

MEMBERS:

- **Steve Adelstein**
Chair
- **Rebecca Johnson,**
Vice Chair
- **Wendy Bohlke**
- **John Pedlow**
- **Teresa Taylor**

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 383-3330 (or TDD 647-3279) as soon as possible to allow sufficient time to make arrangements.

NEXT MEETING REMINDER

May 13, 2020

BOARD OF TRUSTEES

Meeting Agenda

Wednesday, April 8, 2020

Regular Board Meeting -2:00 pm

Pavilion & Student Recreation Center, #201
237 W. Kellogg Road, Bellingham, WA 98226

- I. Call to Order & Approval of Agenda, and Notice of Public Comment Time
- II. Consent Agenda Tab 1
 - a. Minutes of March 18, 2020 Board of Trustees Meeting (Attachment A)
- III. COVID- 19 Preparedness and updates
- IV. Action Items Tab 2
 - Proposed Policy 401 Holiday and Faith Conscience Policy (third reading, possible action)
 - Proposed Policy 533 Emotional Support Animal Policy (first reading, possible action)
- V. Executive Session
 - as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining
 - to discuss with legal counsel representing the agency matters relating to agency enforcement actions...
- VI. Public Comment
- VII. Adjournment

*The Board of Trustees may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):

- (b) to consider the selection of a site or the acquisition of real estate by lease or purchase...;
- (c) to consider the minimum price at which real estate will be offered for sale or lease...;
- (d) to review negotiations on the performance of a publicly bid contract...;
- (f) to receive and evaluate complaints or charges brought against a public officer or employee...;
- (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...; or as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining
- (h) to evaluate the qualifications of a candidate for appointment to elective office...;
- (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions... or... litigation or potential litigation...



CONSENT AGENDA

- a. Minutes of March 18, 2020 Board of Trustees Meeting (Attachment A)

SUGGESTED RESPONSE

The chair reads out the letters of the consent items. Then the chair states: "If there are no objections, these items will be adopted". After pausing for any objections, the chair states, "As there are no objections, these items are adopted."

Whatcom

COMMUNITY COLLEGE

MINUTES

BOARD OF TRUSTEES MEETING

Laidlaw Center Board Room

Wednesday, March 18, 2020

2:00 p.m.

- ➔ **CALL TO ORDER** Chair Steve Adelstein officially called the Board of Trustees meeting to order at 2:02 p.m. Present in addition to the chair were trustees Wendy Bohlke, Rebecca Johnson, John Pedlow, and Teresa Taylor, constituting a quorum. Others present included President Hiyane-Brown; Ed Harri, Vice President for Instruction; Nate Langstraat, Vice President for Administrative Services; Luca Lewis, Vice President for Student Services; Eva Schulte, Executive Director for Institutional Advancement; Kerena Higgins, Assistant Attorney General; and Rafeeka Kloke, Special Assistant to the President.

ACTION TO ACCEPT AGENDA

- ➔ Trustee Taylor moved to accept the agenda. It was seconded by Trustee Pedlow and the **motion was approved.**
- ➔ Chair Adelstein announced that there is a designated time for public comment on the agenda.

CONSENT AGENDA

- ➔ **Consent Agenda**
 - a. Minutes of the February 12, 2020 Board of Trustees Meeting and the March 3, 2020 Board of Trustees Retreat (Attachment A)

There was one change noted to the Minutes of the March 3, 2020 Board of Trustees Retreat, under public comment, it should read Chair Adelstein called for public comment. Chair Adelstein stated: "If there are no objections, these items will be adopted with the noted change." As there were no objections, **these items were adopted.**

- ➔ **COVID-19 Preparedness Update**

President Kathi, vice presidents Ed Harri, Nate Langstraat, Luca Lewis, and Executive Director Eva Schulte provided an update on the College's ongoing response for COVID-19.

Highlights included:

- Working closely with other community and technical colleges in Washington state to discuss system impacts and coordinate processes and messages
- Providing telework options for employees
- Scheduled a planning day to allow faculty to work on moving classes online for the rest of winter quarter and spring quarter.
- Reviewing technology resources
- Developing and implementing plans to serve students online
- Implemented cleaning protocol and proactively securing supplies
- Communicating decisions and information at a timely manner to campus and public
- Foundation sent appeal letter for emergency funds to support students.

ACTION ITEMS

➤ Proposed Policy 532 Active Duty Military (first reading, possible action)

Luca Lewis, Vice President for Student Services presented the proposed Policy 532.

Trustee Bohlke moved to approve Policy 532 Active Duty Military. It was seconded by Trustee Johnson and the motion was approved unanimously.

EXECUTIVE SESSION

- At 2:45 p.m. the meeting was adjourned for a closed Executive Session of the Board for approximately forty five minutes to review the performance of a public employee... and ...as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining...and ...to discuss with legal counsel representing the agency matters relating to Litigation or legal risks of a proposed action or current practice that the agency has identified when public discussion of the litigation.

At Chair Adelstein announced that action may be anticipated. Guests included President Kathi Hiyane-Brown, vice presidents Ed Harri and Nate Langstraat, and Assistant Attorney General Kerena Higgins.

- The Executive Session adjourned at 3:32 p.m. and the Board reconvened into open session at 3:32 p.m.

