



Agenda

Special Meeting

Board of Trustees, District No. 20

Room #161, Walla Walla Campus*

Walla Walla Community College

Wednesday | March 25, 2020 | 1:00 p.m.

***Please note: Due to the Governor's directive on coronavirus mitigation, Room #161 on the Walla Walla Campus will be limited to the Board of Trustees and three administrators. The meeting will be available via Zoom at Zoom Meeting ID: 290 794 770. Governor Inslee's Proclamation 20-28 temporarily suspends the Open Public Meetings Act effective March 24, 2020 to April 23, 2020. Public may attend meetings but only remotely, not in-person.**

All Times Are Estimates

1:00 p.m.	Call to Order Approval of Agenda <i>Mr. Tim Burt, Chair</i>	Action	
1:02 p.m.	Consent Agenda 1. Interim Winter Quarter Enrollment Report 2. Preliminary Spring Quarter Enrollment Report 3. Personnel Update 4. Financial Report	Action	Tab 1 Tab 2 Tab 3 Tab 4
1:05 p.m.	COVID-19 Update <i>Dr. Chad Hickox</i>	Discuss	
1:15 p.m.	Approval to Annex WWCC Walla Walla Acreage into City of Walla Walla <i>Ms. Davina Fogg</i>	Action	Tab 5
1:20 p.m.	2020-2021 Sabbatical Request <i>Dr. Chad Hickox</i>	Action	Tab 6
1:25 p.m.	Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status		
2:00 p.m.	Tenure <i>Dr. Hickox</i> • Tenure Recommendations • Continued Full-Time Probationary Employment Recommendations	Action Action	Tab 7

2:10 p.m.	Presidential Transition Review <i>Ms. Sherry Hartford</i> <ul style="list-style-type: none"> • Interim President • Permanent President 	Discuss
3:40 p.m.	Recess to Executive Session to Evaluate the Qualifications of an Applicant for Public Employment	
4:10 p.m.	New and Unscheduled Business	Discuss
4:20 p.m.	Adjourn	



Walla Walla Community College

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

DATE: March 19, 2020

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Interim Winter Quarter Enrollment

The interim enrollment report for Winter Quarter 2020 is:

- State-supported enrollment for Winter Quarter is reporting 2,169 FTE, a decline of 202 FTE (9.3%) from the **close** of Winter Quarter 2019.
- Contract enrollment is reporting 1,499 FTE, an increase of 146 FTE from the **close** of Winter Quarter 2019. DOC enrollment comprises 1,213 FTE of contract enrollment. DOC enrollment is up 161 FTE from the **close** of last winter.
- Self-support enrollment is reporting 43 FTE, up 14 FTE from the **close** of Winter Quarter 2019.
- Enrollment in the Bachelors of Applied Science (BAS) programs is reporting 49 FTE, up from nine FTE at the **close** of last winter.
- International Student enrollment is reporting 23 FTE, up four FTE from the **close** of last Winter Quarter.
- Running Start is reporting 234 FTE, up 32 FTE from the **close** of last Winter Quarter.
- AEP is reporting 43 FTE, down 50 FTE from the **close** of last Winter Quarter.

WWCC Enrollment Report for Winter 2019

As of March 16, 2020

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

FTE by Funding Source

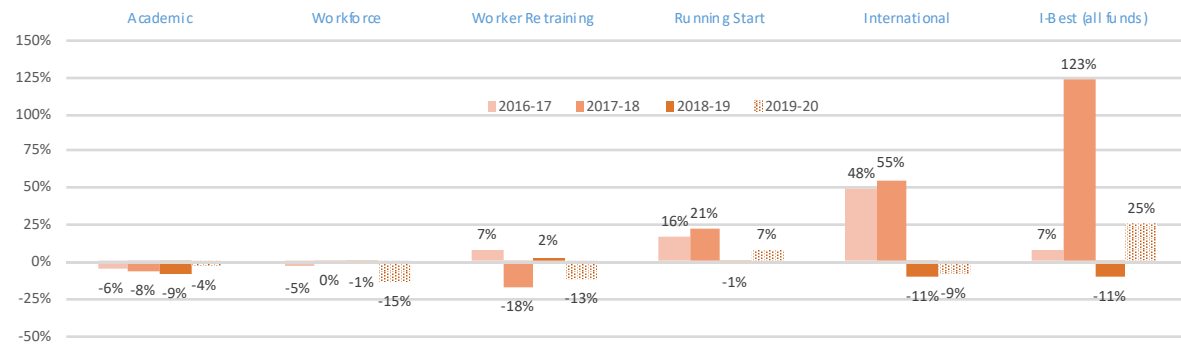
	2016-17				2017-18				2018-19				2019-20			
	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE
summer	699	1,051	44	1,794	793	1,078	29	1,900	689	889	41	1,619	561	972	36	1,569
fall	2,691	1,483	29	4,203	2,583	1,401	33	4,017	2,367	1,347	31	3,745	2,277	1,362	75	3,714
winter	2,637	1,438	19	4,094	2,566	1,407	29	4,002	2,371	1,353	29	3,753	2,169	1,499	43	3,711
spring	2,473	1,408	17	3,898	2,402	1,381	19	3,802	2,199	1,341	40	3,580	1,671	213	9	1,893
Total	8,500	5,380	109	13,989	8,344	5,267	110	13,721	7,626	4,930	141	12,697	6,678	4,046	163	10,887
AAFTI	2,833	1,793	36	4,663	2,781	1,756	37	4,574	2,542	1,643	47	4,232	2,226	1,349	54	3,629

State Allocation Plan for 2019-20: 3,155 -29% from target

Change to date

		Δ prev.yr.	Δ 3yrs.	Δ 3-yr avg.
State	summer	-19%	-20%	-23%
	fall	-4%	-15%	-11%
	winter	-9%	-18%	-14%
	spring	-24%	-32%	-29%
	annual	-12%	-21%	-18%
Contract	summer	9%	-8%	-3%
	fall	1%	-8%	-3%
	winter	11%	4%	7%
	spring	-84%	-85%	-85%
Self Support	summer	-12%	-18%	-5%
	fall	145%	159%	143%
	winter	48%	126%	68%
	spring	-78%	-47%	-64%

