

## MEMBERS:

- **Rebecca Johnson,**  
Chair
- **Wendy Bohlke,**  
Vice Chair
- **Steve Adelstein**
- **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

**January 13, 2021**

## BOARD OF TRUSTEES

### Meeting Agenda

Wednesday, December 16, 2020

Regular Board Meeting -2:00 pm

Via Zoom

<https://us02web.zoom.us/j/83293288039?pwd=RDhudjR0WEEd3cFJERnUrc3F4a25vUT09>

Meeting ID: 832 9328 8039

Passcode: 667010

- I. Call to Order & Approval of Agenda, and Notice of Public Comment Time
- II. Consent Agenda Tab 1
  - a. Minutes of November 18, 2020 Board of Trustees Meeting (Attachment A)
  - b. Proposed Summer 2020 Graduates
- III. Public Comment
  - [Protocols for Public Comment](#)
- IV. Action Item Tab 2
  - Proposed Title IX Emergency Rules Extension
- V. Executive Session
  - to review the performance of a public employee...
  - to discuss collective bargaining...
  - 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
- VI. 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 November 18, 2020 Board of Trustees Meeting (Attachment A)
- b. Proposed Summer Quarter 2020 Graduates (Attachment B)

### 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."*

**MINUTES**  
**BOARD OF TRUSTEES MEETING**  
**Virtual Meeting via Zoom**  
**Wednesday, November 18, 2020**  
**2:00 p.m.**

- **CALL TO ORDER** Chair Rebecca Johnson officially called the Board of Trustees meeting to order at 2:00 p.m. Present in addition to the chair were trustees Wendy Bohlke, Steve Adelstein, John Pedlow, and Teresa Taylor, constituting a quorum. Others present included President Hiyane-Brown; Nate Langstraat, Vice President for Administrative Services; Ed Harri, Vice President for Instruction; Luca Lewis, Vice President for Student Services; Eva Schulte, Executive Director for Institutional Advancement; Terri Thayer, Interim College Equity Officer; 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 Johnson announced that there is a designated time for public comment on the agenda.

**CONSENT AGENDA**

- **Consent Agenda**
  - a. Minutes of the October 14, 2020 Board of Trustees meeting.
  - b. Chair Johnson stated: “If there are no objections, this will be adopted.” As there were no objections, **this item was adopted.**

**PUBLIC COMMENT**

- Chair Johnson called for public comment.
  - Tommaso Vannelli, president of WCC Federation of Teachers, read a letter to the Board (see attached)
  - Catherine Chapman shared the following statement with the Board: “As a member of the public and retired adjunct faculty, I should like to make a comment related to current adjunct faculty. The fact that the Board of Trustees would give the College President any raise in pay in the present circumstances is insensitive, to say the least. For many adjuncts, that pay increase amounts to half of their ANNUAL salary. In addition, during the current

pandemic, classes in some programs have been cut. This has resulted in adjuncts either having lost their incomes completely or having had their hours reduced, so they no longer qualify for health benefits - just at a time when having health insurance is more important than ever. Let's get some context here: the current cost to self-insure through COBRA is nearly \$8,000 a year, and COBRA coverage for themselves plus another family member is over \$15,000 a year. Remember, that is just the cost of health insurance, let alone covering daily living expenses. Now can you see why I am so dismayed by this proposed pay increase at this point in time? Thank you."

## **PRESIDENT'S REPORT**

- Members of president's cabinet provided an update on Re-entry planning efforts. Highlights included:
  - The Pandemic Re-Entry Plan (document available on WCC's COVID-19 Planning page on Compass) was developed to provide a framework to resume campus operations within reason and as permitted. This plan is a working document and has been shared with Safety Committee, Cabinet, Contract Administration Committee and union leaderships.
  - Instruction is the process of developing a draft planning guide for in-person instruction in preparation for additional in-person instruction when it is safe to do so.
  - Athletics has been closely following guidelines from the Northwest Athletics Conference (NWAC).
  - Safety guidelines established for Cedar Hall.
  - Raquel Vernola discussed protocols using different scenarios.

President Kathi expressed her appreciation for Vernola's hard work. Chair Johnson shared that she along with trustees Bohlke and Pedlow, attended ACT's Legislative Committee meeting. One of the topics discussed was re-entry planning and the work WCC is doing could be shared as best practice. She expressed her appreciation for staff's hard work.

## **DISCUSSION OF THE BOARD**

- **Proposed 2021 Board of Trustees Meeting Schedule**

Trustee Pedlow moved to approve the proposed 2021 Board of Trustees Meeting Schedule. It was seconded by Trustee Taylor and the motion passed unanimously.

## **BREAK**

- The meeting was adjourned for a five-minute break at 2:40 p.m.

- The meeting reconvened into open session at 2:45 p.m.

### **EXECUTIVE SESSION**

- At 2:45 p.m. the meeting was adjourned for a closed Executive Session of the Board for approximately thirty 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.

Chair Johnson announced that action was not anticipated. Guests included President Kathi Hiyane-Brown, and Assistant Attorney General Kerena Higgins.

At 3:15 p.m. the Executive Session was extended for another fifteen minutes.

The Executive Session adjourned at 3:30 p.m. and the Board reconvened into open session at 3:30 p.m.

- Chair Johnson shared "The following is a statement from the Board in response to the letter received from WCC Federation of Teachers on November 9, 2020 and was also read by Tommaso Vannelli during today's public comment period.

"The entire world is facing an unprecedented pandemic and a most challenging time. Our responsibility as trustees is to do what's in the best interest of Whatcom Community College, its students, faculty, staff, and the community. To lose our president at the end of her contract in June 2021, would have put the college in a very challenging position. We value Dr. Hiyane-Brown's leadership, and retaining her at the college guarantees continuity and stability into the future for Whatcom Community College".

### **ADJOURNMENT**

- There being no further business, the meeting was adjourned at 3:32 p.m.

To the Whatcom Community College Board of Trustees,

The faculty union seeks clarification from the Board of Trustees on the financial impact and process for extending the President's contract. As in the past, our concerns are not about a specific individual. Rather, we again point to a lack of transparency in the selection and retention of College leadership.

