



January 10, 2018

Dear Board of Trustees and Campus Community:

Welcome to 2018. The winter quarter will be filled with activity on campus. Our on-going diversity education efforts continue (i.e., our "Cavolines"), budget planning continues, strategic initiatives are being executed, hiring of new employees continues, the legislative session begins, tenure presentations occur, and...yes...we are teaching in classrooms full of students.

It's my goal to make sure that everyone has what they need to be effective and as you can see from my list below, I have also been constantly on the move since we last met. I will be in Olympia no less than 6 times this winter speaking with legislators. As well, I am trying to support planning efforts with the school districts, with UWB, and with our sister colleges in the 5-Star Consortium.

I appreciated our December retreat where I presented to you my 2017 self-evaluation and listened to your thoughts about 2018. I look forward to a good year on campus.

Meet and Greets:

Since we last met in November, here is a list of my community activities and events:

- Cascadia Leadership Planning Retreat Fall 2017 – Session 1 with 20 attendees.
- Bothell Chamber Board Meeting (x2)
- Pluralism Committee Meeting (x4)
- CCEC Meeting with John Bonner (x3)
- Tenure Process Check-in with Tenure Track Faculty Debra Waddell
- "Coffee for Three" Breaks with the President (9 coffee breaks with 18 employees)
- Teaching and Learning Academy (TLA) Check-in with Natasa Kesler
- Bothell City Council Meeting
- Bock Bequest Reception
- Bothell Chamber General Meeting (x2)
- OneRedmond Board Meeting
- Green Bucket – Staff Check-in
- Duvall Mayor Ibershof Meeting
- Cascadia Leadership Planning Retreat Fall 2017 – Session 2 with 20 attendees.
- Senator Cantwell Conversation on Cyber Security Preparedness at UWB
- Tenure Process Check-in with Tenure Track Faculty Garth Neufeld
- CSG President Meeting (x2)
- Classified Co-Facilitator Meeting (x3)
- Provost Dave Rule Bastyr University Meeting
- Nancy Balin Jaimeson Jones Memorial Scholarship Meeting
- ctLink Budget Discussion with Christy Campbell, Project Manager
- Leadership Eastside Steering Committee Meeting
- Recorded Welcome Video
- Strategic Risk Assessment Exercise (x2)

- WACTC – Bellingham
- Cascadia Leadership Planning Retreat Fall 2017 – Session 3 with 20 attendees.
- Tenure Process Check-in with Tenure Track Faculty Dr. Soraya Cardenas
- Faculty Bargaining/Legislative Issues (Post WACTC) Meeting with David Shapiro
- Sandford Endowment Discussion
- Tenure Track Faculty Dr. Soraya Cardenas Class Visit
- BOT Winter Retreat – Special Meeting
- President’s Annual Holiday “Kaffee Haus” – 102 Employees Attended
- Northshore Scholarship Foundation Meeting
- United Way King County College President’s Meeting
- Trajal Tourism and Hospitality College Graduation
- Jennifer Phillips Bothell City Manager Meeting
- 46th District State Legislative Session Send-Off Event
- 1st District State Legislative Session Event held at ARC
- Cavoline Facilitator Meeting
- Legislative Visit to Olympia
- Navigators Meeting
- Cavoline TED Talk: Generational Differences

Senior Staff Reports

To be informative, yet mindful of your time, I have asked the senior staff to only share their top relevant items for your reading pleasure.

From the Vice President of Administrative Services, Mr. Terence Hsiao

INFORMATION SERVICES

Over winter break, the IS team tested and cleaned all 45 Cascadia classrooms. In addition, they closed 367 help desk tickets in the month of November and 322 in December. Currently the team is busy troubleshooting beginning of quarter issues for students, faculty, and staff as well as checking out equipment at the help desk.

FACILITIES

CC5 “The Gateway Building” Project Requisition Request is complete and has been submitted for scoring and review. The results of the scoring are expected in spring.

The current facility renewal projects are all complete with the exception of “The Center” which will be completed during winter quarter with minimal disruption to students. The next round of facility updates will include the reconfiguration of the CC1 science lab prep area, the addition of a wall and door in LBA-102A, and the conversion of the Mobius ticket booth into an office. Design work with DES and the on-call architect will begin soon with anticipated completion of all projects before the start of fall quarter.