Annual Change in FTE by Class Intent and Program



FTE Highlights by Class Intent and Funding Program

Duplicative. Do not sum to totals		2016-17				2017-18				2018-19				2019-20			
		summer	fall	winter	spring	summer	fall	winter	spring	summer	fall	winter	spring	summer	fall	winter	spring
intent*	State																
	Academic	270	1,027	1,014	977	285	959	933	851	237	851	859	814	240	870	809	738
	Workforce	347	1,187	1,152	1,151	367	1,165	1,147	1,150	309	1,214	1,148	1,119	232	1,111	1,078	817
	Transitional Studies	83	478	471	345	142	459	486	402	142	302	363	266	90	295	270	109
	Worker Retraining	130	403	470	449	154	312	371	354	93	380	379	366	102	352	357	253
	I-Best**		19	34	42		35	38	29		30	21	47		44	26	18
	BAS										3	7	9	4	49	49	39
	International	3	13	13	20	11	20	23	22	8	20	19	21	4	19	23	16
	Contract																
	DOC	1,050	1,225	1,187	1,158	1,078	1,081	1,108	1,081	888	1,018	1,052	1,056	972	1,074	1,213	0
	Running Start		169	166	153		211	200	181		199	202	183		232	234	159
	Alternative HS		72	75	75		85	95	97		97	93	86	9	42	43	35
	College in HS		15		13		19		12		14		10				
	I-Best**	22	22	19	22	82	73	98	46	63	60	70	68	123	95	142	

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

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

Tab 2



Walla Walla Community College

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

DATE: March 19, 2020

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Preliminary Spring Quarter Enrollment

The corresponding tab provides a preliminary enrollment report for Spring Quarter 2020. Given the timing, the report provides a limited summary of enrollment across all funding sources.

- State-supported enrollment for Spring Quarter is reporting 1,671 FTE, a decline of 528 FTE from the **close** of Spring Quarter 2019. Looking at point-to-point Spring Quarter enrollment, spring 2020 is down 4.4% (85 FTE) from this time last year.
- Contract enrollment is reporting 213 FTE. There is no enrollment reported from Corrections yet. We anticipate a significant increase in contract enrollment by the regular Board of Trustees meeting in April.
- Self-support enrollment is reporting 9 FTE.

WWCC Enrollment Report for Winter 2019

As of March 16, 2020

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

FTE by Funding Source

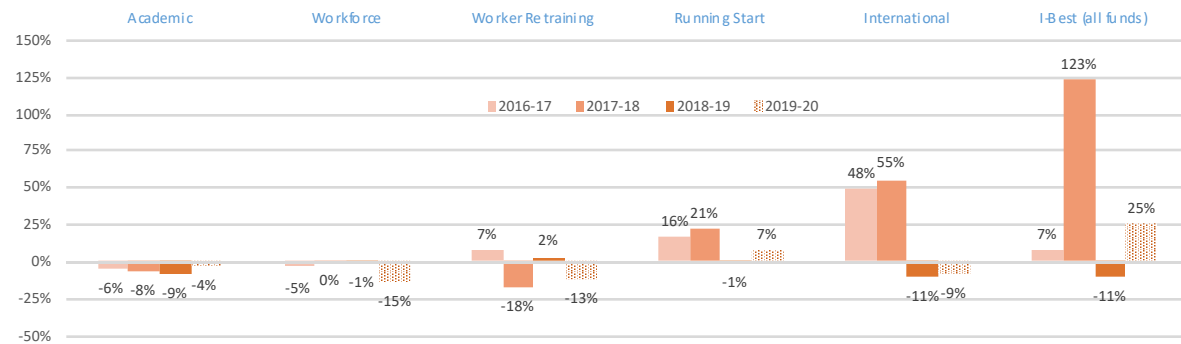
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	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE	State FTE	Contract FTE	Self support FTE	Total FTE
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WALLA WALLA COMMUNITY COLLEGE

MEMORANDUM

DATE: March 18, 2020
TO: Board of Trustees
FROM: Sherry Hartford, Vice President of Human Resources
SUBJECT: Personnel Update

Retirements/Resignations/Separations, February 2020

Carambot, Lori – Director of Special Fiscal Services
Foote, Virginia – Clarkston Navigator/Retention Specialist/Advisor
Little, James – Catering Chef & Manager
Nally, Sherry – Administrative Assistant 3
Watts, Johnny – Assistant Director of Facility Services

Current Full-Time Recruitments (In Process)

Librarian (Tenure-Track Faculty)
Veteran's Affairs Coordinator

Faculty Layoff Update

Pursuant to Article 35.4 of the collective bargaining agreement by and between the Association of Higher Education and Walla Walla Community College District No. 20, this memo is to advise the Board of Trustees that the following tenured faculty were issued a notice of layoff and have chosen to waive their right to appeal:

James Bower, Clarkston
Kimberly Tolson, Clarkston
Tom Simon, Walla Walla

Additionally, the following non-tenured faculty were issued separation notices:

Cathy Kenyon, Probationary
David Owens, Non-Tenured
Armando Maldonado, Non-Tenured



Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

Date: March 19, 2020
To: Board of Trustees
From: Peggy Lauerman, Interim Vice President of Business Services
Subject: Financial Information for the Period Ending February 29, 2020

Attached for your review is the College's monthly budget status report as of February 29, 2020. The College has concluded the eighth month of the annual 2019-2020 budget period. The budget period described in this report is 67% complete. Please be aware that while the College is on an accrual basis of accounting, amounts reflected in the budget status report are largely presented on a cash basis.

The College previously received additional allocations totaling \$276,465. No additional amounts were awarded in February.

State allocations received were \$11,457,357 or 58% of the annual budget. The College expects to achieve the budgeted target of \$19,882,556.

Revenues of \$1,128,000 have been collected for course/program and student fees. These fees are identified for a specific purpose and as such, may not be used to offset any other baseline expenditures. Any unused fee revenue will be carried forward. As of February month-end, excess revenue related to these fees was \$540K.

Revenues for Alternative Education Programs are down significantly and may result in a budget shortfall. Enrollment has declined 30% over the previous year. Staff is monitoring the situation and will provide an update next month.

Running Start is expected to achieve budgeted revenues and the current shortfall is a timing issue.

