



Board of Trustees

District No. 15

Meeting Notice

September 21, 2022

Wenatchee Valley College, Wenatchee Campus
1300 Fifth Street, Wenatchee, WA 98801

OUR MISSION

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfere, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Wenatchee Valley College Board of Trustees September 21, 2022

Work Session	10:00 am	Van Tassell, Zoom https://wvc.zoom.us/j/81653813461
Regular Meeting	3:00 pm	WTI 2310, Zoom https://wvc.zoom.us/j/85485160089

WORK SESSION AGENDA

- 10:00 am **COMMUNICATIONS**
- Naming Facilities
- 10:15 **REPORT FROM TRUSTEES**
- ACCT Leadership Congress
 - Trustee Tuesdays
- 10:20 **PRESIDENT’S REPORT**
- Year-End Financial Report (Brett Riley)
 - Launch Week Recap (Dr. Tod Treat/ Dr. Chio Flores)
 - Enrollment (Ty Jones)
 - Board Room (Dr. Jim Richardson)
 - DEI Strategic Plan (Dr. Jim Richardson/Erin Tofte) 2
 - President’s Update (Dr. Jim Richardson)
- 12:00 pm **LUNCH**
- 12:30 **BOARD AGENDA ACTION ITEMS**
- Policy Update: 000.120 Institutional Planning (Ty Jones)
 - Election of Board of Trustees Officers
- 12:50 **BOARD MEETING AGENDA REVIEW**
- 1:00 **BOARD DEVELOPMENT**
- AHE Contract Overview (Chio Flores/Tod Treat/Brett Riley)
- 2:00 pm **EXECUTIVE SESSION**
- The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complains or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation.

REGULAR MEETING AGENDA

CALL TO ORDER

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INTRODUCTION OF NEW EMPLOYEES

6. Introduction of New Employees: *Dr. Chio Flores/Dr. Tod Treat/Brett Riley*

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7. Patrick Tracy, AHE President
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13. Policy Update: 000.120 Institutional Planning: *Ty Jones, Exc. Director of Institution Effectiveness* 38
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PUBLIC COMMENT

Persons wishing to address the board must sign up and limit their remarks to three minutes.

ADJOURNMENT

NOTE: An Executive Session may be called for any reason allowed under the Open Public Meetings Act (RCW 42.30)

WORK SESSION

Supporting Documents

Equity & Inclusion Strategic Plan for Wenatchee Valley College 2022–2024

Vision Statement | Centering the experiences and dreams of our Latinx and Indigenous students and community, Wenatchee Valley College will work to eliminate systemic injustice and create accessible, culturally and linguistically inclusive education.

Wenatchee Valley College is proud to be a diverse community college that serves an even more diverse community and we continue to strive to reflect the community and to serve them in culturally relevant ways. We are proud of the legacy of our Omak Campus to serve rural students who wouldn't otherwise have access to higher education so close to home.

WVC is a Hispanic Serving Institution and we have an impressive history of enrolling and graduating Latinx students at WVC. Our students have many intersecting identities from first generation to LGBTQIA+ to a wide array of cultures, ethnicities, abilities and backgrounds. Our campuses reside on the lands of the Colville Confederated Tribes. These are lands that American Indian and indigenous communities still occupy today and WVC acknowledges the privilege it is to use the lands. We strive to partner with the tribe and to support our tribal students and families. Especially on our Omak Campus where we enroll a larger percentage of American Indian students. We offer classes in Nespelem and we are incredibly proud of our American Indian, Indigenous Studies program on the Omak Campus.

Because we are a rural, agricultural and ranching community we have had an uphill battle to combat stereotypes and to fight against deeply held beliefs and racism within our community. The College works to be a beacon of learning, understanding and a place to fight against oppression and discrimination. We also recognize that we have a long journey ahead of us because we are a College built as



a part of the system that has historically excluded certain groups from higher education, such as women, people of color, those with disabilities, people living in poverty, those who identify as LGBTQIA+, and those who do not speak English as a first language. We know this work takes time and we hope this Equity and Inclusion Strategic Plan will help solidify and direct the important work of equitable access, equitable support and equitable outcomes for students at Wenatchee Valley College.

We hope to move beyond simply enrolling and graduating our diverse students at WVC, we want to also serve them and equip them to be successful in their futures. We choose to focus on strength-based approaches and changing the narrative to meet students where they are and to support them to find their own version of success. We strive to identify the cultural wealth and knowledge diverse students bring and to integrate that into our curriculum and student experience.

This type of change will only come when we approach our mission with open minds and hearts. Increasing diversity in our staff, embracing and speaking multiple languages on our campuses, and deconstructing white dominant narratives through ongoing trainings will allow us to truly live our mission as a College. Higher education should be a place that acknowledges differences, embraces change, and breaks down historic barriers. We believe in an institution where every staff member or student can show up as their true and authentic selves. Where multiple languages can be spoken in classrooms, where diverse people, experiences and stories are not only celebrated but become the fabric of who we are. We invite the community to join us in these endeavors.



WVC Equity & Inclusion Strategic Planning Process

Wenatchee Valley College, with the guidance of Education Northwest, created this strategic plan between April and July of 2022.

Committee members involved in the creation of this plan include: Erin Tofte (*Associate Dean of Campus Life, Equity and Inclusion*), Gina Graham (*Director of Tribal Relations*), Jaime Ramirez (*Department Chair Chicana Studies*), Holly Bringman (*Dean of Math & Sciences*), Meleah Butruille (*Nursing Faculty*), Maria de Jesus Alvizar (*Diversity & Equity Center Coordinator*), Livia Millard (*Multicultural Coordinator*), Kristen Hosey (*Faculty Nursing*), and Oscar Licon-Eusebio (*Outreach & Recruitment Coordinator*). The committee began by reviewing DEI strategic plans from similar institutions with a high number of Latinx or Indigenous students, including Highline College, Bellevue College, Clark College, Heritage University, Columbia Basin College, Yakima Valley College, University of Montana, University of Alaska Fairbanks, Pima Community College, and the University of Washington College of Engineering. The committee identified and prioritized key essential features of these DEI plans that were relevant and applicable to WVC. Education Northwest facilitators captured these ideas and then asked committee members to review the notes and put a star beside any idea that resonated with them. The committee members agreed upon the following essential components to achieve equitable learning environments:



- A strongly worded focus inclusive of student populations served (for example, Latinx) is important for a designated Hispanic Serving Institution
- Relevant and culturally responsive teaching and learning institutional and educational practices are essential for student learning
- A glossary of shared definitions to establish a common understanding and language across the institution is necessary to create consistent educational approaches and practices
- Include inclusive language in institution produced printed texts and titles creates an all-inclusive campus community

- Maintain and strengthen a strong relationship with the community meets the needs of students and community
- Racial equity is an endeavor worth achieving excellence to elevate and enhance student achievement, completion, and/or transfers to higher learning institutions
- System-level outcomes are important to measure alongside student level outcomes

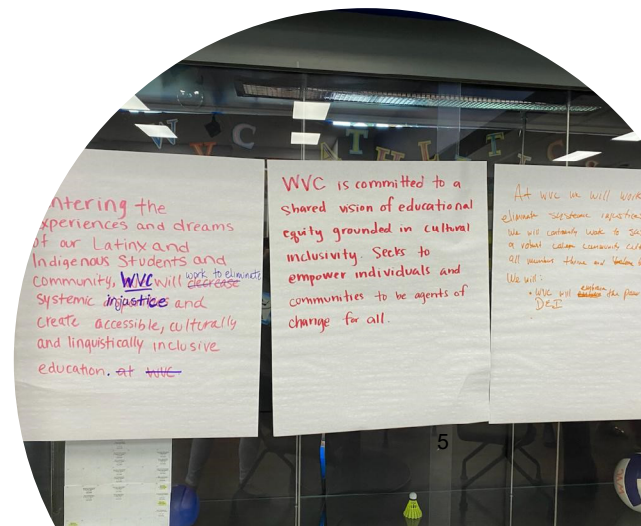


Also in meeting one, the WVC committee collaborated to develop **vision** statement for the Equity & Inclusion Strategic Plan. The vision statement agreed upon by the committee is: **Centering the experiences and dreams of our Latinx and Indigenous students and community, Wenatchee Valley College will work to eliminate systemic injustice and create accessible, culturally and linguistically inclusive education.** In meetings two and three, the committee worked in small groups to draft goal statements for four **focus areas**: students; staff members, faculty members, and administrators; community partners; and the system and institutional culture. In addition, committee members also identified three to four **key priorities** for each focus area. Committee members engaged in a process to gather feedback on each focus area and priority, working toward consensus that was agreed upon by the entire committee.