To our knowledge, no employee group in the college was consulted on the President's performance prior to this contract extension. This is contrary to the spirit of shared governance and accountability. It does not meet even the minimal professional standards set for faculty, who are required to receive periodic student feedback as a basic condition of continued employment.

The College had already incurred a budget shortfall of nearly \$2 million prior to the pandemic. We now face significant uncertainty about the future of state and College finances, as well as the potential long-term impacts of an historic drop in enrollment. In the last six months, the College has cut numerous faculty and part-time staff positions, including some of our most vulnerable employees who have lost health benefits. The College has also reduced academic operating budgets to a bare minimum. In some cases, this is often not enough to buy even a single library copy of a textbook for students.

In this context, a pay raise of approximately \$17,000 for any College employee would seem to require further justification and an open discussion.

We would also like clarification of the terms of the President's sabbatical. While the sabbatical may not have cash value in a strictly legal sense, it represents an incentive value of approximately \$50,000. Given the College's past resistance to faculty sabbaticals and the uncertain financial landscape, we would like a more detailed explanation of the President's plan. We are also unclear if the individual(s) performing the President's duties in her absence will receive additional remuneration.

The faculty union requests that the Board provide a formal reply to this letter at the December meeting, including the following:

- 1) a financial impact statement for the duration of the President's contract extension, including the funding source and any anticipated vacation "cash outs"
- 2) an explanation of the criteria and performance indicators that justify the contract extension
- 3) a work plan for redistribution of the President's duties during sabbatical, including any financial costs incurred for travel or staffing backfill

Respectfully,  
the WCC Federation of Teachers

# WHATCOM COMMUNITY COLLEGE

## SUMMER 2020 GRADUATES

August 21, 2020

### BACHELOR OF APPLIED SCIENCE IT NETWORKING CYBERSECURITY

Clayton A. Livermore

### HONORS PROGRAM

Shelley T. Booth \*

Juana E. Jimenez \*

Blayze Kiefervanderyac \*

### ASSOCIATE IN ARTS AND SCIENCES

Camden J. Allard	Blayze Kiefervanderyac *
Aastha Bhanot	Zachary A. Kinney
Noelle A. Bittner *	Ted M. Knecht
Tyler Blouin *	Colton D. Laird
Shelley T. Booth *	Eric T. McClintock
Greg R. Bowman	Hannah McDonnell *
Sunny Brar	Delaney M. Meerdink *
Carolyn G. Caldwell	Madison K. Miller
Kenia G. Carranza	Marshall M. Mills
Gabriel J. Cochran	Kendra D. Morgan
Nestor Cruz	Rebekah A. Murphy
Melanie G. Deleon	Jovanique B. Navarro
Kergan Devrij-Bradley	Christopher L. Nelson *
Harpreet K. Dhaliwal	Ezinna C. Onukwufor
Aaron L. Ebner *	Scott T. Pacheco
Conor A. Fields	Kaitlin L. Parks *
Rylee M. Finkbonner	Sarah R. Peterson
Joseph B. Fischer	Alexander C. Pierott
James A. Gibson *	Victoria V. Purpura
Elizabeth J. Hand	Ricar Ramirez-Guerrero *
Galen J. Haven *	Ella K. Rensink *
Collin W. Heath	Andrea J. Sahagian *
Emily A. Henson *	Isabella M. Saiz
Tyler M. Hiorns	Willow-Wren Shigetani *
Jui Che Ho *	Katherine M. Solchaga
Kendra L. Hollibaugh	Anthony C. Spelchake
Natasha J. Jewell	Minh-Huu Tran *
Juana E. Jimenez *	Terry L. Tschaekofske
Sydney F. Jones *	Trevor A. Turpen
Matthew M. Keene *	Angela J. Van-Beek *
Valerie K. Ketcham	Christine S. Weible

\*NOTE: These students finished in a previous quarter.

Desiree L. Williams

**ASSOCIATE IN BUSINESS**

Olivia Antonio-Jose  
Briana L. Dennis  
Crystal M. Garcia  
Nicole J. Given \*  
Tori D. Handerson

Phu Tran-Thanh Hoang \*  
Jasleen Kaur \*  
Keaton M. Seifert \*  
Alea C. Townsend

**ASSOCIATE IN NURSING**  
**ASSOCIATE IN SCIENCE TRANSFER**

Claire R. Adams (2 degrees)  
Raymond V. Eberle  
Aidan C. Harvey (2 degrees)  
Robert M. Hoekendorf

Sara C. Pruett  
Frozan Sadat \*  
Christina M. Shaw

**ASSOCIATE IN APPLIED SCIENCE- TRANSFER**  
**CYBERSECURITY**

Danial Meskinimood \*

**ASSOCIATE IN APPLIED SCIENCE- TRANSFER**  
**EARLY CHILDHOOD EDUCATION**

Mariah M. Kelmis \*  
Rachel A. Mccausland \*

**ASSOCIATE IN LIBERAL STUDIES**

Martina Ls Gehringer \*  
Natasha Hannibal  
Daniel E. Sigel \*

**ASSOCIATE IN SCIENCE BUSINESS ADMINISTRATION**

Anna M. Andrukov \*  
Elizeth Avila \*  
Jonathan Bergman  
Steven M. Daves \*  
Tasha J. Lemay

Esmeralda R. Ortiz  
Jeannette M. Shaver \*  
Amanda L. Vreeman  
Lea M. Whitson \*

**ASSOCIATE IN SCIENCE COMPUTER INFORMATION SYSTEMS**

Jacob N. Boyd-Abernathy  
Michael B. Montgomery \*

\*NOTE: These students finished in a previous quarter.



**ASSOCIATE IN SCIENCE PARALEGAL STUDIES**

Cynthia K. Silva \*

**ASSOCIATE IN ARTS VISUAL COMMUNICATIONS**

Kelsey A. Bell \*  
Alina Belous  
Brandee L. Simons \*

**CERTIFICATE MASSAGE THERAPIST**

Cheyenne S. Griffin

**CERTIFICATE SUBSTANCE USE DISORDER PROFESSIONAL**

Jacqueline D. Hause

**HIGH SCHOOL DIPLOMA**

Ashlee M. Campbell  
Ashley M. Dehaven  
Mercedes L. Deming  
Phu Tran-Thanh Hoang  
Rebekah A. Murphy

Brittany J. Scott  
Michelle E. Tena  
Minh-Huu Tran  
Andres A. Villanueva  
Macaila E. Williams

\*NOTE: These students finished in a previous quarter.