ACTION ITEMS

- Trustee Pedlow moved to award tenure to Jim Drinkwine. It was seconded by Trustee Taylor and the motion was approved unanimously.
- Trustee Bohlke moved to award tenure to John Toof. It was seconded by Trustee Johnson and the motion was approved unanimously.

PUBLIC COMMENT

- Chair Adelstein called for public comment. There was none.

ADJOURNMENT

- There being no further business, the meeting was adjourned at 3:35 p.m.



Memorandum

Instruction Office

To: WCC Board of Trustees

From: Ed Harri, Vice President for Instruction

Date: April 1, 2020

RE: Revisions to Board Policy 401

In 2019, the Washington State legislature passed Senate Bill 5166, which changed RCW 28B.137.010 to advance the opportunity for students to miss class for reasons of faith or consciousness without negatively impacting their ability to be successful in a course. Prior to this change, students were limited to two days of missed class per year. This legislation lifted that time restriction and provided guidance for colleges implementing this policy.

In addition to the legislative requirement for college policy, faculty are required to make students aware of this policy and their classroom practice in their course syllabi. Syllabus language was drafted for faculty to use beginning winter quarter.

This policy was vetted by faculty through the instructional divisions and then brought to college council for feedback and revisions. The feedback was useful in promoting improved awareness of the legislation and amending the existing policy to clearly reflect current state law. Following previous Board of Trustees' meetings, a committee of Board members and the vice president for instruction was formed to make subsequent changes to address emergent requests during the quarter and refine language for process clarity. This revised policy reflects that committee work.

Therefore, the Instruction Office provides the suggested motion below:

Move to amend Policy 401 – Leave or absences for reasons of faith and consciousness.
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TITLE: [Holiday of Leave or Absences for Reasons of Faith and Conscience Policy](#)
NUMBER: 401
STATUTORY AUTHORITY: Chapter 168, laws of 2014; WAC 82-56-010; WAC 357-31-052
APPROVED BY THE BOARD OF TRUSTEES: 2/18/2015

Employees: Whatcom Community College allows all employees two unpaid holidays per calendar year for a reason of faith or conscience or an organized activity conducted under the auspices of a religious denomination, church, or religious organization unless the employee's absence would impose an undue hardship on the College or the employee is necessary to maintain public safety.

Students: Per RCW 28B.137.010 (resulting from 2019 Senate Bill 5166), Whatcom Community College will grant reasonable accommodations so that grades are not affected for students who are absent ~~accommodate student absences for up to two days per academic year, to allow students to take holidays~~ for reasons of faith or conscience, or ~~for an~~ organized activity~~ies~~ conducted under the auspices of a religious denomination, church, or religious organization.~~,~~ Such absences should be requested in writing, following these processes:

- Requests for absences from a course should be sent directly to the faculty member during the first two weeks of the quarter (or course start date, for courses starting in the middle of the academic quarter).
- For leave dates which fall during the first class meeting(s), the student is encouraged to make the request prior to the start of the course, but must inform the faculty member in writing no later than the first day in which the student is able to attend class following the leave for reasons of faith and conscience.
- For situations which cannot be predicted during the first two weeks of the quarter, the student may submit a request to the office of the vice president for student services, as soon as possible prior to the requested date. If approved by the vice president for student services or designee, the respective faculty will be notified by the office of the vice president for student services of the approval for leave. ~~Such absences must be requested in writing within the first two weeks of the quarter~~

The reasonable accommodations established by the faculty ~~and~~ may not incur additional fees or expenses for students. Faculty will include the language referencing this policy in their syllabi. Students who have concerns about approval or an affected grade may use the student complaint process to file their complaint. ~~so that students' grades are not adversely impacted by the absences.~~

TITLE: **Leave or Absences for Reasons of Faith and Conscience Policy**
NUMBER: **401**
STATUTORY AUTHORITY: **Chapter 168, laws of 2014; WAC 82-56-010; WAC 357-31-052**
APPROVED BY THE BOARD OF TRUSTEES: 2/18/2015

Employees: Whatcom Community College allows all employees two unpaid holidays per calendar year for a reason of faith or conscience or an organized activity conducted under the auspices of a religious denomination, church, or religious organization unless the employee's absence would impose an undue hardship on the College or the employee is necessary to maintain public safety.

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The reasonable accommodations established by the faculty may not incur additional fees or expenses for students. Faculty will include the language referencing this policy in their syllabi. Students who have concerns about approval or an affected grade may use the student complaint process to file their complaint..

Memorandum

Office of the Vice President for Student Services

To: Whatcom Community College Board of Trustees

From: Dr. Luca E. Lewis, Vice President for Student Services

CC: Kerri Holferty, Director for Access and Disability Services

Date: April 8, 2020

RE: Emotional Support Animal Policy

Recommendation

Adopt a new Emotional Support Animal (ESA) Board Policy, effective May 01, 2020. The College does not have a policy that addresses ESAs in student housing. This policy will provide guidance in upholding compliance with the Americans with Disabilities Act.

Background

With the completion of Whatcom Community College's Cedar Hall opening in fall 2020, Whatcom Community College will need to be prepared to support students with disabilities who may require ESAs in student housing. Under HUD's Fair Housing Act, an emotional support animal is viewed as a reasonable accommodation for individuals with disabilities.

The proposed policy will provide regulation and direction for ensuring the College is in compliance and students with disabilities have an equitable experience in student housing. The ESA policy were written in collaboration with residence life, safety and security, and access and disability services, human resources and administrative services.