In a follow-up meeting on June 13, the committee met via Zoom in a two-hour session. The purpose of the meeting was to identify **specific action steps** for each priority. Committee members focused on action steps that could be accomplished within the two-year period covered in the strategic plan. The action steps were documented using Jamboard.

The EDNW facilitators used the Fist to Five tool for group decision making. The tool builds consensus, commitment, and investment by offering participants a range of choices to express agreement or disagreement. A vote of five indicates that person is so supportive of the item in question, that they are willing to champion the idea. A vote of four is warm approval. Three indicates a lukewarm positive response. Two indicates a lukewarm negative response. A vote of one indicates some serious problems exist. A vote of zero (a fist) indicates a person will actively work against the idea.

Throughout the process, the Education Northwest facilitators worked to ensure that all members of the committee were able to participate meaningfully and authentically. Agendas were designed to incorporate a variety of facilitation techniques to encourage committee members to process and engage. To



support participation from both WVC campuses, our first meeting was held on the Wenatchee campus, the second meeting was virtual, and the third meeting was held on the Omak campus.

The committee noted that they brought the following strengths to this process: pride that we are focusing on this work and on this path; humility; intention around listening to students (specifically with student governance); a desire to focus on equity in leadership movement and examination of current practice; current strength with diversity events, highlighting cultures throughout the college; a nursing focused DEI group; new engagement from students of color in nursing classrooms (more questions, more approaching); stronger relationships with the tribe, including buildings named after tribal members, land acknowledgements as practice, new programs; removing structural barriers (statewide approach for admission—changes that recognize lived experience); experience providing specific mentorship (not just passive mentorship).

2022-2024 Focus Areas, Strategic Priorities, Action Steps and Outcomes

Students | Students feel empowered, connected, included, and have a sense of belonging within the WVC family and are provided tools to successfully navigate our systems.

Key Priority One: *Provide holistic and flexible support services that help students identify and achieve their educational and life goals.*

Action Step 1: Develop an equitable advising model for students to identify their chosen pathway through an onboarding process inclusive of cultural values, guided career assessment, and a creation of a two-year academic plan within their first 6 months of attending WVC. Process informed by best practices implemented by CAMP, TRiO/SSS, MESA, and Running Start. *(Ed. Planning)*

Outcome: Diverse students are connected to Campus and understand how to successfully meet their goals. Improved retention and completion rates for BIPOC students also evident.

Action Step 2: Continue early alert warnings, providing early intervention to retain students of color by gathering and disaggregating data to identify institutional, course-based patterns harming students. *(Instructional Deans and faculty)*

Outcome: Assessment of efficacy of early alert/intervention and consider adjustments to system to improve student outcomes.

Key Priority Two: *Students are encouraged to be their authentic selves and utilize multiple languages and cultures within their academic journey.*

Action Step 1: Classrooms honor and encourage student utilization of linguistic and cultural knowledge in their learning. *(Faculty)*

Outcome: Culturally and linguistically affirming classrooms, identify gateway courses to be offered in dual language to remove barriers for Spanish speakers.

Action Step 2: Ensure WVC signage, public documents, and communication are dual language inclusive of Spanish and English. *(PIO and Facilities)*

Outcome: Improved access and success of bilingual students.

Key Priority Three: *Diverse students are recruited, connected, and supported by diverse staff and faculty.*

Action Step 1: Create and implement a clear and inclusive recruitment and marketing plan for historically marginalized students and families. *(Outreach and Recruitment Coordinator)*

Outcome: Final plan developed by June 2024.

Action Step 2: Continue to organize and provide diverse events fostering cultural awareness and celebration for students, staff, families, and community. *(Diversity and Equity Coordinators)*

Outcome: Increased feelings of belonging for diverse student populations on our campus'.

Key Priority Four: *Latinx and Indigenous student voices are uplifted through shared governance and mutual respect at WVC.*

Action Step 1: Student representatives trained and assigned to shared governance and advisory committees. *(Associate Dean of Campus Life)*

Outcome: Common practice to have students on all governing committees including, advisory committees, tenure committees, instruction council, and core theme councils.

Action Step 2: Establish shared definition of dominant culture narrative and work to deconstruct it in classrooms and on our campuses. *(Deans and Faculty)*

Outcome: Creation of space for the voices and lived experiences of students excluded from dominant culture.

Staff, Faculty, and Administrators | WVC staff, faculty, and administrators center DEI to create a safe and supportive environment for our diverse students and employees. We strive for diversity in our employees that is reflective of the community we serve.

Key Priority One: *WVC employees commit to prioritizing ongoing personal and professional growth in antiracism and social justice.*

Action Step 1: Create a mandatory training course in Canvas for all employees centering around professional and personal growth in antiracism and social justice. Additional training to be provided to employees with frequent student interaction surrounding culturally responsive/inclusive service. *(Human Resources and Executive Director of DEI)*

Outcome: 100% of staff, faculty and administrators will have engaged with training by June 2024.

Outcome: Increase in student satisfaction with interactions with student-facing services and faculty.

Action Step 2: Employee evaluations will implement focus on equity and inclusion practices in daily work. *(Human Resources and Executive Director of DEI)*

Outcome: Increased dialogue and accountability for centering equity in our work.

Key Priority Two: *DEI frameworks are used in shared governance to inform decision making at all levels.*

Action Step 1: Informed by existing DEI frameworks for decision making, create and implement DEI framework in WVC shared governance. *(President and Executive Director of DEI)*

Outcome: Increased frequency of equity-centered discussions during meetings and improved awareness of inclusive decision making.

Key Priority Three: WVC faculty utilize culturally responsive instructional practices to create inclusive and effective learning environments.

Action Step 1: Faculty and Course Enrichment (FACE) Coordinators design and implement faculty professional development opportunities in culturally responsive pedagogy (CRP). (FACE, Deans and Faculty)

Outcome: Faculty engaged in CRP development and implementation in courses, and actively tracking impact.

Action Step 2: Work with instructional deans and faculty to disaggregate course outcome data and identify effective approaches to improve student learning. (FACE, Deans and Faculty)

Outcome: Improved data-informed assessment of learning and instructional revision, contributing to more equitable outcomes for students.

Community Partners | Our community and partners see WVC as a valued resource for partnership, investment, and a beacon for inclusion and cultural exchange.

Key Priority One: Prioritize partnerships with local and regional DEI-focused organizations to connect and support those who have been historically excluded within North Central Washington.

Action Step 1: Create a consortium with Hispanic Serving Institutions in Washington state to share strategic practices supporting success of Latinx students. (Executive Director of DEI)

Outcome: Increased support and learning in Hispanic servingness.

Action Step 2: Establish an advisory board with DEI-focused community partners such as CAFÉ, Parque Padrinos, and Wenatchee Valley Museum/Cultural Center to collaborate with and consult WVC in our continued service to the community. (Executive Director of DEI, Director of Tribal Relations and Diversity Coordinators)

Outcome: Increased network of resources allowing for more effective needs assessment and response for students and community we serve.

Key Priority Two: Deepen, strengthen, and elevate relationships with regional indigenous communities.

Action Step 1: Continue to strengthen and prioritize partnership with the Colville Confederated Tribes to improve service to tribal members. *(President, Director Of Tribal Relations and Executive Director of DEI)*

Outcome: Increased communication about course/program offerings that serve needs of the Colville Confederated Tribes.

Action Step 2: Replicate tribal partnership model established on Omak campus with local tribal members surrounding Wenatchee Campus to better serve indigenous communities in the Wenatchee Valley. *(Executive Director of DEI)*

Outcome: Establish communication with local tribal members in Wenatchee Valley and begin to identify needs.

Key Priority Three: Build and sustain relationships with community-based organizations, K-12, employers and industry partners to facilitate Latinx and indigenous student success.

Action Step 1: Build on the work of past and current advisory committees at WVC to ensure students receive training and education aligned with the evolving needs of industry. *(Workforce Grants, Business and Industry Liaison)*

Outcome: Improved student pathways from earning a credential to gaining employment.