## Memorandum

Office of Human Resources and Student Services

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To: Whatcom Community College Board of Trustees

From: Benjamin Reed, Title IX & ADA Coordinator  
Becky Rawlings, Executive Director for Human Resources  
Dr. Luca E. Lewis, Vice President for Student Services

Date: December 16, 2020

RE: Title IX Emergency Rules Extension

The United States Department of Education Office for Civil Rights released final regulations under the Title IX Education Amendments of 1972 on May 6, 2020 to go into effect on August 14, 2020. At the August 2020 Special Board meeting, the Board approved these emergency rules for 120 days to allow time for review. Concurrently, Washington State filed a preliminary injunction which the court has since ruled against.

The College seeks Board approval for an extension to the emergency rules for an additional 120 days to allow for additional time to revise existing policies, develop new policies that align with the new federal rules, and to allow for additional input and feedback from employees, students, union leadership, community stakeholder groups, and the Board of Trustees.

Attached for your reference are the memorandum and emergency rules approved at the Special Board of Trustees meeting in August 2020 which impacts the College's current WACs (non-discrimination policy 615 and the student rights and responsibilities policy 620) in order to be in compliance with the United States Department of Education Office for Civil Rights' Final Rules.

### **Suggested motion:**

Move to extend the attached emergency rules for Title IX for an additional 120 days.

### Attachments (1):

Whatcom Community College August 2020 Board Memorandum  
Whatcom Community College Title IX Emergency Rules



## Memorandum

Office of Human Resources and Student Services

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To: Whatcom Community College Board of Trustees

From: Benjamin Reed, Title IX & ADA Coordinator  
Becky Rawlings, Executive Director for Human Resources  
Dr. Luca E. Lewis, Vice President for Student Services

Date: August 5, 2020

RE: Title IX Emergency Rules

The United States Department of Education Office for Civil Rights released final regulations under the Title IX Education Amendments of 1972 on May 6, 2020 to go into effect on August 14, 2020. Numerous states, including Washington State, joined together to request a preliminary injunction. There was an argument on the motion for preliminary injunction on July 24, 2020. The Washington State Office of the Attorney General anticipates the court will issue a decision between August 4 and August 14. If the court rule against the injunction, the College is required to implement these emergency rules by August 14, 2020 in order to remain in compliance with federal regulations.

These emergency rules, once adopted, will remain in effect for 120 days which will allow time for a full review and updates of current College policies 615 and 620 with input and feedback from employees, students, union leadership, community stakeholder groups, and the Board of Trustees.

### Major Changes and Impacts

The US Department of Education uses narrowly defined and protracted definitions, jurisdiction, and practices in the emergency rules than in previous iterations. They are as follows:

- **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and (changed from or) objectively offensive that it effectively denies a person equal access to the College's educational programs or activities, or employment.
- **Narrowed jurisdiction.** In order to consider a Title IX investigation incident must happen during an "educational program or activity" in the United States. Student off campus or studying abroad are no longer covered.
- **Formalized support for respondent.** Requires schools give equitable support for claimant and respondent. Previously, there were only standards for the claimant.
- **Live hearings.** A new requirement, in which all investigations that are within jurisdiction must conclude in a live hearing where claimants and respondents can be cross-examined by the others' advisors.
- **The decision maker.** A new role (must not be Title IX coordinator) who determines responsibility, and sanctions at the end of an investigation. Can be a hearing board of people, or a single person.
- **Informal resolution.** Schools must allow for informal resolution to take place if all parties agree.

**Recommendation**

That the Board approve the attached emergency rules for Title IX. It is important to note that the Board's approval is subject to the federal rules going into effect on August 14, 2020, as anticipated. Should it become clear that the rules will go into effect at a later date, the College will not be required to seek Board approval again in order to file the CR 103(e) with the Code Reviser's office, so long as the emergency rules being submitted are unchanged from those being approved.

Therefore, the Human Resources and Student Services provides the suggested motion below:

Move to adopt the attached emergency rules for Title IX which impacts the College's current WACs (non-discrimination policy 615 and the student rights and responsibilities policy 620) in order to be in compliance with the United States Department of Education Office for Civil Rights' Final Rules.

**Attachments (1):**

Whatcom Community College Title IX Emergency Rules

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**MODEL SUPPLEMENTAL TITLE IX PROCEDURES**

**WAC 132U-\_\_\_-001 Order of Precedence**

This supplemental procedure applies to allegations of Sexual Harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. § 106. To the extent these supplemental hearing procedures conflict with the College’s standard disciplinary procedures, WAC 132U-300-030 through -140, and WAC 132U-126-001 through -100<sup>1</sup> these supplemental procedures shall take precedence.<sup>2</sup>

**WAC 132U-\_\_\_-002 Prohibited Conduct Under Title IX**

Pursuant to RCW 28B.50.140(13) and Title IX of the Education Act Amendments of 1972, 20 U.S.C. §1681, the College may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of “sexual harassment.”

For purposes of this supplemental procedure, “sexual harassment”<sup>3</sup> encompasses the following conduct:

- (1) Quid Pro Quo Harassment. A college employee conditioning the provision of an aid, benefit, or service of the College on an individual’s participation in unwelcome sexual conduct.
- (2) Hostile Environment. Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s educational programs or activities, or employment.
- (3) Sexual Assault. Sexual assault includes the following conduct:
  - (a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes

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<sup>1</sup> Cite to existing student conduct code and procedure.

<sup>2</sup> To comply with these procedures, College officials must read these supplemental procedures in conjunction with the regular procedures. The regular procedures still apply, even if they are not expressly mentioned in the supplemental procedures. The only time one won’t comply with the regular procedures is when they conflict with the supplemental procedures, in which case, the supplemental procedures control.

<sup>3</sup> Washington’s Law Against Discrimination (WLAD), RCW 49.60, and Gender Equality in Higher Education Act, RCW 28B.110, provide broader protection from sexual misconduct than the narrow definitions of “sexual harassment” prohibited under Title IX. Accordingly, institutions will want to retain broader definitions of sexual misconduct that are in their regular student conduct code, as this conduct is still subject to regulation under state law and institutional policies prohibiting gender discrimination.