Budgeted Fund Balance in the amount of \$1,062,123, or 67%, was included in the results for the period.

Wages were 59% of the annual budget. Wages are budgeted ratably for all classes of employees with the exception of faculty that select to be paid a balloon payment in June. Balloon payments are expected to be \$650K. This payment is not accrued for monthly and will be expensed when paid.

Goods and services along with travel were 43% and 25%, respectively and are below anticipated spending levels.

Rents for the period are 222% of the budgeted expenditure. This is due to an assumption that the College would vacate leased premises earlier in the year, which did not occur. The College vacated the building in February.

Included in the report are definitions by functional area to provide clarity to the reader for the terminology used.

Grants and contracts were 53% of budget or \$6,589,150. Beginning in January and continuing through May, finance staff work with grant managers to review available balances to ensure funds are fully spent. This collaboration continues; however, staff do not know the impact the current disruption due to COVID-19 will have on this review and planning process.

Walla Walla Community College
Budget Status Report
For the period ending, February 29, 2020

REVENUE	Adjusted Budget as of February	YTD Actuals February	% of Annual Budget	YTD Actuals February, 2019	% of Prior Year Budget
<u>State Allocation</u>					
Base Allocation	17,434,446	10,172,367	58%	9,119,611	60%
Opportunity Grant	461,412	280,241	61%	320,472	69%
Worker Retraining	1,986,698	1,004,749	51%	1,272,410	61%
Total State Allocation	19,882,556	11,457,357	58%	10,712,492	61%
<u>Local Revenue</u>					
Tuition	6,439,342	5,154,424	80%	5,098,466	68%
Course/Program Fees	1,511,412	1,120,982	74%	932,835	68%
Student Fees/Other Misc Rev	767,448	686,457	89%	624,729	73%
Alternative Education Program	710,000	175,208	25%	238,236	33%
Running Start	1,500,000	314,433	21%	498,919	34%
Foundation Support	200,000	150,000	75%	198,750	75%
Corrections Ed.-Indirect	673,830	399,090	59%	344,506	52%
Use of Fund Balance	1,593,184	1,062,123	67%	522,256	67%
Self Support Programs	475,000	260,667	55%	215,316	57%
Total Local Revenue	13,870,216	9,323,383	68%	8,674,014	62%
TOTAL REVENUE	33,752,772	20,780,740	62%	19,386,506	61%

Walla Walla Community College
Budget Status Report
For the period ending, February 29, 2020

EXPENDITURES	Adjusted Budget as of February	YTD Actuals February	% of Annual Budget	YTD Actuals February, 2019	% of Prior Budget
<u>By Object</u>					
Salaries and Wages	20,130,278	11,965,051	59%	11,706,596	62%
Benefits	6,875,406	4,226,068	61%	4,165,796	64%
Rents	52,628	116,745	222%	163,133	97%
Utilities	887,730	440,924	50%	500,045	56%
Goods and Services	3,074,983	1,331,241	43%	1,926,741	67%
Travel	287,195	72,603	25%	277,086	85%
Equipment	714,026	266,826	37%	147,637	26%
Fin Aid, Debt Service, Transfers	1,730,526	710,570	41%	916,569	65%
Total by Object	33,752,772	19,130,028	57%	19,803,603	63%
<u>By Functional Area</u>					
Instruction	14,870,123	7,730,057	52%	7,611,468	58%
Instructional Computing	666,865	347,499	52%	436,018	71%
Academic Administration	2,809,271	1,919,006	68%	2,128,134	66%
Library Services	691,841	447,012	65%	407,393	62%
Student Services	4,454,692	2,624,481	59%	2,913,431	67%
Institutional Support	6,365,463	3,604,785	57%	3,856,671	66%
Facility Services	3,419,517	2,168,980	63%	2,255,891	66%
Self Support Programs	475,000	288,209	61%	194,598	52%
Total by Functional Area	33,752,772	19,130,028	57%	19,803,603	63%

Definitions for Expenditures by Functional Areas

Instruction – This is instructional programs offered for credit, this includes academic transfer, workforce, preparatory (courses under college level) and adult education.

Instructional Computing – Information technology services that specifically support instruction – this includes general computer labs and classroom technical support.

Academic Administration – Administrative support & management for instructional programs which includes Deans & support staff, faculty professional development, curriculum development.

Library Services – Activities that support information literacy instruction, collections, equipment, software and services to support student learning. (Media services and art is not included until this category).

Student Services – Activities that aid and support to the needs and interest of students. This includes social & cultural development, counseling and advising, financial aid, admissions and student records.

Institutional Support – This includes the executive activities of management (president, trustees, vice-president and support staff), fiscal operations, human resources, public relations, and administrative information technology services that are not related to instructional activities.

Facility Services – Utilities and fixed costs related to heating, cooling, lights, power and any cost for staff that works on or supports building maintenance and repairs, grounds, custodial, security & safety and central receiving (the receiving of purchasing).

Self-Support Programs Include:

Community Service – Extension, adult education, continuing education programs. These are usually non-credit courses and students are charged a fee instead of tuition. The College keeps all the funds from this activity.

Ancillary Support Services – Business like activities that result in the production of products (culinary's restaurant) or services (Cosmo, Auto Repair).

Walla Walla Community College
Grants and Contracts
For the period ending, February 29, 2020

	Adjusted Budget as of February	YTD Actuals February	% of Annual Budget
Corrections Education	7,158,967	4,421,369	62%
State Funded Grants	2,154,609	974,812	45%
Federally Funded Grants	1,334,605	475,513	36%
Privately Funded Grants	776,400	283,662	37%
Fiscal Agent Grants	1,005,555	433,794	43%
Total Grants and Contracts	12,430,136	6,589,150	53%



Walla Walla Community College

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

DATE: March 19, 2020
TO: Board of Trustees
FROM: Davina Fogg, Vice President of Operations
RE: Annexation of 10.5 acres into City of Walla Walla

Annexation into the City of Walla Walla is the last step of a lengthy land use process that started in November 2017 when an application was submitted to the Walla Walla County Community Development Department to amend the Walla Walla County Comprehensive Plan.