Action Step 2: Conduct needs assessments with school districts in our service area to improve understanding of the districts' and students' needs for transition and success. *(Executive Director of DEI, Outreach and Recruitment Coordinator)*

Outcome: Improved collaboration between WVC and K-12 district partners.

Systems and Culture | WVC systems and institutional culture will be DEI centered with the goal of normalizing inclusion and equity. WVC Board of Trustees, Cabinet, and leadership will create policies that will represent the cultural complexity of our district.

Key Priority One: *Develop DEI focused planning, decision-making, and resource allocation structures for programs and services to help students to meet their academic and personal goals.*

Action Step 1: Develop diversity, equity and inclusion framework for institutional resource prioritization and allocation. *(President, BOT, Cabinet, and Executive Director of DEI)*

Outcome: Equitable and transparent budgeting and financial decision-making centering student needs.

Action Step 2: Acknowledge institutional responsibility for student success and systemic barriers contributing to their challenges. *(Cabinet)*

Outcome: Collectively define and adopt a strengths-based, culturally affirming approach to equitable student outcomes.

Key Priority Two: *Live and practice our identity as an Indigenous and Hispanic Serving Institution.*

Action Step 1: Review and revise policies that act as barriers to a more welcoming and culturally affirming campus. *(PAC-DEI, Cabinet, and Executive Director of DEI)*

Outcome: Policy review audit and identification of practices or processes potentially harmful to students and families. Begin revision discussions as part of shared governance.

Action Step 2: Continue to explore as a college how to become a Hispanic Serving Institution as part of ongoing professional development for all employees. *(Human Resources, Cabinet, and Executive Director of DEI)*

Outcome: Establish shared language and understanding about servingness. Move from Hispanic Enrolling to Hispanic Serving.

Key Priority Three: WVC institutional culture will model diversity, equity, and inclusion and will embrace challenges through continual dialogue and transformation.

Action Step 1: Hire Executive Director of Diversity Equity and Inclusion by Fall 2022 to serve on the Cabinet. *(President)*

Outcome: Cabinet representation centering equity in decision making at the highest level of the college.

Action Step 2: Create and support a more racially diverse workforce reflective of the community we serve. *(Human Resources, Cabinet, Executive Director of DEI)*

Outcome: Implementation of DEI hiring practices such as, search equity advocates, revision of job announcements, and DEI training for all search committees.

Next Steps and Implementation of this Plan

Wenatchee Valley College will submit this draft Equity & Inclusion Strategic Plan to the State Board of Community and Technical Colleges by July 30, 2022 to meet the WA State requirements under SB 5194.

The WVC Board of Trustees will review and approve implementation of the plan (with any needed changes) in September 2022.

The plan will be reviewed in November 2022 by the President’s Advisory Council on Diversity, Equity and Inclusion in conjunction with the findings from the equity audit being performed by Education Northwest. Any edits or additions needed at that time will be included and updated.

The Executive Director of DEI and the PAC-DEI and identified area experts will begin implementation of action steps starting in January 2023.

In October 2024 the plan will be reviewed and evaluated for progress in each priority area. At that time the PAC-DEI and Executive Director of DEI will make any updates or changes needed to the document and submit a new strategic plan to the Board of Trustees for approval.

Thereafter, this plan will be evaluated and updated every two years to make sure WVC is staying relevant and focused on continual improvement and growth towards a more equitable educational system at WVC to meet the vision statement of this plan.

Glossary of Terms Used in this Document

Diversity: Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, learning styles, and the ways in which identities or characteristics intersect. Diversity can be considered a numerical representation of different types of people and it does not necessarily entail inclusion or equity.

Equity: The process by which individuals are provided access to the correct amount and types of resources, opportunity, and supports needed to achieve equal footing with others. It differs from equality, which focuses on the equal distribution of resources rather than equal outcomes.

Inclusion: The deliberate, authentic, and intentional act of including systemically excluded individuals and groups in processes, activities, decision-making, and policymaking and acknowledging the ways individuals interact within systems and institutions to achieve a sense of belonging.

Anti-racism: The act of becoming aware of the impact of internal, interpersonal, structural, institutional, and historical racism; proactively assessing behaviors, policies and practices for embedded racism; and actively opposing, dismantling, restructuring, and rebuilding an equitable system.

Culturally appropriate: The understanding of what is customary or needed given a particular culture, context, identity or belief system. Including awareness of norms, values, systems and symbols.

Culturally competent: The effort to incorporate or include different cultural beliefs and identities into the work we do. Continual journey that makes an effort to remove systems and beliefs from utilizing only dominant white culture and instead utilizes non-dominant cultural thought processes and identities as norms.

BIPOC: Black, Indigenous and People of Color. This term is used to specifically highlight the extreme experiences of slavery and erasure of black and indigenous people within the United States while also recognizing all people of color.

Chicano/a/x: A chosen identity used by those born or raised in the United States who have Mexican heritage. It is sometimes interchangeable with Mexican American. The identity has been used to express pride in a shared cultural, ethnic and community identity of Chicanismo. It also recognizes and celebrates the connection between indigenous and Spanish culture.

Cultural enrichment: The goal of the cultural enrichment is to facilitate understanding and acceptance of persons with diverse abilities, cultures, gender identities and ethnicities within WVC and

the greater community through support and education. Cultural activities strive to raise awareness and understanding of a variety of experiences and cultures. This can include cultural heritage events, museum or art showings which celebrate art from different cultural perspectives. Music and sports events from around the world and curriculum development to encourage multicultural perspectives in the classroom.

Culture: The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic religious or social group.

Discrimination: Is the selection for unfavorable treatment of an individual or individuals on the basis of: gender, race, color or ethnic or national origin, religion, disability, sexual orientation, social class, age, marital status or family responsibilities or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice.

Gender identity: Perception of one's self as male, female, or both or neither. Generally developed in toddlerhood or early childhood and reinforced by social experience and pubertal changes. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex.

Implicit bias: Thoughts and feelings are "implicit" if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term "implicit bias" to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge. A fairly commonplace example of this is seen in studies that show that white people will frequently associate criminality with black people without even realizing they're doing it. Take implicit bias tests here.

<https://implicit.harvard.edu/implicit/takeatest.html>

Indigenous: People who originated in an area and are the pre-colonial original inhabitants of a given region. They often still have many pieces of their original culture which they continue to practice and honor. Often these groups are fighting for their autonomy and ability to govern themselves and their indigenous lands.

Institutional culture: Communication patterns, common ideas, values, traditions and standards that permeate the everyday lives of members and that are perpetuated by institutional policies, procedures, actions and leadership. The values and behaviors that contribute to the unique social and psychological environment of an organization or institution. Institutional culture is the sum total of an organization's past and current assumptions, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and

future expectations. It is based on shared attitudes, beliefs, customs, express or implied contracts, and the written and unwritten rules that the organization develops over time and that have worked well enough to be considered valuable. It involves communication patters, hierarchy and decision-making, who is rewarded and for what behavior.

Institutional racism: Institutional racism is that which, covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions thereby reinforcing prejudices and being reinforced by them in turn. Whereas individual racism is the expression of personal prejudice, institutional racism is the expression of a whole organization’s racist practice and culture.

Latinx: Is the gender-neutral alternative to Latino, Latina and even Latin@. Used by scholars, activists and an increasing number of journalists, Latinx is quickly gaining popularity among the general public. It’s part of a “linguistic revolution“ that aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are trans, queer, asexual, non-binary, gender non-conforming or gender fluid.

LGBTQ / IA / GSM / DSG / + : (*noun*) Initials used as shorthand or umbrella terms for all people who have a non-normative (or queer) gender or sexuality, there are many different initials which people prefer. LGBTQ is Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning (sometimes people add + at the end in an effort to be more inclusive); IA is Intersex and Asexual; GSM is Gender and Sexual Minorities; DSG is Diverse Genders and Sexualities.

Oppression: The systemic devaluing, undermining, marginalizing and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. Oppression can be broken up into four levels: ideological, institutional, interpersonal, and internalized.

Privilege: Involves unearned advantage that accompanies a person’s perceived status and/or perceived membership in identified groups. A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexual with respect to homosexuals, adults with respect to children and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious.

Race: A social construct that divides people into groups based on factors such as physical appearance, ancestry, culture, history etc; a social, historical and political classification system. Generally,

those classifications are white/European, American Indian/Alaska Native, Black/African, Asian/Pacific Islander.