***This model procedure has been prepared by the Washington State Attorney General’s Office on behalf of Washington’s Community and Technical Colleges, Regional Universities and The Evergreen State College. Please consult your assigned Assistant Attorney General before changing or modifying this procedure.***

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anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

- (b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
  - (c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen (18).
  - (d) Statutory Rape. Consensual sexual intercourse between someone who is eighteen (18) years of age or older and someone who is under the age of sixteen (16).
- (4) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
- (5) Dating violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:
- (a) The length of the relationship;
  - (b) The type of relationship; and
  - (c) The frequency of interaction between the persons involved in the relationship.
- (6) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

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**WAC 132U-\_\_\_-003 Title IX Jurisdiction**

- (1) This supplemental procedure applies only if the alleged misconduct:
  - (a) Occurred in the United States;
  - (b) Occurred during a College educational program or activity; and
  - (c) Meets the definition of Sexual Harassment as that term is defined in this supplemental procedure.
- (2) For purposes of this supplemental procedure, an “educational program or activity” is defined as locations, events, or circumstances over which the College exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the College.
- (3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of Section (1)(a)-(c) have not been met. Dismissal under this supplemental procedure does not prohibit the College from pursuing other disciplinary action based on allegations that the Respondent violated other provisions of the College’s student conduct code, WAC 132U-126.<sup>4</sup>
- (4) If the Student Conduct Officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Student Conduct Officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

**WAC 132U-\_\_\_-004 Initiation of Discipline**

- (1) Upon receiving the Title IX investigation report from the Title IX Coordinator, the Student Conduct Officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the Respondent for engaging in prohibited conduct under Title IX.
- (2) If the Student Conduct Officer determines that there are sufficient grounds to proceed under these supplement procedures, the Student Conduct Officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the Chair of the Student Conduct Committee<sup>5</sup> and serving the notice on the Respondent and the Complainant, and their respective advisors. The notice must:

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<sup>4</sup> Insert citation to the institution’s student conduct code.

<sup>5</sup> Given the sensitivity and complexity of Title IX matters, institutions may want to consider having hearings heard by a smaller panel of college employees (e.g., two faculty and an administrator) or even a single

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- (a) Set forth the basis for Title IX jurisdiction;
  - (b) Identify the alleged Title IX violation(s);
  - (c) Set forth the facts underlying the allegation(s);
  - (d) Identify the range of possible sanctions that may be imposed if the Respondent is found responsible for the alleged violation(s); and
  - (e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:
    - (i) The advisors will be responsible for questioning all witnesses on the party’s behalf;
    - (ii) An advisor may be an attorney; and
    - (iii) The College will appoint the party an advisor of the College’s choosing at no cost to the party, if the party fails to do so; and
- (3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

**WAC 132U-\_\_\_-005 Pre-Hearing Procedure**

- (1) Upon receiving the disciplinary notice, the Chair of the Student Conduct Committee will send a hearing notice to all parties, in compliance with WAC 132U-300-090. In no event will the hearing date be set less than ten (10) days after the Title IX Coordinator provided the Final Investigation Report to the parties.
- (2) A party may choose to have an attorney serve as their advisor at the party’s own expense. This right will be waived unless, at least five (5) days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.
- (3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the College intends to offer the evidence at the hearing.

**WAC 132U-\_\_\_-006 Rights of Parties**

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hearing officer. There is no legal requirement that a student conduct committee hear these cases. Institutions may also want to consider utilizing the same panel or hearing officer to hear both employee and student Title IX discipline cases. Finally, institutions may want to combine resources by retaining and training one hearing officer or committee chair to handle cases at multiple institutions. Any school pursuing these options will want to carefully review and revise the supplemental procedures to reflect these decisions.

***This model procedure has been prepared by the Washington State Attorney General’s Office on behalf of Washington’s Community and Technical Colleges, Regional Universities and The Evergreen State College. Please consult your assigned Assistant Attorney General before changing or modifying this procedure.***



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- (1) The College’s Student Conduct Procedures, WAC 132U-126,<sup>6</sup> and this supplemental procedure shall apply equally to all parties.
- (2) The College bears the burden of offering and presenting sufficient testimony and evidence to establish that the Respondent is responsible for a Title IX violation by a preponderance of the evidence.
- (3) The Respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.
- (4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX Coordinator<sup>7</sup> will appoint an advisor of the [College or University]’s choosing on the party’s behalf at no expense to the party.

**WAC 132U-\_\_\_-007 Evidence**

The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

- (1) Relevance: The Committee Chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.
- (2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.
- (3) Questions or evidence about a Complainant’s sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:
  - (a) Is asked or offered to prove someone other than the Respondent committed the alleged misconduct; or
  - (b) Concerns specific incidents of prior sexual behavior between the Complainant and the Respondent, which are asked or offered on the issue of consent.
- (4) Cross-examination required: If a party or witness does not submit to cross-examination during the live hearing, the Committee must not rely on any statement by that party or witness in reaching a determination of responsibility.

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<sup>6</sup> Citation to the institution’s student conduct procedures.

<sup>7</sup> This responsibility could also be assigned to the Chair of the Student Conduct Committee. This may invite allegations of bias or conflict of interest. The Title IX Coordinator does not have any part in the determination of responsibility, so may be a better choice.

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- (5) No negative inference: The Committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.
- (6) Privileged evidence: The Committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:
  - (a) Spousal/domestic partner privilege;
  - (b) Attorney-Client and attorney work product privileges;
  - (c) Privileges applicable to members of the clergy and priests;
  - (d) Privileges applicable to medical providers, mental health therapists, and counsellors;
  - (e) Privileges applicable to sexual assault and domestic violence advocates; and
  - (f) Other legal privileges identified in RCW 5.60.060.