CTCLINK PROJECT AND ACTIVITIES

Cascadia’s staff participated in three ctLink common process workshops in November and are scheduled to participate in nine more in January and February. Congratulations to Enrollment Services for completing 100% mapping of their Legacy business processes in December. Our project management staff remains engaged locally and with SBCTC in developing plans critical to project success.

From the Vice President of Student Learning and Success, Dr. Rosemary Sutton

Dr. Peg Harbol, Cascadia Chemistry Faculty, has accepted an invitation from the American Chemical Society (ACS) to serve on the Advisory Board to the ACS Society Committee on

Education for the 2018 New Faculty Workshop project. The New Faculty Workshop (NFW) supports new college chemistry faculty in implementing outcomes-based teaching practices and mentoring students. The Advisory Board has representation from the ACS, past NFW organizers and participants, and faculty from minority serving institutions, community colleges, undergraduate institutions, and research-intensive universities.

Becky Riopel, Director of Student Life, has been selected to serve as the Chair-Elect of the Board of Directors for the National Association of Campus Activities (NACA). Becky has been serving as a member of the Board of Directors, will be the Chair elect for 2018, and will become NACA Chair in 2019.

Five Cascadia students and Diversity Club founders--Daisy Aguirre-Acuna, Isabella Bruski, Dorsa Ostadhaji, Ethan Dibeh, and Anneke Thompson-- expanded their thinking about social inequality with a recent visit to the BAM to see Humaira Abid's poignant *Searching for Home* and other exhibits. The students formed the club this past fall as their community-based learning (CBL) activity for SOC150 (taught by Dr's. Custer and Tuominen). Other students in the class completed their CBL service at organizations such as Books to Prisoners, Boys and Girls Club, NW Harvest, North Helpline, Maltby Foodbank, Habitat for Humanity, and Threads and Treads.



Staff in the Basic Education for Adults (BEa) program spent Fall Quarter revamping the student intake process for ESL and ABE students. Joanna Muir, Neda Rabbanian, and Rosa Pielle worked with Information Services to implement the electronic version of federally-mandated testing, and also partnered with Enrollment Services to register BEa students online. These changes were integrated into a revised intake process that halved the amount of time students spend on testing and orientation enabling us to provide improved customer service to our new students. We anticipate that these changes will result in improved retention of BEa students from orientation to classes.

Enrollment Services, in partnership with Student Life, created an online version of the quarterly JumpStart Orientation that blends online asynchronous experiences with live, real-time experiences. The goal is to use this online version of JumpStart for Winter and Spring Quarters when the number of brand new, first time, first quarter students is much lower.

WINTER QUARTER TRANSFER EVENTS AND WORKSHOPS

Student advising is partnering with faculty, International Programs and four-year colleges to offer transfer fairs and workshops to help students understand academic and career pathways and better understand the transfer process:

- *Transfer Fairs and Workshops*
 - NW STEP Transfer Fair – Mostly in-state four-year colleges (January 11th)
 - International Transfer Fair hosted by International Programs – Schools from across the nation (January 26th)
 - Personal Statement Workshop – in partnership with UW Bothell (February 7th)
 - Transfer 101 Workshops (January 17th and March 1st)
- *Pathway Workshops*
 - Pre-Med Pathway Workshop (January 31st)
 - Psychology Major Pathway Workshop (February 1st)
 - Business Major Pathway Workshop (February 26th)

FINANCIAL AID UPDATE

Cascadia has already surpassed the amount of Pell/Loans awarded to students in January than was awarded last year for the entire year (2.62 million vs. 2.53 million) Cascadia has also awarded \$203,099 more in Cascadia Grant funding so far this year.

From the Vice President of College Relations and Advancement, Ms. Meagan Walker

OUTREACH/EXTERNAL RELATIONS/MARKETING

Prospective Student Outreach

Outreach attended/hosted/offered 21 events in November and 13 events in December, yielding over **290 points of contact** – prospective students, families, and community members.

Event Type	Details	Student Interactions
College Fairs	Redmond, Sohomish, Sno-Isle Tech, Juanita	42
College Goal Cascadia	Free assistance with FAFSA/ WASFA forms - English	8
	Free assistance with FAFSA/WASFA forms - Spanish	20
Resource Fairs	Seattle Mountaineers Club, Issaquah Career	50
Campus Info Sessions	Fast Track to complete applications + Tours	29
Visits to High Schools	Juanita, North Creek, Inglemoor, Sequoia, Lake WA	17
Custom Visits	Latinx High School, Chinook Middle School	120

We held two separate Latinx geared events – Juanita HS Heritage Spanish class and Bothell HS Spanish-speaking parent community. Both were great opportunities to reach out to the Latinx community, and include staff/faculty/student support from within the Cascadia Latinx-identifying community – financial aid, front desk, ESL/Basic Ed, student life. We reached out to students and parents, provided financial aid information/support, and created a point of contact.