Attachments (1):
Emotional Support Animal Policy

TITLE: Emotional Support Animal (ESA) Policy

NUMBER 533

APPROVED BY Board of Trustees

DATE

Whatcom Community College (WCC) recognizes the importance of “ESAs” under the Fair Housing Act that provide physical and/or emotional support to individuals with disabilities. WCC is committed to allowing ESAs necessary to provide individuals with disabilities an equal opportunity to fully participate in the housing program. The Whatcom Community College Emotional Support Animal (ESA) Procedure 750 explains the specific requirements applicable to an individual’s use of an ESA in student housing. WCC reserves the right to amend this Policy and associated Procedure as circumstances require. This policy applies solely to “ESAs” which may be necessary in student housing. It does not apply to “service animals” as defined by the ADA and WCC Procedure 744.

Although it is the policy of WCC that individuals are generally prohibited from having animals of any type in student housing, WCC will consider a request by an individual with a disability for reasonable accommodation from this prohibition to allow an ESA that is necessary and reasonable because of a disability. However, no ESA may be kept in student housing at any time prior to the individual receiving approval as a reasonable accommodation pursuant to this Policy.

PROCEDURE 750

TITLE: ESA Procedure

NUMBER 750

APPROVED BY President

DATE XXX

I. Definitions

a. Emotional Support Animal (ESA)

“ESAs” are a category of animals that provide necessary emotional support to an individual with a mental or psychiatric disability that alleviates one or more identified symptoms of an individual’s disability, but which are not considered Service Animals under the Americans with Disabilities Act (ADA). In most cases, ESAs provide the necessary support to individuals with disabilities without any formal training or certification. Generally, the presence of only one ESA will be approved for a student, and only one animal is allowed in a single residence unit in order to fulfill the intent of the FHA requirements. An ESA may be a dog (most common), cat, small bird, rabbit, hamster, gerbil, fish, turtle or other small, domesticated animal this traditionally kept in the home for pleasure. Generally, a dog must be at least 9 months of age to live on campus to assure that the dog is reliably housebroken, not disruptive to other residents, and has all of the immunizations necessary to make the dwelling safe and to be cohabitating with other humans and animals (that may be in residence).¹

b. Owner

The “Owner” is the individual who has requested the accommodation and has received approval from the College to bring the ESA into student housing.

c. Access & Disability Service Offices

The Access & Disability Services office (ADS) collaborates with individuals, faculty, and staff to ensure that individuals with disabilities have equal access to all college programs and activities.

II. Procedures for Requesting ESAs in Student Housing

The College will accept and consider requests for reasonable accommodation in student housing at any time. The individual making the request for an ESA shall complete the process as soon as practicable and before moving into student housing. However, if the request for accommodation is made fewer than 30 days before the individual intends to move into student housing, the College cannot guarantee that it will be able to meet the individual’s request for an ESA during the first quarter or term of occupancy.

¹ Animals that may be needed because of a disability may be identified by various names. For example, an individual may identify the animal as a companion animal, therapy animal or emotional support animal.

If the need for the accommodation arises when an individual already resides in student housing, they should contact Access & Disability Services and complete the request forms as soon as practicable. WCC cannot guarantee that it will be able to meet the individual's request for an ESA during the quarter or term in which the request is received.

The procedure for requesting ESAs requires submission of two documents:

- a. ESA Request for Information completed by a Mental Health Care Provider.
- b. Emergency Contact, Veterinary Contact, and Vaccination information sheet.

III. Criteria for Determining if Presence of the ESA is Reasonable

The question in determining if an ESA will be allowed in student housing is whether or not the ESA is necessary because of the individual's disability to afford the individual an equal opportunity to use and enjoy student housing and its presence in student housing is reasonable. Approval of an ESA and approval of a specific animal to serve as an ESA are two different things. However, even if the individual with a disability establishes necessity for an ESA and it is allowed in student housing, an ESA is not permitted in other areas of the College (eg: Libraries, academic buildings, athletic buildings and facilities, classrooms, food service areas, labs, etc).

- a. Student housing is unique in several aspects, including (but not limited to) the mandatory assignment of roommates for many individuals and the mandate that individuals share a suite in certain student housing. To ensure that the presence of ESAs is not an undue administrative burden or fundamental alteration of student housing, the College reserves the right to assign an individual with an ESA to a single room without a roommate.
- b. For all requests for ESAs, Access & Disability Services shall nonetheless consult with Residence Life in making a determination on a case-by-case basis of whether the presence of an ESA is reasonable. A request for an ESA may be denied as unreasonable if the presence of the animal: 1) imposes an undue financial and/or administrative burden; 2) fundamentally alters the student housing policies; and/or 3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including College property.
- c. The College may approve the presence of an ESA in student housing, but approval of the specific animal requested is a separate consideration from the need for emotional support. WCC may consider the following factors, among others, in student housing assignments for individuals with ESAs and the specific animal chosen, as evidenced in determining whether the presence of the animal is reasonable.
 1. The size of the crate/cage required to contain the animal while the student is not in the room is too large for available assigned housing space.
 2. The animal's presence would force another individual from individual housing (e.g. serious allergies).