Racial micro-aggressions: Racial micro-aggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of micro-aggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. Micro-aggressions seem to appear in forms; micro-assault, micro-insult, and micro-invalidation.

Racism: The conscious or unconscious, intentional or unintentional, covert or overt, and institutionalized enactment of racial power, grounded in racial prejudice, by an individual or group against another individual or group perceived to have “lower” racial status. Racism involves race-based prejudice plus power. The systematic mistreatment experienced by people of color is a result of institutionalized inequalities in the social structure. Racism is one consequence of a self-perpetuating imbalance in economic, political and social power. This imbalance consistently favors members of some ethnic and cultural groups at the expense of others. The consequences of this imbalance pervade all aspects of the social system and affect all facets of people’s lives.

Stereotypes: Stereotypes are generalizations or assumptions that people make about the characteristics of all members of a group, based on an inaccurate image about what people in that group are like. For example, Americans are generally friendly, generous, and tolerant, but also arrogant, impatient, and domineering. Asians are humble shrewd and alert, but reserved. Stereotyping is common and causes most for the problem in cross-cultural conflicts.

Historically marginalized communities: Non-dominant cultural or identity groups who have not had power or privilege or recognition historically in the United States. Groups who have been intentionally discriminated against with laws and systems within the United States. Especially people of color, people with disabilities, women and LGBTQIA+ communities.

Communities of color: An overarching term to identify groups of people of color often used when describing the impacts of systemic racism. Can include many different racial and ethnic groups within the United States.

Low-income communities: Areas where a large portions of the population live below the poverty line. This often disproportionately impacts the communities access to resources and systems of power.

Community organizations: Groups, programs or organizations working in the community such as non-profits to improve community health and well being in a variety of ways.

REGULAR MEETING

Supporting Documents

APPROVAL OF MINUTES

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Regular Board Meeting

June 15, 2022 – 3:00 P.M.

Wenatchi Hall - 3210

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Paula Arno Martinez
Phylicia Hancock Lewis

Also Present:

Cabinet Members
Faculty Members
Students

CALL TO ORDER: 3:00 P.M.

APPROVAL OF MINUTES

1. **May 25, 2022, Regular Board Meeting**

Wilma Cartagena moved that the minutes of the May 25, 2022, regular meeting be approved. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2393

CELEBRATING SUCCESS

2. **Year-End Awards**

Alcoa Excellence in Teaching Award

- Faculty members are invited to submit proposals that will support an instructor or team in the development of a project that significantly increases student learning effectiveness. All proposals are submitted to the professional development committee who makes the final selection. A monetary award of \$1,500 is provided by Alcoa.
- This year's awarded proposal is "Improved Math Placement Communication and Access" by math faculty **Kerin Keys**.

Outstanding Part-Time Faculty Award

- Nominations are solicited from full-time and part-time faculty, students and staff for the Part-Time Faculty Award. A selection committee selects a finalist for both the Wenatchee and Omak campuses. The recipients will receive a monetary award of \$500 provided by the Wenatchee Valley College Foundation.
- The Omak campus recipient is Emerson Peek.
- The Wenatchee recipient is **Jennifer Hadersberger**.

Linda Schultz Herzog Faculty of the Year Award

- Nominations are solicited from students and faculty for the Linda Schultz Herzog Faculty of the Year Award. A selection committee narrows the nomination list to three finalists. The entire faculty is then invited to vote on the finalists. The monetary award of \$1,500 is provided by the Frank J. and Loretta Hoff Schultz Endowment Fund at the Wenatchee Valley College Foundation.
- This year's award recipient is **Tria Skirko**.

Outstanding Classified Staff Award

- Nominations for the Outstanding Classified Staff Award are solicited from the campus community. A selection committee then narrows the nomination list down to three. This list is given to the president for a final selection. The monetary award of \$1,000 is provided by the Wenatchee Valley College Foundation.
- This year's recipient is **Maggie Segesser**.

Outstanding Exempt Staff Award

- Nominations are solicited from all WVC employees for the Exempt Staff of the Year Award. A selection committee then narrows the nomination list down to three. This list is given to the president for a final selection. The monetary award of \$1,000 is provided by the Wenatchee Valley College Foundation.
- This year's recipient is **Maria Agnew**.

Anna Pieratt Spirit of WVC Award

- The Anna Pieratt Spirit of Wenatchee Valley College Award was established in 2001 to honor individuals or groups who have demonstrated the spirit (positive attitude, enthusiasm, caring and extra effort) exemplified by Anna when she served as executive assistant to the president from 1977 to 1992. Anna was quite involved in activities and events to improve both internal and external relations. It was her contact with the Schultz family that led to major donations from the Schultz family to the college in the form of scholarships and funding the Faculty of the Year Award.
- This year's winner of the Anna Pieratt Spirit of WVC Award is **Lisa DeVera**.

3. **Distinguished Alumni Award:** The Wenatchee Valley College Foundation Board of Directors has selected Darrell Dickeson as the 2022 Distinguished Alumni.

The purpose of the WVC Distinguished Alumni Award is to recognize an alumnus who has distinguished him or herself in his/her chosen professional field; made significant contributions to his or her community on a local, state, national or international level; and has demonstrated integrity in his/her personal life and gained the respect of his/her peers. The award dates back 37 years.

"I feel very honored and privileged to receive this award, because I know there are many others who are just as deserving. Wenatchee Valley College gave me the ability to afford the completion of my first two years of my advanced education, and it is truly a pleasure to be able to give back so that others can have the same opportunity." stated Darrell.

Dickeson graduated from Wenatchee Valley College in 1968. Dickeson bachelor's degree in business administration and economics, and a master's degree in management Dickeson has over 35 years of experience in human resource management, organizational development and executive coaching. He has also been the principal in his own independent consulting practice, Northwest Executive Consultants, since 1995, specializing in executive coaching, leadership team development, meeting design/facilitation and process improvement.

A Leavenworth native, Dickeson and his wife Karen returned to the Wenatchee Valley in 2012. During this time, he has been a member of several non-profit boards and served as the interim executive director of the Wenatchee Valley College Foundation and Wenatchee Museum and Cultural Center.

4. **Brett Riley , Finance Commission for Northwest Commission on Colleges and Universities**

The president of the Northwest Commission on Colleges and Universities (NWCCU), Dr. Sonny Ramaswamy has asked Brett Riley to serve as a commissioner. Brett will hold a seat on the NWCCU Finance Committee, filling the seat position previously held by Steve Ward who recently retired from Centralia College. The term begins September 1, 2022. In his new role as a finance commissioner, Brett will serve as an advisor and voting member. This is quite an honor for a two-year college professional. Congratulations, Brett!

INTRODUCTION OF NEW EMPLOYEES

5. Reagan Bellamy, Executive Director of Human Resources introduced the following employees: Christina Li, Access Manager and Michael Hicks, Assistant Director of Financial Aid.

SPECIAL REPORTS

6. **Mason Renslow, ASWVC Wenatchee President**
Mason Renslow provided an update on the upcoming events hosted by ASWVC.

7. **Abigail Steinshouer, ASWVC Omak President**
Abigail Steinshouer was not present to add to her written report.
8. **Wendy Glenn, Chief Steward WPEA**
Wendy Glenn did not have anything to report.
9. **Patrick Tracy, AHE President**
Patrick Tracy was not present to provide a verbal report.

STAFF REPORTS

10. **Brett Riley, Vice President of Administrative Services**
Mr. Riley did not add to his report.
11. **Dr. Tod Treat, Vice President of Instruction**
Dr. Treat did not add to his report.
12. **Dr. Chio Flores, Vice President of Student Services**
Dr. Flores shared information on Welcome Wednesdays in an effort to get families to visit campus and increase enrollment.
13. **Dr. Jim Richardson, President**
President Richardson reported on the June WACTC meeting that was hosted at WVC, It was the first in-person WACTC meeting since the pandemic, and he thanked Maria Iniguez for the organization of the event. In addition, Sandy Coopriider was honored at the sports complex during an AppleSox game, the sports complex was named after him.

ACTION

14. **2022-2023 Student Fee Schedule: Brett Riley, Vice President of Administrative Services**

The WVC Board annually approves the student fee schedule for the coming academic years for the current academic year, including a 2.4% increase for 2022-2023.