Throughout this process, the College has successfully partnered with Sheryl Cox on a 27-acre parcel to move both lots through the required land use application processes. Ms. Cox represents the Klicker family and their 16.5 acres of land immediately adjacent to the College's 10.5 acres at the East end of the current campus. Enclosed with this memo are two drawings depicting the land referenced above.

As of January 2020, the parcel officially became part of the Walla Walla Urban Growth Area with a zoning and land use designation of Public Reserve.

The proposed timeline for the annexation petition included a first review and discussion by the WWCC Board on 2/12/2020, followed by an action item to approve at the 3/25/2020 Board meeting, followed by final approval by the State Board of Community and Technical Colleges (SBCTC) on 5/7/2020. Assuming these approvals occur as planned, the College/SBCTC will sign off on the 60% petition drafted by the City of Walla Walla and that petition will proceed through City processes and a final public hearing conducted by the City.

This agenda item was reviewed and discussed at the February 12, 2020 Board meeting and college staff now recommend a motion to approve moving forward with a petition to annex 10.5 acres of College property into the City of Walla Walla.

If approved by the WWCC Board on March 25th, college staff will move forward with seeking final approval for the petition from the SBCTC at their May 2020 board meeting.

Vicinity Map Exhibit C

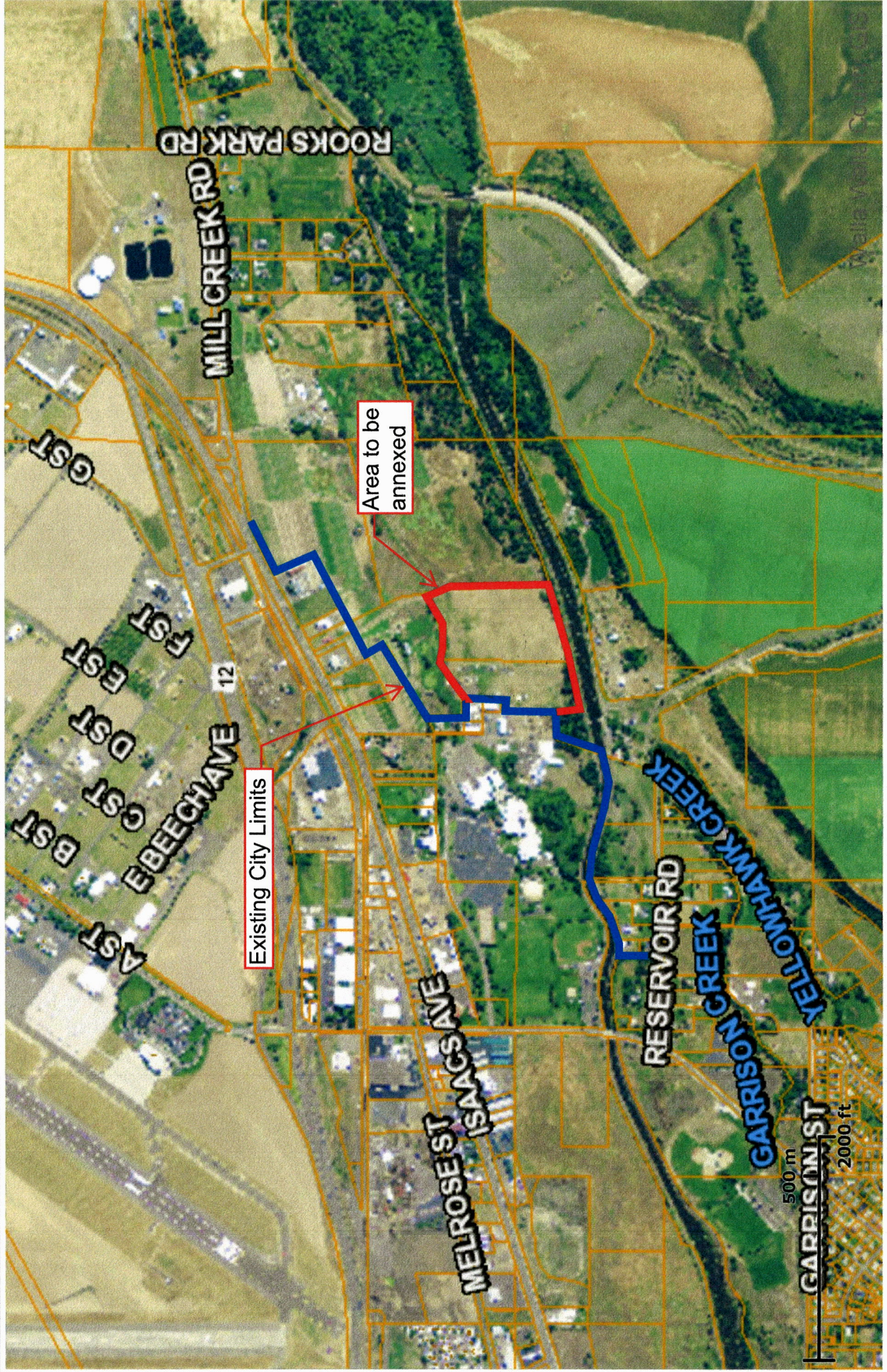