3. The animal poses health risks from zoonotic diseases or safety concerns regarding containment that cannot be sufficiently mitigated for inclusion in the communal living setting.
4. Specific care and feeding requirements for a given species violate housing rules: no heating elements, no live food (such as crickets or mice), etc.
5. The animal's presence otherwise violates individuals' right to peace and quiet enjoyment.
6. The animal is not housebroken (generally this implies that the animal is less than 9 months old) or is unable to live with others in a reasonable manner.
7. The animal's vaccinations are not validated and current.
8. The animal poses or has posed in the past a direct threat to the individual or others such as aggressive behavior towards or injuring the individual or others.
9. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.
10. Generally, we require all animals to be spayed or neutered.

The College will not limit room assignments for individuals with ESAs to any particular building or floor because the individual needs an ESA because of a disability.

IV. Access to College Facilities by ESAs

a. ESAs

An ESA must be contained within the privately assigned individual living accommodations (e.g., room, suite, apartment) and cannot be in common areas except to the extent the individual is taking the animal out for natural relief. When an ESA is outside the private individual living accommodations, it must be in an animal carrier or controlled by a leash or harness. ESAs are not allowed in any College facilities other than college student housing to which the individual is assigned.

b. Dominion and Control

Notwithstanding the restrictions set forth herein, the ESA must be properly housed and restrained or otherwise under the dominion and control of the owner at all times. No owner shall permit the animal to go loose or run at large. If an animal is found running at large, the animal is subject to capture and confinement and immediate removal from student housing.

V. Individual's Responsibilities for ESA

Following the approval of the College's individual's request to live with an ESA, the individual is solely responsible for the custody and care of the ESA and must meet the following requirements:

a. General Responsibilities

1. The owner must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the individual's responsibility to know and understand these ordinances, laws, and regulations. The College has the right to require documentation of compliance with such ordinances, laws, and/or

regulations, which may include a vaccination certificate. The College reserves the right to request documentation showing that the animal has been licensed.

2. The owner is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner and, when provided, must use animal relief areas designated by the College.
3. The owner is required to ensure the animal is well-cared for at all times. Any evidence of mistreatment or abuse may result in immediate removal of the ESA and/or discipline for the individual.
4. The College will not ask for or require an individual with a disability to pay a fee or surcharge for an approved ESA.
5. An individual with a disability may be charged for any damage caused by their ESA beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond reasonable wear and tear. The owner's living accommodations may also be inspected for fleas, ticks, or other pests if necessary, as part of the College's standard or routine inspections. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a College-approved pest control service. The owner will be billed for the expense of any pest treatment above and beyond standard pest management in residence halls. The College shall have the right to bill the individual's account for unmet obligations under this provision.
6. The owner must fully cooperate with the College personnel with regard to meeting the terms of the Procedure for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc).
7. ESAs may not be left overnight in student housing to be cared for by any individual other than the owner. If the owner is to be absent from their student housing overnight or longer, the animal must accompany the owner. The owner is responsible for ensuring that the ESA is contained, as appropriate, when the owner is not present while attending classes or other activities. The College has the right to inspect the proposed containment and may require a more secure confinement.
8. The owner agrees to abide by all equally applicable residential policies that are unrelated to the individual's disability such as assuring that the animal does not unduly interfere with the routine activities of the housing or cause difficulties for individuals who reside there.
9. The animal is allowed in student housing only as long as it is necessary because of the owner's disability. The owner must notify the Access & Disability Services office in writing if the ESA is no longer needed or is no longer in residence. To replace an ESA, the new animal must be necessary because of the owner's disability and the owner must follow the procedures in this when requesting a different animal.
10. College personnel shall **not** be required to provide care or food for any ESA including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm.

Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

11. The animal will not be bathed or its cage/crate, or bedding cleaned using student housing or college facilities.
12. You must name a non-resident emergency contact who is able to care for the ESA on short notice or remove the animal within 48 hours as necessary.
13. Should the ESA be removed from the premises for any reason, the owner is expected to fulfill their housing obligations for the remainder of the housing contract.
14. The individual must provide written consent for Access & Disability Services to disclose information regarding the request for and presence of the ESA to those individuals who may be impacted by the presence of the animal including, but not limited to, Student Housing personnel and potential and/or actual roommate(s)/neighbor(s). Such information shall be limited to information related to the animal and shall not include information related to the individual's disability.
15. Failure to abide by the ESA Agreement may result in revocation of the approval.

VI. Removal of ESA

The College may require the individual to remove the animal from student housing if:

- a. The animal poses a direct threat to the health or safety of others.
- b. The animal causes substantial property damage to the property of others.
- c. The animal's presence results in a fundamental alteration of a College program.
- d. The owner does not comply with the owner's responsibilities set forth above.
- e. The animal or its presence creates an unmanageable disturbance or interference with the College community.

The College will base such determinations upon the consideration of the behavior of the particular animal at issue, and not on speculation or fear about the harm or damages an animal may cause. Any removal of the animal will be done in consultation with the Access & Disability Services office and may be appealed to the vice president for student services. The Owner will be afforded all rights of due process and appeal as outlined in the process.

Should the ESA be removed from the premises for any reason, the owner is expected to fulfill their housing obligations for the remainder of the housing contract.

VII. Non-retaliation Provision

The College will not retaliate against any person because that individual has requested or received a reasonable accommodation in student housing, including a request for an ESA.

By my signature below, I verify that I have read, understand and will abide by the requirements outlined here and I agree to provide the additional information required to complete my Request for a Reasonable Accommodation under the College's ESA Policy for Student housing.