MOTION NO. 2394

Wilma Cartagena moved that the board approve the 2022-2023 Tuition and Fees as presented. The motion was seconded by Paula Arno Martinez and carried unanimously.

(Exhibit A)

15. **2022-2023 Tuition and Fees: Brett Riley, Vice President of Administrative Services**

The WVC Board annually approves the tuition schedule for the coming academic year. All Wenatchee Valley College proposed fees comply with legislative directives for 2022-2023.

MOTION NO. 2395

Steve Zimmerman moved that the board approve the 2022-2023 Tuition and Fees as presented. The motion was seconded by Phyllicia Hancock Lewis and carried unanimously.

(Exhibit B)

16. **2022-2023 Tuition and Fee Waivers: Brett Riley, Vice President of Administrative Services**

The proposed 2022-2023 Tuition and Fee Waivers were reviewed at the board work session. There are no new waivers authorized for 2022-2023.

MOTION NO. 2396

Paula Arno Martinez moved that the board approve the 2022-2031 Tuition and Fee Waivers. The motion was seconded by Steve Zimmerman and carried unanimously.

(Exhibit C)

17. 2022-2023 Operating Budget: Brett Riley, Vice President of Administrative Services.

The Wenatchee Valley College 2022-2023 Operating Budget was reviewed in detail during the board work session.

MOTION NO. 2397

Phylicia Hancock Lewis moved that the 2022-2023 Operating Budget be approved as presented. The motion was seconded by Paula Arno Martinez and carried unanimously.

(Exhibit D)

18. 2022-2023 ASWVC Budget: Chio Flores, Vice President of Student Services

The proposed 2022-2023 ASWVC Budget was reviewed at the board work session.

MOTION NO. 2398

Wilma Cartagena moved that the 2022-2023 ASWVC Budget be approved as presented. The motion was seconded by Phylicia Hancock Lewis and carried unanimously.

(Exhibit E)

19. 2022-2023 ASWVCO Budget: Chio Flores, Vice President of Student Services

The proposed 2022-2023 ASWVCO Budget was reviewed at the board work session.

MOTION NO. 2399

Steve Zimmerman moved that the 2022-2023 ASWVCO Budget be approved as presented. The motion was seconded by Wilma Cartagena and carried unanimously.

(Exhibit F)

20. 2023-2024 Academic Calendar: Dr. Chio Flores

MOTION NO. 2400

The Academic Calendar Committee began meeting in October 2021 to develop the 2023-2024 Academic Calendar, as outlined in Academic Calendar Procedure 1400.600. Drafts #1, and #2 went out to all campus for review and comments were received from faculty and staff. Draft #2 was reviewed in May by cabinet and presented to the board for review.

Paula Arno Martinez moved to approve the 2023-2024 Academic Calendar. The motion was seconded by Steve Zimmerman and carried unanimously.

(Exhibit G)

PUBLIC COMMENTS

No public comments

ADJOURNMENT – 3:23 P.M.

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Special Board Meeting
June 28, 2022 – 4:00 P.M.
Zoom

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Paula Arno Martinez
Phylicia Hancock Lewis

Also Present:

Cabinet Members

CALL TO ORDER: 4:00 P.M.

EXECUTIVE SESSION

The board of trustees entered into executive session.

ACTION

1. **Appointment of a hearing officer**

The WVC Board met in an executive session to discuss the appointment of a hearing officer.

MOTION NO. 2401

Steve Zimmerman moved that the board appoint the administrative law judge to be the hearing officer. The motion was seconded by Phylcia Hancock Lewis and carried unanimously.

PUBLIC COMMENTS

No public comments

ADJOURNMENT – 3:27 P.M.

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES
Special Board Meeting/Board Retreat
August 17, 2022 – 10:00 A.M.
Maguire Conference Center

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Paula Arno Martinez
Phylcia Hancock Lewis

Also Present:

Cabinet Members

CALL TO ORDER: 10:00 A.M.

ACTION

1. Resolution #22-223: Omak Land Purchase

Wenatchee Valley College submitted a capital projects request to the State of Washington to design a new 10,000 sq. ft. Omak Health Sciences As part of the proposal, WVC will need to acquire up to two residential buildings adjacent to the Omak campus. Wenatchee Valley College shall use existing federal funding to acquire two residential buildings, not to exceed \$250,000. This request falls within the \$2,500,000 previously approved by the WVC Board of Trustees.

MOTION NO. 2402

Steve Zimmerman moved to approve Resolution 22-223: Omak Land Purchase for the purchase of two residential buildings. The motion was seconded by Wilma Cartagena and carried unanimously.

PUBLIC COMMENTS

No public comments

EXECUTIVE SESSION

The board of trustees entered into an executive session.

BOARD RETREAT

Items discussed included board policy updates, the 2023 board meeting schedule, and board development.

ADJOURNMENT – 3:30 P.M.

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Regular Board Meeting
March 16, 2022 – 3:00 P.M.
WTI 2310/Zoom

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Paula Arno Martinez
Phylcia Hancock Lewis

Also Present:

Cabinet Members
Faculty Members
Students

CALL TO ORDER: 3:00 P.M.

AMENDMENT OF AGENDA

Paula Arno Martinez moved that the meeting agenda be amended to include the President's contract as an action item. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2383

APPROVAL OF MINUTES

1. February 16, 2022, Regular Board Meeting

Wilma moved that the minutes of February 16, 2022, regular board meeting minutes be approved. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2384

CELEBRATING SUCCESS

2. Women's and Men's Basketball

Wenatchee Valley College's basketball teams have a lot to celebrate. Both are headed to the NWAC playoffs this season. However, their successes did not come easily.

2021-22 Wenatchee Valley College Women's Basketball

The team enjoyed a respectable 7-4 pre-season record while proving they could be competitive against some of the traditional power teams throughout the NWAC. Unfortunately, the team of seven became a team of six in December.

Enter the "Super Six." This determined group of women took the court in January and battled their way to a second-place, 12 win – 4 loss record against a strong Eastern Region schedule. The Knights wind down the 2021-22 season with a 19 - 8 season record, a second-place finish in the Eastern Region and a trip to the NWAC tournament on March 19 and 20 in Everett.

The team featured returners Maddie Godwin, Katie Fleming and Ruby Murdoch and newcomers Loy Waid, Monica Miller and Alyssa Barnufsky. While their individual stats are impressive, they will forever be known as the “Super Six” in Wenatchee Valley and NWAC basketball history.

2021-22 Wenatchee Valley College Men’s Basketball

The 2021-22 WVC Men’s Basketball team, under the guidance of head coach Jeremy Harden, has proved to be one of the great WVC teams. With very real aspirations of bringing home WVC’s third-ever NWAC Championship.

Led by returners, Isaac Jones and Nian Allen, the Knights finished as Eastern Region champions with a school record of 15 wins and 1 loss. The Knights are currently ranked #1 in the last NWAC Coaches Poll. Their overall record of 16 wins and 13 losses would have been a record-setting 26 and 3, but for the inadvertent use of an ineligible player during the first 10 games of the season resulting in the forfeiture of all 10 games. Jones and Allen were joined by returner Isaac Brown, brilliant newcomer Anthony Roy plus additional newcomers Bryson Faison, Sam Phillips, Amari George, Sam Wenkheimer and Joseph Elliot.

Their excellence goes beyond the current season. The Knights, under Coach Harden, also won the East Region title in 2020-21 and posted a school record of 24 wins and 5 losses in 2019-20. These past three seasons have provided eight NWAC Academic Excellence recipients, four NWAC All-Conference selections and three straight NWAC Sweet 16 appearances.

3. Knights Kupboard Food Drive

The 5th Annual Knights Kupboard Drive was a tremendous success! Over 4100 items were donated, a significant increase compared to the 634 items donated during the 4th annual food drive.

The third floor of Wenatchi Hall was this year’s winner, donating 1142 items. A proud moment for all involved! Thank you for your generosity!

Food insecurities affect our students daily and the generosity of WVC’s employees and the community makes a huge difference in supporting their needs! The Knights Kupboard has moved to a larger location (formerly the Running Start Office) in Van Tassel. Special thanks to the facilities crew for their help in re locating the pantry and the Foundation (Rachel Evey and board members) for organizing and stocking the shelves. Here is a before and after picture of that captures the impact of these donations.