EXHIBIT C

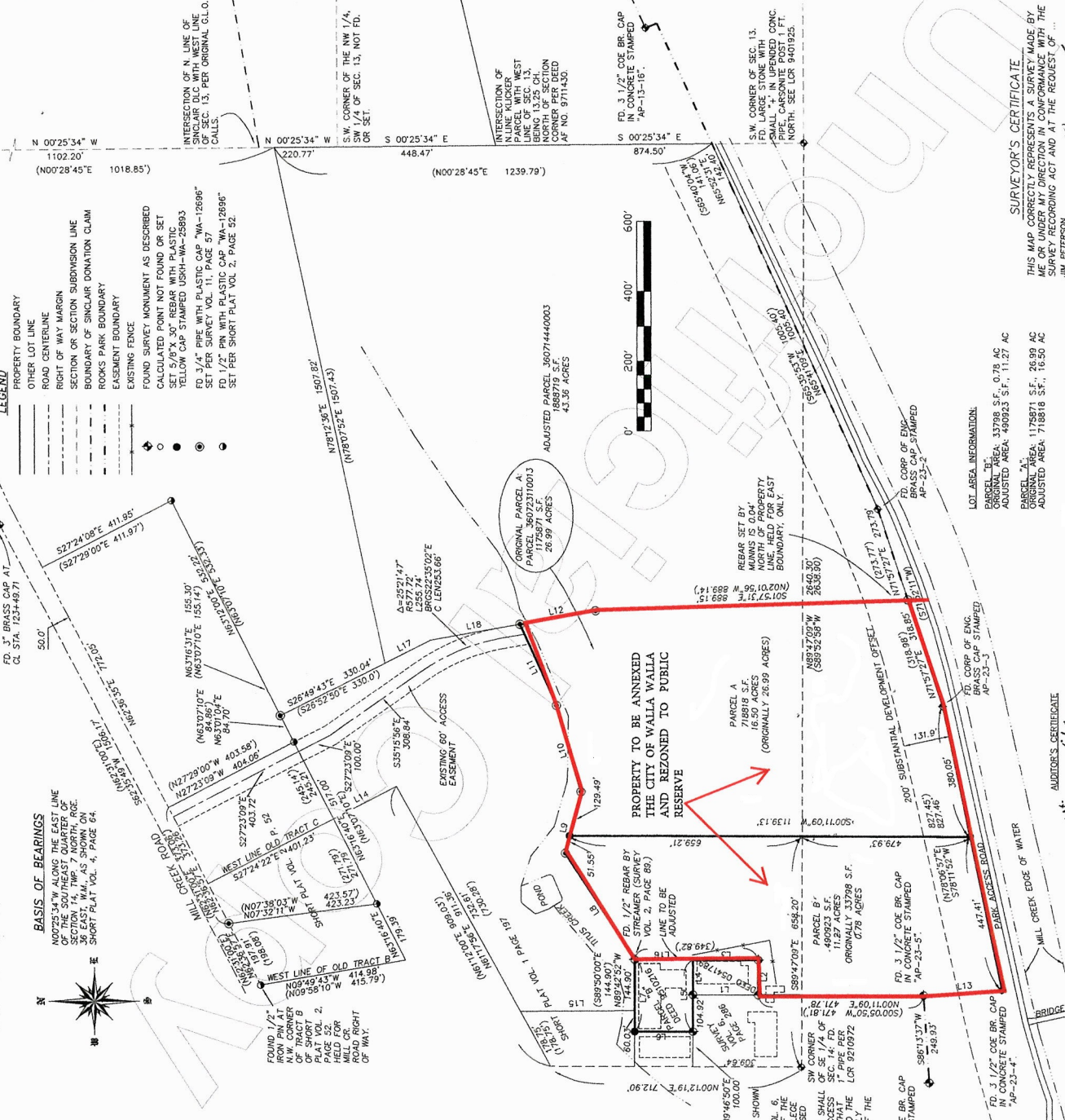
WALLA WALLA COMMUNITY COLLEGE - RICHARD KLICKER HEIRS BOUNDARY LINE ADJUSTMENT

LINE	BEARING	DISTANCE
L1	N00°12'00"E	185.09'
L2	N89°45'14"W	99.37'
L3	N00°12'00"E	100.00'
L4	N89°45'14"W	100.00'
L5	N89°45'14"W	204.92'
L6	N00°12'00"E	185.09'
L7	N89°45'14"W	99.37'
L8	N00°12'00"E	100.00'
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L13	N89°45'14"W	204.92'
L14	N00°12'00"E	185.09'
L15	N89°45'14"W	99.37'
L16	N00°12'00"E	100.00'
L17	N89°45'14"W	204.92'
L18	N00°12'00"E	185.09'



BASIS OF BEARINGS
N00°25'34"W ALONG THE EAST LINE OF SECTION 14, TWP 7 NORTH, RGE 36 EAST, W.M., AS SHOWN ON SHORT PLAT VOL. 4, PAGE 64.

- LEGEND
- PROPERTY BOUNDARY
 - OTHER LOT LINE
 - ROAD CENTERLINE
 - RIGHT OF WAY MARGIN
 - SECTION OR SECTION SUBDIVISION LINE
 - BOUNDARY OF SINCLAIR DONATION CLAIM
 - ROCKS PARK BOUNDARY
 - EASEMENT BOUNDARY
 - EXISTING FENCE
 - FOUND SURVEY MONUMENT AS DESCRIBED
 - CALCULATED POINT NOT FOUND OR SET
 - SET 5/8" X 30" REBAR WITH PLASTIC YELLOW CAP STAMPED USKH-WA-25993
 - FD 3 1/2" PIPE WITH PLASTIC CAP "WA-12696"
 - FD 1 1/2" PIN WITH PLASTIC CAP "WA-12696"
 - SET PER SHORT PLAT VOL. 2, PAGE 52



PROPERTY TO BE ANNEXED
THE CITY OF WALLA WALLA
AND REZONED TO PUBLIC
RESERVE

NOTE: EXISTING PARCELS SHOWN HERE AS DEED 951021A, 05-4789, AND SURVEY VOL. 6, PAGE 86, ARE PORTIONS OF THE CAMPUS AND ARE ACCESSIBLE BY THE ROAD NETWORK. THE CAMPUS SHALL BE LIKEWISE PROVIDED ACCESS BY THE ROAD NETWORK THAT TRAVERSES THE LANDS TO THE WITHIN THE OWNERSHIP OF THE COMMUNITY COLLEGE.