Acknowledgement and Release of Information Consent Form

I have read and understood the Whatcom Community College (WCC) ESA Policy and Procedure Agreement and I agree to abide by all of the requirements applicable to ESAs. I understand that my failure to comply with the ESA Policy or Procedure could result in the removal of my ESA and I will be nonetheless required to fulfill my housing, academic, and all other obligations for the remainder of the housing agreement; as well as be subject to the Student Conduct violation.

I furthermore give permission to the Access & Disability Services office to disclose to others impacted by the presence of my ESA (e.g., Residence Life staff, potential and/or actual roommate(s)/neighbor(s)) that I will be living with an animal as an accommodation. I understand that this information will be shared with the intent of preparing for the presence of the ESA and/or resolving any potential issues associated with the presence of the ESA.

I further recognize that the presence of the ESA may be noticed by others visiting or residing in student housing and agree that staff may acknowledge the presence of the animal, and explain that under certain circumstances ESAs are permitted for persons with disabilities.

Student Requesting ESA Signature

Date

Access & Disability Services Representative

Date

Residence Life Representative

Date

Print Student Name

Student ID#

Student Phone Number

Emergency Contact Information

The student must provide contact information for an alternative caregiver who will take responsibility of the Emotional Support Animal (ESA) and remove it from campus should the student be unable to care for it (e.g., hospitalization). This caregiver/emergency contact must reside off campus and must be available to remove the ESA in a timely manner appropriate for the animal species and needed care.

Emergency Contact Name

Phone #1

Address

Phone #2

City, State, Zip

Veterinarian Contact Information

Veterinarian Name

Address

City, State, Zip

Phone

Vaccination Information

All current state and local animal licenses, where applicable, are required for the ESA. The ESA must be immunized against disease common to that type of animal. Dogs and cats must have proof of current rabies vaccination. A copy of the current licensing documentation for the ESA will be kept on file and must be kept current.

Please attach copies of appropriate vaccination documentation and current veterinary Health Certificate to this form.

Whatcom

COMMUNITY COLLEGE

Reports to the Board of Trustees April 8, 2020 Meeting

➤ ASWCC – Mario Alem, President

- **Student Engagement** (*Goal 3.1 Ensure all students have access to campus resources that support educational success, Goal 3.6 Increase campus engagement in social justice education and leadership opportunities*)
 - ASWCC Senate
 - Twenty-five people attended the last ASWCC Senate meeting of winter quarter on March 9, 2020.
 - The ASWCC Senate Tabling and Logistics Committee (TLC) tabled several times during winter quarter promoting student government by handing out applications for ASWCC Student Government positions for the 2020-2021 academic year and talking with students about their personal experience in the ASWCC Senate.
 - ASWCC Orcas Volunteers
 - Hosted an Orca Volunteer Recognition Event where volunteers were recognized for their hard work with the ASWCC Orca Volunteer Program. In total, 13 people attended the event and 6 volunteers were recognized for their volunteering efforts
 - Volunteer Weekly Mingles (Vingles) have been created. This is a recurring event designed to support the ASWCC Orca Volunteers Program and to allow volunteers to make connections with one another. Three Vingles were hosted over the course of winter quarter.
 - A volunteer page was created on the ASWCC website. This page details the ASWCC Orca Volunteer Program. Through the site, students are able to learn about the program and register to become an Orca Volunteer.
 - ASWCC Clubs
 - Thirty-one clubs were chartered as of March 24th, 2020.
 - Club Weekly Mingles are continuing. These event are geared towards supporting ASWCC clubs and allowing students to make connections through clubs. Twelve people attended the last Wingle that was on March 11th.
- **Collaboration** (*Goal 2.1 Increase Collaboration and communication to serve collective needs across the college*)
 - Global Cultural Appreciation Night
 - This was an event aimed at celebrating our diverse student body at Whatcom by opening up the opportunity for students to show the aspects of their culture and to learn more about other cultures
 - To make this event successful, ASWCC Student Government collaborated with students, clubs, the International Office, and outside organizations. In total there were 167 attendees.

- Foundation Donor Appeal Letter
 - In collaboration with the Whatcom Foundation, ASWCC Student Government released a letter that went out to Foundation Donors. This letter detailed the issues that students have been facing as a result of the COVID-19 Pandemic and encouraged donors to provide a donation to the Foundation, as the donation would give positive impact to WCC students and work to address their needs.

