mr. Burgess. I enjoy his class because he is fun and interesting."

Please feel free to contact me with any questions.

Karen Kirkwood

Transitional Studies Instructor
Walla Walla Community College



Walla Walla Community College

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 522-2500
FAX (509) 527-4480

January 21, 2019

RE: Jesse Burgess Sabbatical Application Recommendation

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

I would like to also show support for Jesse Burgess's request for sabbatical during Winter and Spring Quarters 2020. Mr. Burgess currently teaches two-thirds time in the Transitional Studies department, with the additional one-third in Arts and Sciences.

As a well-respected instructor among peers and students, I feel this work would enhance his instruction even further. He is always seeking innovative ways to incorporate various topics into his English and Writing courses. Through his completing this work our college and students will benefit. Gathering this information and preserving it for future generations is extremely important so history is not lost.

Please accept this letter in support of Mr. Burgess's request for Sabbatical.

Thank you,

Susie Pearson
Interim Dean of Transitional Studies and High School Programs
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362
Office 509-527-4265
susan.pearson@wwcc.edu




Office of the President
Walla Walla Community College
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MEMORANDUM

TO: Board of Trustees

DATE: March 19, 2019

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:

Jodi Bice	Nursing Instructor, Clarkston Campus
Curtis Phillips	Human Services Instructor

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

Erin Anders	Sustainable Agriculture Systems Instructor
Dan Aschenbrenner	Welding Instructor, WSP
Melany Coronado	Nursing Instructor, Clarkston Campus
Dale Chapman	Digital Design Instructor, WSP
Paris Davis	Counselor
Dahood El-Oqla	English Instructor
William (Paul) Forney	Diesel Mechanic Technology Instructor, WSP
Logan Higgins	Microbiology Instructor
Cathryn Kenyon	Math and Physical Science Instructor
Zachary Knappenberger	John Deere Technology Instructor
Wesley Maier	Criminal Justice Instructor
Caley Moyer	Counselor
Michael Sholar	Natural Science Instructor, Clarkston Campus
Anthony Smith	Physical Sciences Instructor



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 18, 2019

SUBJECT: Probationary Faculty Evaluation and Recommendation

After meeting with the Tenure Review Committee March 15th 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:

Jodi Bice
Curtis Phillips

Nursing Instructor
Human Services Instructor

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

Erin Anders
Dan Aschenbrenner
Melany Coronado
Paris Davis
Dahood El-Oqla
W. Paul Forney
Logan Higgins
Cathryn Kenyon
Zachary Knappenberger
Wesley Maier
Caley Moyer
Michael Sholar
Anthony Smith

BAS Sustainable Agriculture Systems Instructor
Welding Instructor, WSP
Nursing Instructor, Clarkston Campus
Counselor
English Instructor
Diesel Technology, WSP
Microbiology Instructor
Mathematics & Physical Sciences Instructor, Clarkston
John Deere Instructor
Criminal Justice Instructor
Counselor
Natural Science Instructor, Clarkston
Physical Sciences Instructor

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 15, 2019

SUBJECT: Probationary Faculty Evaluations and Recommendations

The Tenure Review Committee met March 15th to review Winter Quarter evaluations of those faculty who were referred to the committee by your memo of October 15, 2018. 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:

Jodi Bice	Nursing Instructor
Curtis Phillips	Human Services Instructor

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

Erin Anders	BAS Sustainable Agriculture Systems Instructor
Dan Aschenbrenner	Welding Instructor, WSP
Melany Coronado	Nursing Instructor, Clarkston Campus
Paris Davis	Counselor
Dahood El-Oqla	English Instructor
W. Paul Forney	Diesel Technology, WSP
Logan Higgins	Microbiology Instructor
Cathryn Kenyon	Mathematics & Physical Sciences Instructor, Clarkston
Zachary Knappenberger	John Deere Instructor
Wesley Maier	Criminal Justice Instructor
Caley Moyer	Counselor
Michael Sholar	Natural Science Instructor, Clarkston
Anthony Smith	Physical Sciences Instructor

Feel free to contact me if you have any questions.

cc: Chad Hickox
Sherry Hartford