**WAC 132U-\_\_\_-008 Initial Order**

In addition to complying with WAC 132U-126, the Student Conduct Committee will be responsible for conferring and drafting an Initial Order that:

- (1) Identifies the allegations of sexual harassment;
- (2) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
- (3) Makes findings of fact supporting the determination of responsibility;
- (4) Reaches conclusions as to whether the facts establish whether the Respondent is responsible for engaging in Sexual Harassment in violation of Title IX;
- (5) Contains a statement of, and rationale for, the Committee's determination of responsibility for each allegation;
- (6) Describes any disciplinary sanction or conditions imposed against the Respondent, if any;
- (7) Describes to what extent, if any, Complainant is entitled to remedies designed to restore or preserve Complainant's equal access to the [College or University]'s education programs or activities; and

***This model procedure has been prepared by the Washington State Attorney General's Office on behalf of Washington's Community and Technical Colleges, Regional Universities and The Evergreen State College. Please consult your assigned Assistant Attorney General before changing or modifying this procedure.***

**Attorney Client Communications – Attorney Work Product  
Privileged and Confidential**

- (8) Describes the process for appealing the Initial Order to the [College or University] President.
- (9) The Committee Chair will serve the Initial Order on the Parties simultaneously.

**WAC 132U-\_\_\_-009 Appeals**

- (1) The Parties shall have the right to appeal from the Initial Order’s determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and timeframes set forth in WAC 132U-126-090.<sup>8</sup>
- (2) The President or their delegate will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanction and condition(s) imposed in the Initial Order are affirmed, vacated, or amended, and, if amended, set forth any new disciplinary sanction and/or condition(s).
- (3) President’s Office shall serve the Final Decision on the parties simultaneously.

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<sup>8</sup> Citation to the procedure for appealing an Initial Order to the President under the institution’s student conduct procedure.



## Reports to the Board of Trustees December 16, 2020 Meeting

### ➔ ASWCC – Hannah Oliver, President

- **Student Engagement (Goal 1.3 and Promote student access through quality services and resources)**
  - On October 30, the ASWCC Programming and Diversity Board hosted a virtual *Spooktacular* Halloween Party. Nineteen participants attended this event.
  - Eight ASWCC Clubs completed chartering: Student Nurses of Whatcom (SNOW), Advocates for Women in Science, Engineering, and Mathematics (AWSEM), Engineering Club, Gaming Club, Campus Christian Fellowship (CCF), Music club, Phi Theta Kappa (PTK), and programming club. We expect even more ASWCC Clubs to form next quarter.
  - The ASWCC leadership team’s voter education initiatives leveraged a \$1,008 donation to the Orca Food Pantry on behalf of the League of Women Voters.
  - The ASWCC leadership team organized weekly mingles “ASWCC Wingles” events for students to hangout, play games and get to know their programming and diversity board.
  - From October 30 to November 5, the ASWCC Health and Wellness Committee partnered with the Pod Leaders and WCC Counselors to host facilitated open spaces with students to discuss emotions and thoughts regarding the coping the day after election from Oct 30 to Nov 5.
  - On November 10, the ASWCC Programming and Diversity Board hosted a Virtual Escape Room--a brain boggling and mind-blowing adventure in which participants used clues to escape the room within a specific time frame. Eleven people participated in this event.
  - On November 12, the ASWCC Programming and Diversity Board partnered with the Intercultural Center to host an Open Mic Night for participants to express your creativity and talent through spoken word, storytelling, instrumentation, and more with six participants.
  - On November 20, the ASWCC Programming and Diversity Board partnered with the Intercultural Center to host a Fireside Chat for Transgender Day of Remembrance. The program included guest speakers Reed Christiansen and Jennifer Allen and focused on honoring the lives and memories of transgender people whose lives have been lost to anti-transgender violence. Forty people attended this event.

➔ **Advancing Equity – Terri Thayer, Interim College Equity Officer**

- **Creating A Framework for Equity Work & Collaboration** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.3 Promote student access through quality services and resources, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.1 Ensure all students have access to campus resources that support educational success, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes, 3.6 Increase campus engagement in social justice education and leadership opportunities, 4.3 Provide ongoing opportunities for faculty and staff professional growth*)
  - Coordinated with Faculty Equity Coordinator, Intercultural Services staff and Campus Diversity Committee chair to begin to establish ways to collaborate on communications to campus.
- **Faculty and Staff Equity Support** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes 3.6 Increase campus engagement in social justice education and leadership opportunities, 4.3 Provide ongoing opportunities for faculty and staff professional growth*)
 

The college's Diversity, Equity, and Inclusion Officer (CDEIO) addressed a number of requests to:

  - Facilitated faculty conversations about Employee Resource Groups with faculty. Conversations included understanding whiteness, creating space for employees of color and transferring this understanding to the campus LGBTQ+ community.
  - Attended a number of Shared Governance Committees and sub committees to address equity and interweaving equity into the work –Budget Review Committee, College Diversity Committee, Professional Development Committee, Tenure Review Committee, and College Council)
  - Support the development of systems to increase hiring and retention of employees of color to WCC with the search advocate workgroup
- **Building Connections, Cultural Recognition and Activities** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.3 Promote student access through quality services and resources, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.1 Ensure all students have access to campus resources that support educational success, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes*)
  - Native American Heritage Month (November)
  - Transgender Remembrance Day (November 20). Campus message and ASWCC created space with guest speakers.

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

- **ctcLink** (*4.1 Offer programs, services, and facilities that support college needs and market*)