➤ **Administrative Services—Nate Langstraat, Vice President**

- **Finance** *(4.1 Offer programs, services, and facilities that support college needs and market demands)*
 - The State Auditor’s office has completed its onsite work for the fiscal year 2019 financial statement audit; an exit meeting will be scheduled for April 2020. This meeting will probably get hosted virtually.
 - The budget process for 2020-21 has been slow due to the COVID-19 response. Cost of living salary increases have been calculated and budget managers have begun submitting their requests. The March 27 deadline for budget submissions was lifted. Continued conversations around the statewide budget picture and the potential for a special legislative session may directly impact the local process.
 - The business office is tracking COVID-19 expenses per state guidance. Tracking expenses proactively positions the College well for reimbursement opportunities.
 - With the switch to online classes for spring quarter, staff have worked on changes in how [tuition and fees](#) are calculated for spring quarter. In addition, the student rec center and transit fees have been waived for spring quarter 2020.
- **Facilities & Operations** *(4.1 Offer programs, services and facilities that support College needs and market demands)*
 - The Learning Commons and Cedar Hall have been deemed “essential” capital projects by the Department of Enterprise Services, allowing them to continue during the current “stay at home” order associated with COVID-19. Both projects are in the final phases of interior finishes and punch list items. The majority of the landscaping work is completed for the Learning Commons with the final furniture installation beginning on March 30 and continuing through mid-April. Site work continues at Cedar Hall with concrete flatwork and construction of the bike and picnic shelters and landscaped areas planned for April and May.
 - Facilities staff are making great progress on the owner furnished, owner installed systems and equipment for the Learning Commons and Cedar Hall. Additionally, staff have participated in multiple trainings for each building related to the maintenance and operations of the new systems.
 - Facilities and Operations staff continue to support institutional needs related to the COVID-19 response with targeted disinfection strategies, access to resources, and education for staff.

- Facilities and Operations have hired two new Custodians (Eva Molina and Brandon Krueger), and one new Maintenance Mechanic (Kyler Larsen) has joined the team. Though they will work across campus to meet operational needs, their positions will be focused on supporting the addition of the Learning Commons in the near future.
- **Emergency Preparedness, Safety & Security** *(5.3 Promote a safe environment for teaching, learning, and working)*
 - Focus continues on COVID-19 planning and response. Incident command was assigned to the Director for Safety and Security. Response team meetings occur regularly to stay aware of situational reports, identify campus and stakeholder needs, discuss partnerships with external agencies, and cross-communicate between the major institutional divisions. A major effort of the response team is to coordinate effective and timely communications as the pandemic continues to evolve. More information can be found at whatcom.edu/covid19.
- **Conference & Event Services (CES)** *(4.1 Offer programs, services, and facilities that support college)*
 - Due to the current situation with COVID-19, all conferences and events are canceled through mid-April and will continue to be evaluated on a rolling two-week schedule.
 - Research and planning has been initiated to determine viability of year-end events and celebrations with a focus on identifying alternative ideas to hold these recognition events while putting the safety and health of our campus community first.
- **Information Technology** *(4.1 Offer programs, services and facilities that support College needs and market demands)*
 - IT has been working with the Audio Visual (AV) contractor to install AV equipment in the Learning Commons; this same activity is occurring with the security camera vendor.
 - Networking of wireless access points, TV's, and security cameras for Cedar Hall is progressing.
 - In response to COVID-19, IT has worked to redeploy college-owned mobile technology assets. The College has approximately 225 laptops available for checkout to accommodate faculty/staff, and possibly students. IT has been working to deploy a mobile virtual phone system to allow key college extensions to be answered remotely. The virtual desktop infrastructure (VDI) has been invaluable during the stay at home order issued by the Governor. IT staff will continue to monitor and evaluate upgrades needed to sustain the volume of connections in VDI.
- **Bookstore** *(4.1 Offer programs, services, and facilities that support college needs and market demands, 3.1 Ensure all students have access to campus resources that support educational success)*
 - During the recent service disruptions due to COVID-19 precautions, the Bookstore implemented a free freight program for all spring quarter purchases made through the bookstore's online sales website. The Bookstore also initiated a remote drop off service for rental book returns. Both of these new services will be studied for future viability.

➤ **Student Services—Luca Lewis, Vice President**

- **Student Life and Development:** *(Goal 1.4 Provide students with mentors, internships, and career preparation, 2.2 Create teaching and learning communities,)*
 - Applications for the 2020-21 student leader positions are open with an extended deadline of April 23, 2020. This includes positions with the ASWCC Executive Board and the ASWCC Programming and Diversity Board.
- **Athletics:** *(Goal 1.3 Promote student access through quality services and resources, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
 - Women's Basketball captured the NWAC North Region Title for the first time since 2007.
 - Women's Basketball Head Coach, Anthony Slater, was named the NWAC North Region Coach of the Year.
 - Women's Basketball Freshmen, Madison Chisman, was named the NWAC North Region MVP and Freshman of the Year.
 - Postponed the Orca Golf Classic Fundraising Tournament (August 3, 2020), and the Health and Wellness Fair.
- **Community Standards and Residence Life:** *(Goal 2.1 Increase collaboration and communication to serve collective needs across the College, 2.5 Cultivate community awareness and support for the College, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
 - Transitioned Community Standards and Residence Life staff to a remote response system using telephone, text, and video conferencing for all student communications, including the Behavioral Intervention Team.
 - Hired the Residence Life Coordinator Live In, whose primary responsibilities include hiring and supervising Residence Advisors, creating community through developed programming and providing 24/7 hour on-site response in Cedar Hall.
- **K-12 Partnerships:** *(Goal 1.3 Promote student access through quality services and resources. 3.1 Ensure all students have access to campus resources that support educational success. 4.2 Increase college enrollment and secure resources for the continued viability of the College)*
 - Completed Pod Prep activities at Blaine High School (24 students), and Mount Baker High School (14 students), as well as visited Mount Vernon High School (10 students).
 - Hosted one Information Session on campus (120 participants) and posted a video recording of the event online to give remote access for this event.
 - Created a WCC Outreach page on Instagram platform to engage high school seniors while they are away from the in person school setting.
 - Conducted Running Start focus groups related to advising at WCC. Nine students participated and share their experiences with WCC Running Start which was overall very positive.