Last but not least, many thanks to the Counseling & Support Services Team (Bertha Sanchez, Lucero Martinez, Ryan Poortinga and Ayla Medina-Ulloa) for organizing the food drive. This wouldn’t have been possible without their hard work and drive, particularly Lucero, who coordinated most of the details!

INTRODUCTION OF NEW EMPLOYEES

4. Introduction of Employees

Regan Bellamy, Executive Director of Human Resources introduced Jose Rios from Transitional Studies, Patricia Zavala from Student Development, and Nayeli Cabrera from Early Childhood Education.

SPECIAL REPORTS

5. Mason Renslow, ASWVC Wenatchee President

Mason Renslow provided the board with an update on ASWVC events.

6. Abigail Steinshouer, ASWVC Omak President

Abigail Steinshouer provided the board with an update on ASWVC Omak events.

7. Wendy Glenn, Chief Steward WPEA

Wendy Glenn Chief Steward of WPEA did not have any concerns to share.

8. **Patrick Tracy, AHE President**
Patrick Tracy was not present to provide a verbal report.

STAFF REPORTS

9. **Brett Riley, Vice President of Administrative Services**
Mr. Riley did not add to his written report.
10. **Dr. Tod Treat, Vice President of Instruction**
Dr. Treat reported that Dean's Day was successful, the focus of the day was on pedagogy and how to truly become a Hispanic Serving Institution.
11. **Dr. Chio Flores, Vice President of Student Services**
Dr. Flores did not add to her written report.
12. **Dr. Jim Richardson, President**
In addition to Dr. Richardson's written report, he thanked those who attended the successful meeting with Colville representatives regarding the partnership with WVC. The April trustee meeting will be in Nespelem with the Tribal Business Council.

ACTION

13. **Tenure**

All tenure files were reviewed by the board of trustees and the files were discussed during the executive session.

Paula Arno Martinez moved that Rochelle Riling be granted second-year probationary status after the successful completion of three quarters. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2385

Phylicia Hancock Lewis moved that Meleah Butruille, Natalie Dotzauer, Tina Gadeberg, Shannon Rodman, Marie Rose-McCully, Amy Snively-Martinez, Amanda Stringham and Claire Tompkins, be granted tenure status after the successful completion of nine quarters. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2386

Steve Zimmerman moved that Anya Belcher not be granted tenure status. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2387

Wilma Cartagena moved that Ranis Ibragimov be moved to a fourth-year probationary status. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2388

14. **Presidential Search Firm Contract**

Reagan Bellamy, HR Executive Director, presented the board with a contract for Academic Search as the firm to conduct the presidential search. The contract was reviewed during the executive session.

Paula Arno Martinez moved to contract with Academic Search for the presidential search. The motion was seconded by Phylicia Hancock Lewis and carried unanimously.

MOTION NO. 2389

15. President's Contract

President Richardson's contract was discussed during the executive session.

Wilma Cartagena moved that President Richardson's contract be extended until December 31, 2022, unless a successful candidate is granted the position prior to December 31, 2022. The motion was seconded by Phylicia Hancock Lewis and carried unanimously.

MOTION NO. 2390

PUBLIC COMMENTS

No public comments

ADJOURNMENT – 3:39 P.M.

CELEBRATING SUCCESS

College Readiness Bootcamp

As part of an innovative suite of enrollment enhancing initiatives called the “Big Idea,” student services, instruction team and faculty collaborated to create a first of its kind college readiness class offered Sept. 6-15. Wenatchee Valley College was able to offer SDS 112: College Readiness Summer Bootcamp for free based upon the generosity of the Wenatchee Valley College Foundation.



Students can earn three college credits for this class. SDS 112 is a two-week intensive course in basic college readiness skills including college navigation, study skills, and reading, writing, and math fundamentals. Students had the opportunity to strengthen their English and math foundations and receive assistance with correct placement in writing and math. The course included presentations from guest speakers across campus, including Student Senate, Counselors and Student Access, Librarian / Write Lab / Math Center, TRIO, MESA, CAMP, Peer Mentoring, Academic Planning, and IT.

College skills (Lynn Kottmeier)	English skills (Janna Goodyear)	Math skills (Christa Cacciata)
<ul style="list-style-type: none"> • Basic college course structures • Accessing and navigating on campus resources and supports • Accessing and navigating online resources and supports • Time Management • Goal Setting • Note taking • Exam preparation and anxiety 	<ul style="list-style-type: none"> • English course workload expectations • Writing to a purpose • Using sources • Writing organization • Reading essays and textbooks • Understanding and avoiding plagiarism • Understanding peer reviews • Using revision 	<ul style="list-style-type: none"> • Math placement • Math workload expectations • Academic integrity • Math resources in person and online • Checking out calculators • Strengthening foundational skills

Offering a program like involved incredible ingenuity by all involved. For example, students in CAMP, TRIO SSS, Transitional Studies or those who are receiving workforce grants are taking the course noncredit to ensure they maintain their financial aid packages. In addition, there is a faculty rotation throughout the class to ensure students get personalized attention.

STAFF REPORTS

Brett Riley

Vice President of Administrative Services

Administrative Services

- Administrative Services, Brett Riley has been nominated to serve as Vice Chair of the Business Affairs Commission (BAC). Mr. Riley will serve as Chair in 2023-24.
- Administrative Services has secured approximately \$2 million dollars through federal appropriation from the HRSA, an agency within the Department of Health and Human Services.
- Administrative Services has been working with Dr. Treat on a public-private partnership that would support the launch on the Data Analytics program and secure training opportunities for our students and graduates.

Budget & Internal Auditing

- Budget and Cabinet staff had the opportunity to have an in-depth review of the 22-23 budget at our Cabinet retreat. At this time, there is no recommendation for any changes to the 22-23 budget approved in May.
- Budget and IT staff are leading another Process, Improvement, Review Counseling (PIRC) event this fall. This PIRC will be taking a look at the payroll process in a post ctLink environment.

Fiscal Services

- In a new wrinkle, the State Auditor's Office has notified the community and technical colleges that they will not have the staff to perform financial statement audits for the foreseeable future due to staffing shortages and increased workload due to COVID funding. SBCTC is working on a master contract that will allow colleges to work directly with private firms without the need to go out to bid.
- Business Office staff recently completed the year-end closing for the 21-22 fiscal year. I am pleased to report that this year's process went much more smoothly than the previous year and that we are on solid ground going forward.

Facilities and Capital

- Mish ee twie is currently in the warrantee period. Minor issues that come up are being reported to the contractor and being addressed as they arise.
- Omak Health Sciences Center- As stated prior, federal funding was approved in the middle of August. We have reconvened the design team and are moving forward towards completed construction documents by February 2023. We are now focusing on land acquisition and working with the Omak Foundation on fundraising efforts.
- CWETI/Batjer Replacement- Predesign was approved by OFM in August and the swap of Sexton and Batjer site selection was also approved. These two events will save the project over \$1 million dollars. The design team has continued to meet over the summer and are making tremendous progress towards schematic design documents.

Minor Works

- Minor projects are either awaiting executed contracts or beginning work. Minor projects include:
 - Eller Fox Façade project has been completed.
 - Wells Wing 5 – Theatre improvement will be starting the week of the 12th. Custodial closet project also in progress.
 - Eller Fox Lab Bench Replacement- In progress, damaged material delayed the project.
 - Distance Learning Center (in Omak)- deferred to next biennium
 - Multibuilding roofing work that will be completed this fall and in the spring.
 - Local funding project- basketball backboard project to reconvene the week of September 19th.
 - HVAC work is on schedule with the exception of Knights Hall A that is waiting on equipment.

Safety and Security

- SSEM has been charged to prepare for an all campus simulation exercise in the Sexton building at the end of the year. SSEM staff will be phasing in safety trainings throughout the year that will culminate with an active shooter scenario in the spring.

Information Technology

- IT staff continue to prepare campus for the beginning of fall quarter and collecting IT equipment that has been at employee's home workspaces during the COVID pandemic.
- IT staff have also been busy coordinating WVC enhancement requests for ctclink now that all the colleges have gone "live".
- IT staff continue to mitigate risk associated with cyberthreats and we hope to share the results of our internal cyber audit at a future board meeting.

Dr. Tod Treat

Vice President of Instruction

Educational Achievement

Medical Assisting celebrated its student completion in a ceremony at Sage Hills August 6. Congratulations Professor Jan Kaiser and Andrea Morrell and their students!