LOT AREA INFORMATION:
PARCEL "A",
ORIGINAL AREA: 33798 S.F., 0.78 AC
ADJUSTED AREA: 490923 S.F., 11.27 AC
PARCEL "B",
ORIGINAL AREA: 1178871 S.F., 26.99 AC
ADJUSTED AREA: 718818 S.F., 16.36 AC

AUDITOR'S CERTIFICATE
FILED FOR RECORD THIS 1st DAY OF February 2010 AT THE REQUEST OF
PAUL W.P. TOMKINS, LAND SURVEYOR IN VOLUME 11 OF SURVEYS AT PAGE 110.
Paul W.P. Tomkins, Auditor

SURVEYOR'S CERTIFICATE

THIS MAP CORRECTLY REPRESENTS A SURVEY MADE BY
PAUL W.P. TOMKINS, LAND SURVEYOR, IN ACCORDANCE WITH THE
SURVEY RECORDING ACT AND AT THE REQUEST OF
JIM PETERSON

PAUL W.P. TOMKINS, P.L.S. 25893



Date Stamped: 1/21/10



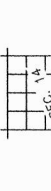
USKH
ENGINEERING, ARCHITECTURE,
AND ENVIRONMENTAL SERVICES
621 W. Mallon Ave,
Suite 309
Spokane, WA 99201
(509) 328-5139
313 E. Street,
Suite 200
Lawton, Idaho 83501
(208) 746-2881
5 North Coville
Walla Walla, WA 99362
(509) 522-4843

Project:

A SURVEY FOR A BOUNDARY
ADJUSTMENT OF LANDS
LOCATED IN THE SW 1/4
OF THE SE 1/4 OF SEC.
14, AND THE NW 1/4 OF
THE NE 1/4 OF SEC. 23,
ALL IN TOWNSHIP 7 NORTH
OF RANGE 36 EAST, W.M.,
WALLA WALLA CO. WA.

Client
WALLA COMMUNITY
COLLEGE
500 TAUSICK WAY
WALLA WALLA, WA. 99362

SECTION INDEX



Project Mgr.	PWPT
Drawn	DWW
Checked	PWPT
Date	DEC. 30, 2009
Scale	1"= 200'
CAD File:	TWP_7N_RGE_36E_W.M.

Sheet Contents:

1210800 BLA2.DWG

Sheet No.: 1 OF 2

U.S.K.H. W.O.
1210800




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: Board of Trustees

DATE: March 17, 2020

FROM: Chad Hickox, Acting President 

RE: Sabbatical Recommendation


The Professional Development Committee has recommended Kristen Harvey, a full-time Mathematics Instructor, for a one quarter sabbatical (September 2020 to December 2020).

After reviewing the application and recommendations I recommend that the Board approve sabbatical leave for Kristen.

**Walla Walla Community College
Professional Development Committee**

MEMORANDUM

TO: Derek Brandes

FROM: Jeff Adams, Chair 
Professional Development Committee

DATE: February 15, 2020

SUBJECT: 2020-2021 Sabbatical Leave Request

This letter is written on behalf of the Professional Development Committee concerning one application for sabbatical during the 2020-2021 academic year.

The faculty, administrators, and support staff of which this committee is comprised, fully endorse the proposal for sabbatical set forth by instructor Kristen Harvey. Her request, in the committee's opinion, promotes professional revitalization as she works towards her doctoral degree in mathematics. 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 Ms. Harvey 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



TO: Jeff Adams, Chair of Faculty Professional Development Committee

FROM: Provost/EVP Chad Hickox

DATE: January 8, 2020

RE: Sabbatical recommendation 2020/2021

Kristen Harvey, full-time Mathematics instructor at WWCC since 2013, has indicated her desire to take a one-quarter sabbatical in the fall quarter of 2020. The purpose of her sabbatical is to kick-start her work in the doctoral program in Mathematics Education at Washington State University. This is the commencement of a well-developed plan that Kristen has deeply researched and carefully crafted. Math anxiety, long known as a barrier to the success of many students, will be an early focus of Kristen's research, but as is always true of scholarly work, Kristen will follow her research wherever it leads. I enthusiastically support Kristen's proposal, and view the work she plans to complete as important intellectual work that will contribute to the needs of WWCC and its students for years to come.

Kristen is a deeply engaged member of the Math faculty here at WWCC. Until this year she served as the Mathematics Division Chair, serving as the linchpin in many important discussions around curriculum, scheduling, pathways, and diversity, to name a few. She has served on a tenure evaluation team, as well as participating in hiring processes for a number of important searches, including the Chief Diversity, Equity, and Inclusion position. She collaborates with faculty, staff, and administrators across the college, including having recently worked with AEP on the Senior Capstone Committee.

In all, Kristen is a highly valued member of the faculty. She is dedicated to student success, is deeply engaged with the college, and has a well-developed professional growth plan. I support her application for this one quarter sabbatical without any reservations whatsoever. Thank you for considering her application with all due attention.

Walla Walla Community College
2020-2021 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: _____ Kristen Harvey _____ Date: December 17, 2019 _____

Date of first full-time contract at WWCC: _____ September 1, 2013 _____

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

Current teaching assignment: _____ Mathematics _____

I request 1 quarter(s) of leave to begin _____ Sept 1, 2020 _____ and to

terminate _____ Dec 31, 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., Wednesday, January 15, 2020.

Request for Sabbatical Leave

I. Description of Sabbatical Leave Plan

In February 2019, I was accepted to the PhD program at WSU in Mathematics Education. The course of study typically takes 7-10 years to complete, with the assumption that graduate students with jobs will take one or two courses at a time. I am hoping, if granted sabbatical leave, to take a full-time course load Fall quarter in order to shorten that timeline.

II. Proposed Benefits

When I started looking into graduate programs a few years ago, I looked for programs where I could design my own research projects. I have long been interested in the topic of Math Anxiety. I would love to dig deeper into the field and do research as to causes and to solutions that would help us here at WWCC. So much of what we do in our Developmental Math courses (a.k.a. Pre-College) is trying to repair the damage done to students psychologically after years of being unsuccessful in math. We are teaching math, yes, but we are also needing to be cognizant of their mental blocks, their anxieties, and their barriers to success. Once we are able to identify those, we can begin to help students move past them and experience success in math.

Last year, with the decision to implement the four-day instructional week, I reviewed research into the topic and have found very little to support (or reject) the plan at the college level. Virtually all of the studies pertain to K-12 systems. My review of the research actually revitalized my interest in pursuing a PhD this past quarter – wouldn't it be great to have someone in-house actually designing a study with our students to see what the benefits or drawbacks were? Are these benefits/drawbacks different for different programs or subjects? There are so many questions that I would like to answer, with the ultimate goal of improving efficacy of instruction at WWCC.