- **Entry Services:** *(Goal 1.3 Promote student access through quality services and resources, 3.1 Ensure all students have access to campus resources that support educational success)*
 - Expanded abilities for staff from other departments to register student remotely, including training for over 30 staff on the registration process.
 - Entered into an agreement with Parchment Services to expand our capacity for sending transcripts remotely and electronically. Parchment gives students the ability to track transcripts from the time of order until they are received.
- **Academic Advising and Career Services** *(4.3 Provide ongoing opportunities for faculty and staff professional growth, 4.4 Enhance the safety of the college environment)*
 - Welcomed Kate Di Nitto as the new Associate Director for Advising and Career Services. In addition to advising specific training, Kate is meeting with colleagues in other departments as part of training and professional development.
- **Access and Disabilities Services:** *(Goal 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes, 4.3 Increase access for underrepresented populations)*
 - ADS ended winter quarter with 402 students with disabilities that had 629 accommodation letters sent to faculty. This compares with 413 students and 567 accommodation letters winter 2019.
 - As of March 24, 2020, 362 students with disabilities are enrolled for spring quarter compared to 366 students on the same day for spring 2019.
 - Collaborated with the Teaching and Learning Center to ensure faculty have accessibility information needed for ADA compliance while deploying online courses.

➤ **Instruction— Ed Harri, Vice President**

- **Grants** *(1.1 Improve student success in retention, completion, transfer, and employment; 4.2 Increase college enrollment and secure resources for the continued viability of the College)*
 - **WCC grants** that rely on face-to-face instruction or have events planned will likely be impacted by COVID-19, but many of the grant leads are brainstorming solutions, communicating with their program officers, requesting modifications, and exploring extensions. Overall, funding agencies want Whatcom grants to succeed, appreciate creative solutions and proactive communication, and understand we are all facing unprecedented times.
 - **State funding agencies:** WCC has instituted several innovations, including funding online supports instead of in-class supports; purchasing programs and simulations to support instruction; developing online labs; and hosting virtual events instead of in-person events. SBCTC has streamlined the process for modifying grant deliverables, if needed.
 - **Federal funding agencies:** Several grant restrictions have been loosened due to COVID-19, including waiving some requirements, allowing for the cost of

canceled events and travel, and automatically extending periods of performance. NSF, Whatcom's largest source of federal grants, is committed to providing flexibility.

- **Counseling services** (1.3 Promote student access through quality services and resources, 4.4 Enhance the safety of the college environment)
 - Whatcom counselors currently are providing phone counseling sessions to students, and are in the process of identifying secure, affordable telehealth video conferencing options.
- **Teaching & Learning Center (T&LC)** (2.2 Create teaching and learning communities, 3.1 Ensure all student have access to campus resources that support educational success)
 - T&LC staff are providing training opportunities and resources for faculty to facilitate the rapid move online and course preparations for spring quarter. Ongoing workshops and other training opportunities address questions about Canvas, and how to convert face-to-face classroom activities and assignments to an online environment.
- **Nursing Program** (1.4 Provide students with mentors, internships, and career preparation)
 - Nursing smoothly transitioned to online instruction to complete winter quarter. Simulation lab faculty and staff provided the planned face-to-face simulation experience in online format. Second year students completed case studies and teaching plans to replace suspended clinical experiences. For spring quarter, the nursing program is challenged to provide the lab skills, and clinical and simulation experiences in ways that protect students, faculty and staff. Re-entry into clinical agencies is uncertain. By moving didactic content forward in the quarter, integrating virtual simulation, and preparing for small group skill lab and face-to-face simulation are some of the ways the faculty are adapting coursework. Remote proctored testing is proposed to meet the need for student testing. With assistance of the Nursing Commission, WCC's nursing program continues to adapt to changing circumstances.
- **Co-operative Education** (1.4 Provide students with mentors, internships, and career preparation)
 - Co-operative Education is helping students gain work-based experience through creative partnerships with local companies and organizations that allow students to participate in online internships. Through these internships, students gain valuable work skills to equip them for the new work reality, such as essential communication skills and effective remote work habits.
- **Title III** (1.3 Promote student access through quality services and resources, 3.1 Ensure all students have access to campus resources that support educational success)
 - Title III Project Director and Student Services staff are implementing a virtual *One Stop* for students. The goal is to maintain contact and provide direct support for students. Plans include welcome calls to students who have not taken an online course, a virtual *One Stop* page on the Whatcom website with centralized services students need to be successful, and training for staff.
- **Community and Continuing Education (CCE)** (1.4 Provide students with mentors, internships, and career preparation, 2.6 Engage with business and industry to strengthen regional and economic development)

- CCE is working with Job Skills Program (JSP) grant clients to move in-person customized training online using platforms such as Zoom and Microsoft Teams.
- CCE is exploring options for online technology camps for youth (8-14) for spring and summer quarters.
- The Paralegal / Limited License Legal Technician (LLLT) program and CCE have collaborated to offer a series of three online practice area courses, previously offered through the UW Law School Continuing Education, for students working to become LLLTs. Starting spring quarter, students who have completed WCC's Paralegal/LLLT 45-credit core curriculum will be able to take Family Law I through CCE, followed by Family II in summer 2020 and Family III in fall 2020, to satisfy the practice area focused coursework, an additional LLLT educational requirement. We anticipate this could expand as new practice areas are approved by the WA Supreme Court.