Professor Amanda Stringham and her students celebrated their program completion on August 19. Well done!

Support for Learning

Rosana Linarez has been appointed at Interim Director of MESA. Rosana was formerly serving students and programs in an administrative assistant role at WVC. Previously, she served in various capacities at City Catering Company in Seattle. Prior to moving to the United States, Rosana served in progressively responsible maintenance engineering roles for Venprecar, Venezolana de Prereducidos Caroní (BRIQCAR), Estado Bolívar, Venezuela, a company that produces briquettes through the MIDREX hot reduction process as a reliable source of iron to make the steel industry sustainable. Prior to that, Rosana served as Mechanical Construction Engineer for General Electric Hydro – Caruachi Plant Project, Estado Bolívar, Venezuela. Rosana earned her Mechanical Engineering degree from Universidad Experimental Politécnica "Antonio José de Sucre" (UNEXPO) (2004). Puerto Ordaz, Estado Bolivar, Venezuela. Rosana has already been busy working with her team to recruit students.



1. MESA. Rosana Linarez, Bobbi Johnson, Branwen Schaub, Aaron Guerrero (ambassador), Kevin Charco (Americorps volunteer)

Responsiveness to Local Needs

Diversity and Cultural Enrichment

On September 1, Wenatchee Valley College joined the Washington Area Health Education Centers, hosting its newest regional center, the Central Washington Area Health Education Center (CWAHEC). The CWAHEC will work to develop a healthcare workforce for rural and underserved communities by (a) connecting students to careers, (b) connecting providers to communities, and (c) connecting communities to better health. The CWAHEC will provide outreach and career information across our region. AHEC student scholars will participate in experiential, team-based approaches to address rural health disparities, visit rural health centers, incorporate behavior health, social determinants of health, examine emerging health issues, and develop cultural humility for practice transformation.

Continuous Improvement

Sustainability

Launch Week included a variety of sessions and trainings to support faculty in their critical role of serving students. The schedule is attached. Thanks to the many presenters who provided expertise and support to their colleagues.



2 Faculty and staff participate in Deans' Days.

Launch Week Schedule

Wednesday, September 14

	All Instruction	Diversity Equity Inclusion	New Faculty Instruction Prep	Technology Assessment	Safety & Security Omak	
Target Audience	Time	Topic			Place	
All Instruction	8:00	Coffee & Pastries			Maguire Center	
All Instruction	9:00	Welcome VPI Launch			Maguire Center	
New Faculty, Committee Members	11:00	Pre-Tenure Orientation			Maguire Center	
All Instruction	12:00	Lunch Provided			Maguire Center	

DEI	1:00	Hidden Curriculum: Getting student ready TRIO SSS presentation will be covering the topic of hidden curriculum. Identifying what it looks like, the pros and cons of hidden curriculum and a discussion on how staff and faculty can illuminate and eliminate hidden curriculum in student experience while they are at WVC. This will be fun, informative, discussion-based presentation.	MET 1115
Instruction Prep	1:00	Clean Catalog is a website software for three functions. Online Catalog, Curriculum Updates, and Class Syllabi. This session will guide you how to prepare your Syllabi online in Clean Catalog. We will present pre-built Syllabi as examples, a template Syllabi, and the process to build/customize your Syllabi. Your Syllabi will then be connected to the Catalog Course listed online.	MET 1218
Technology	2:00	Classroom Technology: A review of the HiFlex/Zoom capable classroom. (Our new classroom standard)	MET 1115
DEI	2:00	Student Access Services everything you need to know about working with WVC students with disability accommodations. We will begin by going over the basic information about disability and disability accommodations. I will demonstrate how to use the new Student Access Services Instructor Portal to view student accommodations and how it integrates with the Student Access Testing Center. We will discuss how to implement specific disability accommodations in your classrooms. You will also get a chance to ask questions regarding accommodations.	MET 1116
DEI	3:00	Accessibility: One in five community college students have a disability – do you know how to help them succeed? Come learn more about why proactive digital accessibility work matters and what tools you have to make your Word docs, PowerPoint presentations, Canvas courses and emails accessible. Meet the accessible technology team and learn how to get hands-on support!	MET 1115
Technology	3:00	Microsoft Office: Tips and Tricks: A review of available programs, processes and best practices. (Including OneDrive, SharePoint, Teams, Bookings, Forms, and other products.) Along with any questions.	MET 1218

Thursday, September 15

Assessment	8:00	<ul style="list-style-type: none"> Project SHARE Faculty Highlights New Canvas Modules in Assessment Training Broadening Our Access to Data Break-out Session Discussion Topic: "Moving from compliance-based assessment to collaborative inquiry and high-level engagement in the continuous improvement process" 	MET 1115
Safety & Security	8:00	Bertha Sanchez and Maria Agnew	MET 1116
All Instruction	9:00	Division Meeting - Andrew Tudor	MET 1109
All Instruction	9:00	Division Meeting - Holly Bringman	MET 1115
All Instruction	9:00	Division Meeting - Yuritzi Lozano	MET 1116
All Instruction	9:00	Division Meeting - Jeannie Henkle	Library
All Instruction	9:00	Division Meeting - Riva Morgan	MET 1131
Instruction Prep	11:00	Canvas Integrations: Updates to Canvas, ideas for integrations, tips from faculty users, and access to our Canvas expert! Bring your ideas to share and your questions.	MET 1115
Technology	11:00	Adobe Sign/FTQuery: Learn how to send documents out to be signed digitally and save the headaches of finding people physically to sign. Quick first 15 minutes. Then learn about our budgeting tool FTQuery, for budget managers and assistants, taught by the designer.	MET 1116
	12:00	Lunch	

Instruction Prep	1:00	Clean Catalog is a website software for three functions. Online Catalog, Curriculum Updates, and Class Syllabi. This session will guide you how to prepare your Syllabi online in Clean Catalog. We will present pre-built Syllabi as examples, a template Syllabi, and the process to build/customize your Syllabi. Your Syllabi will then be connected to the Catalog Course listed online.	MET 1218
DEI	1:00	Accessibility: One in five community college students have a disability – do you know how to help them succeed? Come learn more about why proactive digital accessibility work matters and what tools you have to make your Word docs, PowerPoint presentations, Canvas courses and emails accessible. Meet the accessible technology team and learn how to get hands-on support!	MET 1115
DEI	2:00	Student Access Services everything you need to know about working with WVC students with disability accommodations. We will begin by going over the basic information about disability and disability accommodations. I will demonstrate how to use the new Student Access Services Instructor Portal to view student accommodations and how it integrates with the Student Access Testing Center. We will discuss how to implement specific disability accommodations in your classrooms. You will also get a chance to ask questions regarding accommodations.	MET 1115
Technology	2:00	Microsoft Office: Tips and Tricks A review of available programs, processes and best practices. (Including OneDrive, SharePoint, Teams, Bookings, Forms, and other products.) Along with any questions.	MET 1218
Technology	3:00	Classroom Technology: A review of the HiFlex/Zoom capable classroom. (Our new classroom standard)	MET 1218
Technology	3:00	25 Live: For anyone who wants to learn how to reserve rooms around campus. 25Live also sync's with ctclink, so you can also view classes and build reports around locations and events.	MET 1116
Omak	3:00	Omak Social	Omak Campus

Friday, September 16

Instruction Prep	All Day	Prepare for first day of instruction.	On your own.
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Dr. Chio Flores,
Vice President of Student Services

This month’s featured Student Services department is Student Access Services!

Student Access Services (SAS) mission is to provide access, opportunity, and experiences to all qualified students with disabilities by honoring the uniqueness of each person and through the provision of resources, reasonable accommodations, auxiliary aids, and services supporting students in reaching their academic goals.