- The Business Process Fit Gap sessions and homework phase of the ctcLink project to prepare WCC data for the first data conversion cycle is wrapping up. WCC staff will validate the first of four data conversion cycles, beginning March 2021.
  - WCC has completed 57 (1 & 2 day) Business Process Fit Gap Sessions (BPFGs) between 8/18 and 11/30. This concluded many staff hours of preparing for and attending the Business Process Fit Gap sessions. ctcLink Project Manager and Training Team is developing detailed ctcLink training and communication plans for WCC employees. These plans will ensure staff, faculty, and student readiness and awareness of WCC's ctcLink launch in October 2021.
  - In December and January, WCC ctcLink Subject Matter Experts and Pillar leads will focus on defining detailed transition plans for each business process and identifying cutover tasks for all departments, staff, faculty and students. These will be documented in Change Action Plans.
- **Finance** (4.1 Offer programs, services, and facilities that support college needs and market demands)
    - In collaboration with various department on campus, the College is piloting inclusive access course material. This program lowers costs for students and provides more immediate student access to the required course materials.
    - Business Office staff have completed the Business Process Fit Gap sessions and are further identifying practices and procedures that need to change. Sessions have provided an opportunity to discuss best practices with other colleges.
  - **Facilities and Operations** (4.1 Offer programs, services, and facilities that support college needs and market demands)
    - Fire alarm panel replacements are underway in Roe and Syre. This work will upgrade both life safety systems to ensure proper function and compliance with current codes.
    - Surplus sale of furniture to students and employees previously used in student apartments continues with success.
- Emergency Preparedness, Safety & Security** (5.3 Promote a safe environment for teaching, learning, and working)
- COVID-19 planning update: Winter quarter planning is in process with focus on in-person opportunities including student computer lab and study spaces; and expanded hybrid instruction opportunities.
  - The Jeanne Clery Act / Annual Security Report was postponed by Federal DOE due to COVID-19 impacts. It is now due on December 18. The 2020 Annual Security Report will be posted and available for public review on December 18.
- **Conference & Event Services (CES)** (4.1 Offer programs, services, and facilities that support college needs and market demands)
    - CES has created and finalized a new addendum for use of Orca Field that addresses WCC Covid-19 policies and procedures for external clients.

- **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)
  - Digital textbooks, purchased through the Bookstore, offer Whatcom students an average cost saving of 40% over traditional bound textbooks. The number of digital textbook purchases at the Bookstore quadrupled this fall quarter versus fall 2019. Though still a relatively limited sales market with just over 130 unit sales for fall 2020, this area is expected to continue to grow in the year ahead.
  - During the first week of December the Bookstore conducted its quarterly rental book phone and text-athon reminding students to return their rental books. A total of 217 students rented books through the Bookstore for fall 2020. Over the past three years, factoring out book buyouts by students, the non-return percentage at Whatcom has consistently ranged between 2-3%. For other institutionally operated college bookstores, national averages for non-returned rental books range between 7 to 10%.
  
- **Information Technology** (4.1 Offer programs, services and facilities that support college needs and market demands)
  - IT has been partnering with other departments (i.e. Safety and Security, Library) on plans to partially open up the first floor of the Learning Commons to students starting in winter quarter, with a goal of providing needed resources to students in a safe manner.
  - The IT Advisory Committee has met and has formed a subgroup of IT committee representatives from each employee group to gather information and evaluate options to provide a cloud-based collaborative productivity package for campus. The subgroup will work with an IT staff member to evaluate cloud-based solutions such as, G-Suite by Google and Office365 by Microsoft. Information gathered will be reported back to the larger committee.
  - The College's phone system will receive a major upgrade in December, which should be done with minimal disruption. The College's use of Jabber has stabilized, by utilizing the desktop version (vs. mobile app version). Users using the mobile version will be migrated to the desktop client when requested.
  - Virtualized desktop issues seem to have minimized and become more stable since the beginning of COVID. Some adjustments were made to address majority of use off campus. The changes have increased speed and stability for users.

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

- **Student Life and Development:** (Goal 1.3 Promote student access through quality services and resources, 1.4 Provide students with mentors, internships, and career preparation, 2.1 Increase collaboration and communication to serve collective needs across the College, 2.2 Create teaching and learning communities, 3.1 Ensure students have access to campus resources that support educational success, 4.1 Offer programs, services, and facilities that support college needs and market demands)

- Hosted two Virtual Area of Study Lounges in collaboration with the ASWCC Programming and Diversity Board to meet and connect with faculty, academic advisors, and students. The first was for students interested in Business. Ten people attended this virtual event. The second was for students interested in exploring their academic and career pathways. Eight people attended this virtual event.
- Hosted a #OrcasVote campaign on social media with 38 students, faculty, staff, and alumni participating by sharing photos of submitting their ballots.
- **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)*
  - Whatcom's Golf Tournament Fundraiser is rescheduled for June 10, 2021 at the Sudden Valley Golf and Country Club. Money raised from the event will go towards supporting Orca student-athletes through programmatic needs and athletic scholarships.
- **Community Standards and Residence Life:** *(Goal 1.3 Promote student access through quality services and resources, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.4 Revise policies, practices, services, and curricula from an equity-based lens)*
  - Attended WSSSC statewide meeting with Washington State Attorney General's Office regarding new academic dishonesty and student conduct guidelines.
  - Developed and implemented COVID-19 procedures for Thanksgiving and winter break departures in Cedar Hall. Ensured healthy, safety, and safe return of all residents in Cedar Hall.
  - Collaborated with Athletics, AIM, and International Programs to expand comprehensive case management to Cedar Hall residents including wellness check-ins, budgeting, and food planning.
- **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)*
  - Outreach coordinated and co-hosted a financial aid support event service for 30 prospective students.
  - WCC Virtual Information Sessions are being held twice a month. Six students have participated in these events to date.
  - Running Start collaborated with Marketing and Communication for a feature story with Whatcom Talk: <https://www.whatcomtalk.com/2020/11/23/wcc-running-start-expert-answers-faqs-about-earning-college-credit-while-still-in-high-school/>.
- **Academic Advising and Career Services:** *(Goal 3.1 Ensure all students have access to campus resources that support educational success, 3.4 Revise policies, practices, services, and curricula from an equity-based lens)*
  - In collaboration with Veterans Services and Worker Retraining, Advising continues to review the number of students assigned to specific advisors. Over



100 students were reassigned to connect them with the best advisor aligned with their area of study and to ensure equitable access to advisors for all students.