I began the PhD program this past Fall (2019) with two courses. I quickly became immersed in (and fascinated by) my studies. It is startling the amount of research being conducted on best practices of math instruction as well as at the intersection with cognitive psychology. I have already begun implementing current findings about Math Anxiety and Stereotype Threat in my classroom with some measure of success. Additionally, I was approached a few months ago by a team of faculty at WSU who have asked me to work with them on their research project on Growth Mindset interventions in math classrooms. They are conducting a large scale project measuring the impact on interventions with *faculty* to measure the results on *student* performance. I will be creating Qualtrics assessments, managing the database of results, and collecting/analyzing the data. This project has the potential to have an enormous impact on student success and is directly transferrable to WWCC.

I don't know where my final research will take me – Math Anxiety has been an interest of mine for decades and it has informed so much of what I do in the classroom and in counseling sessions with students. I would love to be better informed on the topic and better able to help students. Cognitive Interventions to alleviate poor performance of mathematics (whether it is Stereotype Threat, Growth Mindset, or Math Anxiety) would be a game changer for our low-achieving students. The 4-day Instructional week is certainly topical right now. Five years from now, as I

complete my coursework and begin my research, it is hard to predict what the pressing needs of WWCC will be. Whatever it is, it will certainly inform my focus of research and my motivation to help students be successful in math. That has been, and remains, my driving force and reason for furthering my education.

III. Description of Past Contributions to WWCC

Trainings/Certifications

Advisor Certification

Canvas 101

Trainings on: 25 Live, Budget 101, Title IX, Managing Bias, Placement, Budget 102, Inclusive Teaching, Office 365, Digital Security, Transfer Academy, Financial Aid Literacy, Accuplacer, Panopto, Hate Crimes, Word Press, StatCrunch, Mathematica, ACES, DNA Math Symposium, On Course symposium, Online Teaching
Stanford course on "How to Learn Math" (Growth Mindset)
Statistics course

Peer Evaluations

Chris Mehl tenure committee

Jenny Thonney evaluation

Ted Carpenter evaluation

John Hough evaluation

Interview Teams

Interview team for Diversity & Inclusion position

Interview team for Testing Center coordinator

Interview team for TLC coordinator

2 Interview teams for Tenure Track Math Instructor

Interview team for Pre-College Math Navigator

Conferences

Conferences to New Orleans, Centralia, Wenatchee (AMATYC and WAMATYC)

Committees/Activities

Presentation on "Anxiety in the Classroom" to WWCC colleagues

College Read Committee

STEM building committee

Arts & Sciences Theme Committee

Senior Capstone Committee for AEP
Course Outcomes Review Committee
Title III Project: training WWCC faculty on Prezi presentations
Division Chair, Mathematics

I've been with the college for 7 years, beginning in September of 2013

WALLA WALLA COMMUNITY COLLEGE



12 December 2019

RE: Recommendation Supporting Kristen Harvey's Request for Sabbatical Leave

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

It is my pleasure to enthusiastically support Kristen Harvey's application for sabbatical leave for the Fall 2020 quarter.

Ms. Harvey's acceptance into Washington State University's doctoral program creates the opportunity for her to pursue either of two research projects described in her application, both of which would directly benefit WWCC and our students. The sabbatical would enable her to accelerate her research so that those benefits would redound to her students, and of course to her colleagues and their students, more quickly.

My unqualified confidence in Ms. Harvey's preparedness for doctoral work is validated by the fact that she has just completed her first semester of classes at WSU—and has done so with rousing success, so successful, in fact, that a professor in the program has offered Ms. Harvey a position as a research assistant for next semester. This R.A. project involves working with WSU professors in Math, Math Education, and Psychology to measure the effects of instructor interventions on student success in math; the project includes giving participating instructors training before the semester starts on Growth Mindset vs. Fixed Mindset perspectives in learning mathematics to see if that knowledge affects student performance in class. It is an honor for Ms. Harvey to be singled out to be the assistant on this project, and of course her selection stands as testimony to her promise for success in the program overall.

Ms. Harvey's first potential research project, into math anxiety, addresses a major cause of low retention and success rates. Although this phenomenon is widely acknowledged, as she notes in her application its causes and solutions are not well understood. She recognizes that those issues of math anxiety must be addressed in order for students to be receptive to learning, and her desire to find the most effective ways of doing so is admirable. In fact, her stellar teaching evaluations from last year indicate that she has found a way to achieve this personally, as students commented *en masse* on Ms. Harvey creating a safe, warm, inviting, good-humored, forgiving learning environment in which making mistakes is accepted as normal and in which each student is made to feel capable and respected; I witnessed the truth of these student evaluation remarks first-hand in three class observations during Winter 2019. Extending that personal practice into research—research that can measure the impact of best practices by her and other teachers, and

quantify it in ways that command the respect of other instructors so that they too adopt those practices—is the next challenge. I heartily encourage our support of that step.

Should Ms. Harvey choose to pursue her other project of interest, regarding impact of the 4-day matrix on student learning, WWCC would definitely benefit. This presents an opportunity for action research of significant, direct institutional impact. The research would obviously be useful to other institutions of higher education too, as some colleges on 4-day matrices contemplate going or reverting to a 5-day matrix, while at the same time others on 5-day matrices contemplate going to 4. Most importantly, Ms. Harvey's focus is directed toward our students and how our institutional structures and practices might be adjusted to improve student success.

Both of these research projects stand to benefit WWCC by providing research validation for an educational best practice that directly affects student success, and both would contribute to WWCC's goal of operating as a data-informed institution. My enthusiastic support of this sabbatical application is therefore not contingent on which research project Ms. Harvey chooses; I am equally supportive of either in her pursuit of a doctorate.

In support of this application I also want to point out that Ms. Harvey has established an exceptional record of completing professional development projects and of sharing her work with her colleagues. For example, between September 2015 and August 2018—a period during which she was contractually expected to accumulate 9 PIUs—she completed an astonishing 26.4 PIUs. Moreover, she frequently shared what she had learned at conferences with colleagues, at Mathematics Division meetings and in individual peer conversations, and she designed a presentation for colleagues on “Anxiety in the Classroom.” She has served WWCC in many ways, including invaluable service as Mathematics Division Chair from 2016 through 2019. She has invested her heart and mind deeply into WWCC and its students; I urge us to demonstrate our investment in her, and to our students and faculty who will directly benefit from her doctoral research, by approving her sabbatical application. I have well-founded confidence that she will generously, continuously share what she learns from her doctoral research with colleagues for the benefit of WWCC students.