SAS Team is under the supervision of Bertha Sanchez, M.ED, Director of Counseling and Support Services:

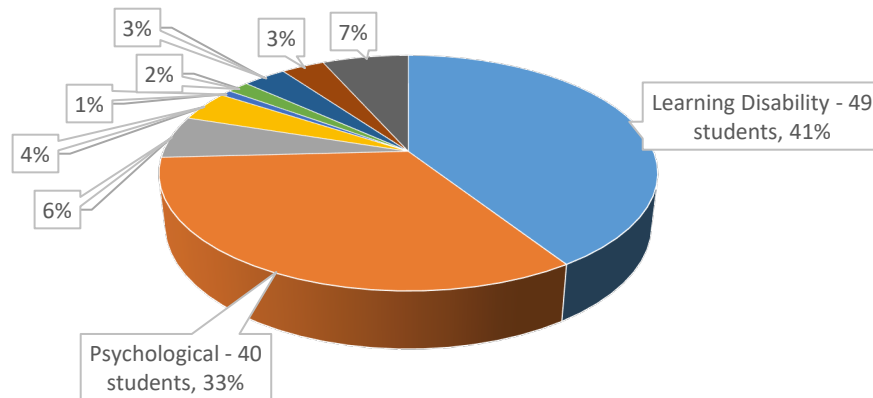
- Kristina Li, Student Access Manager started in her new role at Wenatchee Valley College in June 2022. Previously, she was part of the Disability Access office, as well as COVID-19 Contact Tracing Team at Gonzaga University for 5 years.
- Nick Harris started as a Student Access Services Program Assistant in September, 2022. Primarily, he will be setting up, administering and returning accommodated exams in the new Student Access Testing Center (SATC). Nick brings a wealth of experience from proctoring accommodated nursing exams as a WVC Lab Tech.

Student Data

Since June 1st 2022 SAS has received 16 online accommodation applications

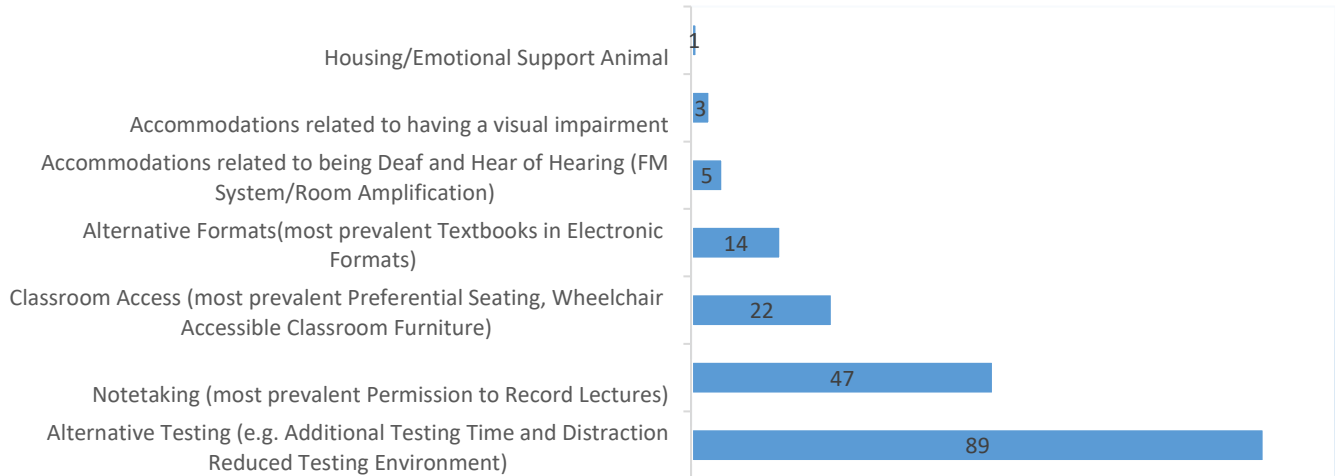
Currently, there are 120 students with disability accommodations at WVC. Please, note that one student can have multiple conditions and accommodations:

Primary Disability Types at Wenatchee Valley College



- Learning Disability - 49 students
- Psychological - 40 students
- Neurological (TBI, Developmental Disability) - 7 students
- Deaf/Hard of Hearing - 5 students
- Mobility - 1 student
- Speech/Language Disorder - 2 students
- Blind/Visual Impairment - 4 students
- Chronic/Acute Health - 4 students
- Other - 8 students

Number of Current Approved Disability Accommodations by Categories



Student Access Services Updates:

- SATC Student Access Testing Center will be opening in the Fall 2022! It will offer much needed proctoring of accommodated exams for students with disabilities. The newly renovated space is located on the second floor of the John A. Brown Library.
- Student Access Services Portal, a new online accommodation management system that was implemented in the Summer 2022. It streamlines the process of securing disability accommodations, informing instructors of the accommodations, implementing and keeping track of disability services. It also gives instructors an additional place to check student's accommodations to ensure a provision of services.
- With the implementation of the Student Access Services Portal, the accommodation request and implementation processes were updated (such as delivery of Accessible Textbooks and scheduling of exams in the Student Access Testing Center).
- Newly updated website clearly outlines the disability accommodation application process, peer note taker information, instructions for students and faculty regarding Student Access Services Portal and more.

What's next:

- Beginning of Fall quarter is the busiest time of the year for SAS. The team will be hard at work processing request and implementing accommodations.
- This academic year the focus will be on connecting with students with approved accommodations and their instructors to assist them with the adjustment to all the SAS changes.

Dr. Jim Richardson

President

- We continue to have weekly meetings (zoom) for the Omak campus and the Wenatchee campus. We also continue to have cabinet office hours each Monday morning, either in person or zoom.
- The Shared Governance Committee has continued to meet during the summer once a month.
- We held Launch week beginning Tuesday, September 13 with President's Day. It was the first time we have met as a whole college since President's Day 2019. There were approximately 80 new employees introduced who were not working at WVC in 2019. Approximately 200-250 employees attended the all-day sessions.



- Before our speaker, the cabinet members and others spoke about: enrollment, retention, budget, marketing and outreach, the Big Idea, WVC Foundation, COVID protocols, presidential search and staying connected.
- Our keynote speaker was Dr. Kira Mauseth, a clinical psychologist, Seattle University faculty member and speaker. She spoke to us about recovering from the pandemic both individually and as a college. In the afternoon, she worked with small groups on personal coping plans
- Deans' Days and the rest of the week included workshops and trainings for faculty and staff.
- We held a cabinet retreat to plan for the coming year, including budget discussions, enrollment, PACE, launch week, and the transition to a new president.
- We continue to follow the Governor's announcements about the state of emergency around COVID ending October 31 and what that means for colleges.
- We have had several potential faculty members turn down positions because of the cost and availability of housing in both Wenatchee and Omak. We continue to search for qualified candidates.
- We have the PACE results back from the spring survey and have given it to the PACE Task Force to discuss. Cabinet and/or the Shared Governance Committee will discuss the results with the Task Force in early October.

ACTION

Policy Update: 000.120 Institutional Planning

As WVC begins fall quarter of 2022, the college's programs and departments are preparing to build their annual Area Plans. Also, in 2023, WVC begin to work on a new strategic plan, which expires at the end of 2023. In reviewing WVC's [000.1120 Institutional Planning Policy](#), it is proposed to make minor changes adding language that better reflect the current planning practices of the college. This policy was originally adopted in 2001 and was last review in 2019.

Wenatchee Valley College
BOARD POLICY STATEMENT

000.000 GENERAL

000.120 INSTITUTIONAL PLANNING POLICY

Wenatchee Valley College will engage in systematic planning for, and evaluation of, its activities. The college develops and implements procedures to evaluate the extent to which it achieves its institutional mission and goals.

The college's planning processes are participatory, involving constituencies appropriate to the institution, including the board of trustees, administrators, faculty, staff, [students](#), representatives of community organizations and residents of Community College District 15.

[Gains, gaps, Goals](#), priorities, ~~and~~ strategies [and outcomes assessments](#) identified in the college's planning process shall be used to develop the college's operating budget consistent with the institutional mission and goals. [Diversity, equity and inclusion in the college should be addressed in college plans.](#)

Planning procedures will be clearly defined and published.

Supersedes 2.P.50

Adopted by the board of trustees: 4/11/01

[Amended by Board of Trustees: 9/14/22](#)

Last reviewed: ~~5/7/209~~14/22

Policy contact: Institutional Effectiveness

Related policies and procedures

RECOMMENDATION: That the board approve revised Policy 00.120 Institutional Planning

ACTION

Election of Board of Trustees Officers

The Wenatchee Valley College Board of Trustees Policies Manual states under its by-laws, G9, Article VII:

Section 1. At the first regular meeting of the board following July 1 of each year, the board shall elect from its membership a Chair and Vice-Chair to serve for one-year terms.

RECOMMENDATION: At the discretion of the board