- Created advising categories for capturing student information in ctclink and integrated the coaching model implemented by the AIM Program. Categories include personal finance, academic progress, physical wellness, career exploration, achievements, commitments, managing priorities, and relationships. These categories will create a framework within ctclink to allow faculty and staff to comprehensively guide and support diverse students.
- **Veteran Services:** *(Goal 1.1 Increase student achievement in transfer and career preparation, 1.2 Increase academic support for students, 1.3 Increase access for diverse and nontraditional student populations, 4.3 Increase access for underrepresented populations)*
  - As an enrollment strategy, Veteran Services contacted all veteran students to provide a general wellness check-in and discuss class planning and registration options for winter.
- **Student Success and Retention:** *(Goal 1.1 Improve student success in retention, completion, transfer, and employment; Goal 1.3 Promote student access through quality services and resources)*
  - Received 708 mid-quarter alert flags (Fall 2019: 928) and outreached to 100% of students to provide resources, support, and assistance.
  - Launched WCC's Virtual Front Desk to provide one access point for students to offer support via Zoom from staff and faculty campus-wide Services include those from: Financial Aid, Advising and Career Services, Running Start, Registration, Outreach, AIM, Student Life and Development, Business Office/Cashier, Athletics, Transitional Learning, BFET, and Worker Retraining. The Virtual Front Desk is open 9:00am-5:00pm Monday-Friday.
  - Pod Leaders performed outreach phone calls to over 600 new and returning students with full or partial financial aid awards and to help them enroll for winter quarter.
- **Access and Disabilities Services:** *(Goal 3.1 Ensure all students have access to campus resources that support educational success, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
  - Made end user improvements to the ADS webpage including feedback on readability and usability from an equity lens.
  - ADS staff are reaching out to 168 students who did not return this academic year to determine what factors contributed to them stopping out.

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

- **Assessment and Institutional Research (AIR)** *(4.6 Apply assessment and evaluation data to inform decisions)*

- The AIR office has completed the [2020 graduation survey report](#) (10 pages, including a summary of the general comments). For the last six years, students who are applying to graduate have completed a survey about their experience at WCC. You might also be interested in reading these [general comments](#) of broad interest to the campus (37 pages) from our 2019-20 graduating students. In addition, leads receive student feedback from the open-ended questions for only their respective service areas, programs, and disciplines.
- **COVID-19 Planning for In-Person Instruction** (*4.1 Offer programs, services, and facilities that support college needs and market demands; 4.4 Enhance the safety of the college environment*)
  - As shared at the November Board of Trustees meeting, the College continues to plan for offering additional in-person instruction at the time it is safe to do so. A draft WCC COVID-19 Planning Guide for In-Person Instruction has been shared with college committees for review and will inform planning for the spring 2021 academic schedule.
- **Intercultural Services** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 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, 3.5 Improve recruitment and retention of diverse students, faculty, staff, and administrators, 4.3 Provide ongoing opportunities for faculty and staff professional growth*)
  - Released the first podcast episode of The Equity Project podcast “TEP Talk” with co-hosts Carmen Green, Kunbi Ajiboye, and Justin Ericksen to continue important conversations about social justice. In the first Episode, we hear from several members of our campus community and then settle in for a conversation with Dr. Xyan Neider about her work (and ours) toward equity and antiracism as WCC’s first Director for Teaching and Learning. Episode 2: “Dreaming Big with Dr. X” features Dr. Xyan Neider.
  - Hosted 2 Workshops About Politics in partnership with faculty members, Mary Haberman and Doug Robertson to discuss topics including Political Science Panel about election results and COVID 19 update and restrictions.
  - Strengthened partnership with Athletics via peer mentoring support, meeting with the director for athletics, and meeting with coaches to increase opportunities for mentor-athlete engagement, supported by the WCC College Foundation.
  - Hosted Fireside Chat in collaboration with ASWCC Program and Diversity Board for Transgender Day of Remembrance on November 20 to honor the lives and memories of transgender people whose lives have been lost to anti-transgender violence. Reed Christiansen and Jennifer Allen, WCC Program Coordinator, shared their stories and facilitated a discussion.
  - Hosted Fireside Chat for Revealing Kazakhstan on November 23 to help WCC community learn about the real Kazakhstan. Altynay Bekbossyn, Intercultural Center Peer Navigator will engage participants to learn about food, culture and national games.
  - Hosted a six-hour Peer Mentoring training for Intercultural Center Peer Navigators on November 14 in alignment with national standards identified by the College Reading and Learning Association (CRLA). Topics covered included:

ways of mentoring, mentor roles and expectation, questions and listening skills and mentor ability.

- **International Programs** (1.3 Promote student access through quality services and resources; 3.5 Improve recruitment and retention of diverse students, faculty, staff, and administrators.)
  - 16 new international students will be starting their studies at Whatcom in Winter 2021 under full scholarship from the Kingdom of Saudi Arabia through the Saudi Arabian Cultural Mission. The students will be pursuing associate's degrees with a focus in engineering fields.
  - Planning is underway to prepare to welcome international students to the U.S. as first-time or returning students, with specific planning around welcoming and supporting international students in Cedar Hall. A small number of students is expected to arrive as soon as Winter 2021.
  - Study abroad programs are on hold, but recruitment is underway for potentially offering programs in Berlin (Spring 2021), Costa Rica (Summer 2021), London and Tokyo (Fall 2021) through Whatcom's membership in the Washington Consortium for Community College Study Abroad (WCCCSA). Additionally, planning continues for a two-week study abroad program in France, Belgium, and the Netherlands for Summer 2021. The summer program was deferred from Summer 2020 and will be led by WCC faculty - Barry Maxwell. Whatcom is working in conjunction with colleges across the state and study abroad program providers to establish benchmarks for safely re-activating study abroad programming.
- **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)
  - **Cybersecurity grants activity:**
    - Submitted a grant application to the National Science Foundation (NSF) for WCC to host the sole NSF national cybersecurity center starting in fall 2021. If successful, the National Cybersecurity Training & Education Center (NCyTE) will be funded for \$5M for at least five years, with the possibility for extension.
    - NCyTE Director Corrinne Sande provided multiple trainings to college and university faculty and administrators regarding the new requirements and opportunities for assistance towards earning the Center of Academic Excellence (CAE) designation from the National Security Agency. Trainings were also held for mentors and advisors to help institutions apply for either improving their programs en route to earning a CAE, or applying for the CAE. WCC is in its fourth round of funding from the NSA for this activity.
    - NCyTE sponsored a series of three successful two-day trainings introducing new Cybersecurity Maturity Model Certification (CMMC) requirements to college faculty and to small business personnel. Workshops provided an overview of how to prepare for CMMC certification, including its requirements, impact and importance for contractors working with the Department of Defense.
    - Began a pilot of the newly developed Advanced Placement Computer Science Principles (AP CSP) Cyber course developed by AP provider CodeHS, Inc. Eight high school instructors from across the country are teaching the beta course in

their classrooms and will provide critical feedback. In parallel, CodeHS is preparing to submit the new course to the College Board <https://www.collegeboard.org/>. If approved the new course will be promoted, and professional development provided to high school instructors, in spring 2021. Successful completion of this activity will fulfill final objectives of the C5 grant project, now in its final year.