➔ **Foundation and College Advancement – Eva Schulte, Executive Director**

- **Foundation** *2.5 Cultivate community awareness and support for the College; 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes.*
 - **Fundraising Update:**
 - Draft reports show that we received 35 gifts and pledges totaling \$12,020 for the month of March. Fiscal year to date as of March 24, 2020, we have received \$326,806 in gifts and pledges.
 - **Foundation News:**
 - In light of the COVID-19 pandemic, campaign staff and volunteer leaders have quickly pivoted from a public event strategy to a virtual engagement strategy to share the good work happening on campus while building relationships with prospective donors and the broader community. The campaign has shifted to focus the remaining \$199,000 goal on unrestricted capacity to respond to urgent needs and emergent opportunities.
 - On March 18th, the Foundation launched an appeal series via email based on urgent needs. The appeal, which centers on emergency food, housing, childcare, and health needs of students, has earned \$5,995 from 23 donors as of March 24th. 39% of donors as of that date are WCC faculty and staff. Foundation staff will continue fundraising around this important effort through the end of the fiscal year.
 - The WCC Foundation Scholarship application closed on March 2nd, and the Scholarship Review Committee is reviewing the 359 applications submitted. The 22 person committee is comprised of WCC and Foundation staff, faculty, WCCF board members, and WCC retirees. The applications are highly compelling and the Foundation staff are gathering student statements that can be shared.
- **Community Affairs** *2.1 Increase collaboration and communication to serve collective needs across the College; 2.5 Cultivate community awareness and support for the College.*
 - **Community Relationship Highlights:**
 - Through coordination between the Foundation team and Communications and Marketing team, Advancement is designing a six month plan beginning

in April to outreach to the larger community on WCC decisions related to COVID-19. This outreach will also include regular connection points by e-mail, phone, social media, webinars and press. Outreach will engage donors, students, faculty and staff, civic leaders, WCC friends, alumni and retirees, and the larger community. Our main goal is to stay connected to all WCC stakeholders during this time of transition and global health crisis. Areas of communication will include: community resources and connections, grant applications for urgent student and community needs outside of tuition and scholarships, Orca Food Pantry, WCC donations received and given to larger relief efforts, stories on how WCC stakeholders are positively responding in this time of global health crisis, and any noteworthy coordination with Whatcom Unified Command and larger relief efforts.

- **Communications, Marketing and Publications** *1.3 Promote student access through quality services and resources; 2.1 Increase collaboration and communication to serve collective needs across the College; 2.6 Engage with business and industry to strengthen regional economic development.*
 - **Web and Social Media Highlights**
 - Created COVID-19 resource page for students, faculty, staff and community members. Updating daily. www.whatcom.edu/COVID19
 - Created new Remote Services Directory for students to access our services online, without visiting campus. www.whatcom.edu/contactus
 - Developing social media campaign of FAQs to help students with common COVID-19 and online learning questions
 - Twitter post about WCC winning the food fight challenge received 559 impressions on Twitter and became a top media post
 - Facebook post congratulating our nursing program for being ranked #3 from registerednursing.com reached 1.4K people and received 52 reactions
 - LinkedIn news of our new student housing accepting applications for Fall 2020 received 766 impressions and 23 likes
 - **Publications and Advertising Highlights**
 - Developing new advertising campaign promoting spring quarter transition to online learning
 - Online and social media ads promoting student housing applications have launched – Campaign will run March – May
 - Updated the Washington College Grant / Free College poster for future messaging
 - New Cooperative Preschools poster created, for future messaging
 - **Press Releases and Resulting Media Coverage**

[Coronavirus-related coverage:](#)

 - [How is the Whatcom construction industry withstanding the coronavirus impact?, Bellingham Herald, 3/23/2020](#)
 - [WCC, WWU delay start of spring quarter, KGMI, 3/16/2020](#)
 - [WCC in-person classes cancelled today, KGMI, 3/11/2020](#)
 - [WWU, WCC move all classes online after Whatcom County's first COVID-19 diagnosis, Bellingham Herald, 3/11/2020](#)

- [Whatcom Community College has canceled all in-person class meetings for March 11, Bellingham Herald, 3/10/2020](#)
- [As coronavirus concerns grow, here's what Whatcom schools, colleges plan, Bellingham Herald, 3/3/2010](#)

Other coverage:

- [Whatcom Community College's first on-campus student housing opens this fall, Ferndale Record, 3/9/2020](#)
- [Women's basketball tournament suspended due to coronavirus concerns, KGMI, 3/6/2020](#)
- [SHIBA, Medicare services now offered by Opportunity Council, BBJ, 3/5/2020](#)
- [WCC offering on-campus student housing, KGMI, 3/3/2020](#)
- [Whatcom Community College students can now apply to live on-campus for fall quarter, Bellingham Herald, 3/3/2020](#)
- [WCC to offer new business management bachelor's degree, 2/27/2020](#)
- [March Author Events at Village Books, 2/27/2020](#)
- [WCC Approved to Offer Online Bachelor of Applied Science Degree in Applied Business Management Beginning Fall 2020, The Chamber, 2/26/20](#)
- [Jansen center hosts one event with Whatcom READS author, Lynden Tribune, 2/26/2020](#)
- Read more at whatcom.edu/news