I thank you for considering my words on behalf of Ms. Harvey's application. Please contact me with any questions.

Sincerely,

A handwritten signature in dark ink, reading "Richard Middleton-Kaplan". The signature is fluid and cursive, with a large loop at the end.

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

December 16, 2019

Dear Sabbatical Committee:

I am writing a letter of recommendation to support Kristen Harvey's request to take sabbatical leave for fall term 2020.

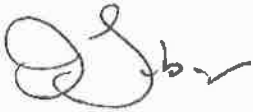
Kristen is an extremely valuable member of our math department. She just completed her first semester in the PhD program at Washington State University. Education is her passion and completing her PhD will give her the opportunity to take a variety of classes that relate to the community college setting. In addition, she can research in the area of developmental math, including math anxiety, which so many of our students deal with on a daily basis. She also plans on researching trends such as a four-day work week and ways to improve success in developmental mathematics, which again is so important to the community college. If she is approved for sabbatical fall term 2020 she will have the opportunity to enroll full-time at WSU which will allow her to earn her PhD in a timely manner.

Kristen was our math department chair for three years ending spring term 2019. I admired how she had been able to teach her full load as well as the variety of chair duties doing an impeccable job in both areas. She spent countless hours on all of her math chair duties making sure that the math department ran smoothly.

Furthermore, Kristen has dedicated many hours to WWCC which has benefited the college in many ways. Kristen was hired fall term 2013 and she has completed a variety of tasks going above and beyond her regular duties at WWCC. Her trainings and certifications include Advisor Certification, Canvas 101, 25 live, Budget 101, Title IX, Managing Bias, Placement, Budget 102, Inclusive Teaching, Office 365, Digital Security, Transfer Academy, Financial Aid Literacy, Accuplacer, Panopto, Hate Crimes, Word Press, Statcrunch, Mathematica, ACES, DNA Math Symposium, On Course Symposium, Stanford course on "How to Learn Math", and a statistics course. Furthermore, she has also completed a peer evaluation for Chris Mehl for his tenure position, and peer evaluations for three adjunct employees. Kristen has also served on many interview teams including the Diversity & Inclusion position, Testing Center coordinator, TLC coordinator, two interview teams for tenure track math instructors, and the Pre-College Math Navigator position. She has also attended AMATYC and WAMATYC conferences in New Orleans, Centralia, and Wenatchee. Kristen has also served on many committees the past seven years. She made a presentation on "Anxiety in the Classroom" to WWCC colleagues, she also served on the STEM building committee, Arts & Sciences theme committee, Senior Capstone committee for AEP,

Course Outcomes Review committee, and Title III project on training WWCC faculty on Prezi presentations. Kristen is deserving of the recognition of her many contributions to WWCC by being granted a sabbatical in order to accelerate her studies.

In conclusion, I strongly recommend approving Kristen Harvey's request for sabbatical leave fall term 2020. She is a tireless advocate for our program and wishes to spend time researching and creating stronger programs for our mathematics department in turn improving student success at WWCC.

A handwritten signature in black ink, appearing to read 'J. Leber' with a stylized flourish at the end.

Jennifer Leber

Math Instructor

Copy to Applicant for Information Purposes

Applicant's Name _____ Kristen Harvey _____

RATING SCALE FOR SABBATICAL LEAVE PROPOSALS

<u>Criteria</u>	<u>Points</u>	
A. Enhancement of instructional program of WWCC.	20	_____
B. Contribution to applicant's professional growth and development.	10	_____
C. Applicant's past contribution to WWCC (i.e., years of service, range of service).	10	_____
D. Detailed description of the plan.	10	_____
E. Presentation of the plan; including completeness, clarity, organization, and appearance.	5	_____
	TOTAL	_____

Article 27 Sabbatical Leave

27.1 Guidelines and procedures for sabbatical leave, including application forms, rating procedures, and reporting requirements will be established by the Professional Development Committee.

27.2 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.

27.3 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.

27.4 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 fulltime 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.

27.5 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.

27.6 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.

27.7 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 giving reasonable considerations to the recommendations of the Professional Development Committee. The President will submit 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

27.8 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.

27.9 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.

27.10 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.



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: Board of Trustees

DATE: March 17, 2020

FROM: Chad Hickox, Acting President

RE: Tenure Recommendations

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

Dahood El-Oqla	English Instructor
Caley Moyer	Counselor
Michael Sholar	Natural Science Instructor, Clarkston


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

Erin Anders	BAS Sustainable Agriculture Systems Instructor
Dan Aschenbrenner	Welding Instructor, WSP
Dale Chapman	Digital Design Instructor, WSP
Melany Coronado	Nursing Instructor, Clarkston Campus
Paris Davis	Counselor
W. Paul Forney	Diesel Technology, WSP
Logan Higgins	Microbiology Instructor
Zachary Knappenberger	John Deere Instructor
Wesley Maier	Criminal Justice Instructor
Nicole McCauley	Business Instructor
Trina McCoon	Nursing Instructor
Anthony Smith	Physical Sciences Instructor

The Tenure Committee voted to recommend that Justin Adams, BAS Applied Management and Entrepreneurship, be continued in full-time probationary employment with recommendations. I agree with their recommendation.



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

TO: Dr. Chad Hickox, Acting President
FROM: Devon Gustafson, Chair 
Tenure Review Committee

DATE: March 16, 2020

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, 2019. 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:

Dahood El-Oqla	English Instructor
Caley Moyer	Counselor
Michael Sholar	Natural Science Instructor, Clarkston

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
Dale Chapman	Digital Design Instructor, WSP
Melany Coronado	Nursing Instructor, Clarkston Campus
Paris Davis	Counselor
W. Paul Forney	Diesel Technology, WSP
Logan Higgins	Microbiology Instructor
Zachary Knappenberger	John Deere Instructor
Wesley Maier	Criminal Justice Instructor
Nicole McCauley	Business Instructor
Trina McCoon	Nursing Instructor
Anthony Smith	Physical Sciences Instructor

The committee voted to recommend that Justin Adams, BAS Applied Management and Entrepreneurship Instructor, be continued in full-time probationary employment with recommendations.

Feel free to contact me if you have any questions.

cc: Chad Hickox
Sherry Hartford