- NCyTE and ENMU-Ruidoso co-sponsored the latest STEM conference for the Mescalero tribe schools titled “2020 Mescalero Apache School Science Expo/Fair,” introducing students and the tribal community to cybersecurity educational opportunities and awareness. College level students from the reservation were introduced to cybersecurity degree programs and career development pathways.
- Though a supplemental grant award to the C5 project, NCyTE provided a sub award to Mississippi State University (MSU) to offer a virtual Air Force Junior ROTC-CS cyber academy. Fifteen high school cadets successfully completed an 8-week on-line program. Completing cadets earned three college credits for an “Introduction to Cybersecurity” undergraduate course through MSU.
- **Nursing Program (4.1 Offer programs, services, and facilities that support college needs and market demands).**
  - Submitted seat expansion request to Nursing Care Quality Assurance Commission (NCQAC) to increase enrollment from 30 students each fall to 20 students each spring and fall with beginning spring 2021. The program received approval for the expansion request on December 4, 2020.
- **The Learning Center (1.1 Improve student success in retention, completion, transfer, and employment.; 3.1 Ensure all students have access to campus resources that support educational success; 1.3 Promote student access through quality services and resources)**
  - Constructed a lively synchronous Zoom environment that replicates many of our pre-COVID structures including drop-in support for math & writing, and one on one tutoring for other subjects.
  - Expanded evening and weekend hours virtually. Have helped hundreds of students this quarter, and are happy to share that these efforts have also provided stable and safe income for over sixty student employees. Looking forward to a post-COVID future, the Learning Center is confident that many of the web-based solutions deployed during the pandemic will continue on as work continues to support online learners.
- **Open Educational Resources (3.2 Apply culturally relevant pedagogy in all teaching and learning environment)**
  - Inés Poblet, Associate Professor from Whatcom Community College’s ESLA program was chosen as the Open Education leader who will represent the SBCTC system as a keynote speaker at the 2021 Cascadia Open Summit. Ines’ focus on developing Anti-Racist open resources for teaching and learning English was particularly timely for the system and hopefully the Cascadia OER Summit platform helps amplify that work and maybe creates some new collaborative opportunities in the OER communities of the Pacific Northwest and California. The Cascadia Open Education Summit is a conference co-

sponsored by SBCTC, BCcampus (British Columbia), Open Oregon, and the California State University System.

➔ **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)
  - **Student and Mission-Based Support:** Foundation staff partnered with the business office to develop a process that will allow students to receive touchless grocery store gift certificates from the Orca Food Pantry
  - **Fundraising:** Draft reports show the Foundation received 49 gifts and pledges totaling \$52,815 for the month of November. Fiscal year to date as of November 30, 2020 the Foundation received \$211,573 in gifts and pledges.
    - WCC Foundation received grants for the Orca Food Pantry from Haggen Nourishing Neighbors and Phillips 66, totaling \$20,000.
    - The “Light Up the Vote” challenge match posed by a member of the League of Women Voters to encourage students to vote raised \$1,008 for the Orca Food Pantry and resulted in 36 social media posts of students promoting voting. ASWCC students were excellent leaders and philanthropic partners in this civic engagement fundraising initiative.
    - Foundation staff supported WCC parenting education coordinators in sending a fundraising appeal to over 950 program alumni to support parent educating students in continuing their education.
  - **Governance:**
    - WCC Foundation Board elected three new directors: Dr. Manny Eusebio (a local pediatrician), Cheryl Thornton (Cloud Mountain Farm Center), and Dr. Justin Gill (a WCC alumnus and nurse practitioner). They join Bob Carmichael (Bellingham attorney) Jeff Klausman (WCC English professor).
    - WCC Foundation announced that long standing WCC Foundation Board members, Dr. Brenda-Lee Karasik, Bob Tull and Michael Langey were unanimously elected to the distinguished status of Emeritus Board of Directors. WCC Foundation is starting a new initiative to honor and continue to engage emeriti board members in partnership with Community and Continuing Education.
    - WCC Foundation Board agreed to move forward with the Orca Pod Projects, a plan to engage community volunteers in fundraising and friend raising to support WCC’s priority needs. Orca Pod Project focus areas for 2021-2022 include Arts and Humanities; Excellence in STEM Education; Athletics; and Business, Law and Environment.
- **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)
  - **Cross Divisional Collaboration:** Our recent media preferences survey had 226 students complete the entire survey and 380 complete at least one question of the survey. We were fifth highest in completed surveys out of all the WA community and technical colleges! (what was surveyed and what were the

conclusions...if you cannot get this info from them for this report, we can include it in January's board meeting report)

- **Relationship Building:** Eva Schulte hand-delivered thank-you gifts to campaign cabinet members and top Foundation Donors. She also met with representatives from the Port of Bellingham and TAGNW.
- **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:** Website Refresh Workgroup had a kickoff event with the vendor Granicus to review and update the website.
  - **Publications, Graphic Design and Advertising**
    - The winter 2021 quarterly newsletter will hit mailboxes the first week of December. The publication focuses on steps to enroll and how students can get engaged while learning and working remotely.
    - Winter quarter advertising campaign includes digital and video ads promoting You Belong at WCC, Virtual Front Desk and Find Your New Career at WCC on Facebook, YouTube, high-traffic websites, and local blog Whatcom Talk
    - New homepage banners created for Virtual Front Desk, WCC Pathways, media preferences survey, free shipping at the bookstore, and winter quarter enrollment
  - **Press Releases and Resulting Media Coverage**
    - [WCC Running Start Expert Answers FAQs About Earning College Credit While Still in High School](#), Whatcom Talk, 11/23/2020
    - [5 Things You Can Do For a New Career](#), Whatcom Talk, 11/30/2020
    - [Whatcom's COVID case count decreased by 2 Wednesday, as WWU suspends in-person classes](#) (WCC classes meeting primarily online mentioned), Bellingham Herald, 11/18/2020  
Read more at [www.whatcom.edu/news](http://www.whatcom.edu/news)