Community Outreach

- Gave presentation to Riverview PTSA
- Met with Cascadia's three superintendents
- Participated in emergency preparedness table top discussion with City of Bothell and UW Bothell
- Attended Northshore Business Alliance meeting

INTERNATIONAL PROGRAMS

- Visited COLL101 class to introduce study abroad options
- Staff members (3) attended NAFSA Tri-Regional Conference; Lisa Jacobson presented at two sessions
- Held workshops for faculty, staff, and students:
 - Study Abroad Info Sessions (3)
 - Say My Name Pronunciation Workshop (Chinese & Japanese)
 - University Transfer and Optional Training Programs (2)
 - Writing Resumes & Cover Letters (2)
- Recruiting trips in Colombia, Mexico, Japan, and Korea
- The 3rd cohort of TJHC students completed their 9-month program on December 15th. Over 120 people, including host families, students, ELP faculty, IP and TJHC homestay agency, attended the graduation ceremony. The next cohort of 37 students are expected to arrive in March, 2018.

International Programs held orientation and enrolled 33 new students in winter 2018, 13 in College and 20 in ELP. Students arrived from 4 continents: Africa, South America, Asia, and Europe.

Countries	# students attending from each	Total #
China	17	17
Colombia, Togo, Vietnam	2	6
Australia, Bangladesh, Brazil, Cambodia, Cameroon, Indonesia, Italy, Nepal, South Korea, Turkmenistan	1	10

GRANTS & FOUNDATION

Grants:

Pre-Award Activities	
Maintain pipeline of grant opportunities	174 viable opportunities
Design & Planning	Lumina Foundation for diversity initiatives
	NSF w/ 5 CTCs in King Co to support BAS degrees
	NSF develop and support college to career pipelines
	Various to support College Goal Cascadia
Post-Award Activities	N/A
Operations	
Readiness & Compliance	Developing conflict of interest/code of ethics process
Networking	Puget Sound Grant Assoc., CTC Grant Directors fall meeting
Continuing Education	Federal grant writing seminar, NSF Virtual Conference

Foundation:

Administration	2017 FY Audit field visit and follow up
	Bock Reception
	Training including predicting donors, nonprofits, etc.
	Annual board celebration
Programs	Scholarship promotion campaign kick-off
	Dakin Awards – planning internships and transfer advising
	Beda – making program adjustments
	Running Start – book vouchers program adjustments
	Scholarships for College Goal Cascadia students
	Northshore Scholarship Foundation Scholarships for students with gap years
Total Income	\$138,000 for November/December 2017

From the Executive Director of Human Resources, Martin Logan

HUMAN RESOURCES

The Annual Open Enrollment benefits process for all Classified, Exempt and benefits-eligible Faculty ended on November 30, 2017. Human Resources processed the changes during December. All relevant benefit changes are effective January 1, 2018.

We are currently recruiting and screening for Full Time Tenure-Track Faculty positions in Business Information Technology, English Composition and Art. Once hired, these faculty members will begin teaching Fall Quarter 2018. We are also working with Student Learning for Associate Faculty hiring in the following disciplines: Spanish, Communication Studies, Chemistry, Math and Business Information Technology. Other HR activities include processing the new minimum wage increases, new paid sick leave accrual for hourly employees, various college area hires, job changes and separations. And finally, seven members of the College (including HR) attended Title IX training at Bates Technical College in Tacoma.

PAYROLL

Payroll is in the process of balancing and issuing W-2 forms to 445 current and past employees. To ensure all employees receive their W-2s in a timely manner employees were reminded to update their address with Human Resources/Payroll and given ample time to do so before the W-2s will be mailed out. The W-2s will be printed by the Washington State Printing Office and mailed by the printing office to all employees by January 31st

TRAINING AND DEVELOPMENT

The Winter all-campus DIA (Day for Inquiry and Assembly) will focus on Pluralism. After a welcome by President Murray, the Committee for Pluralism and Social Justice will refresh our awareness of the meanings of diversity, pluralism, equity, inclusion, and social justice. Employees will then engage in team discussions and answer the following questions: 1) With regards to today's topic, what are the successes we've had? 2) What are the challenges and issues we face on our campus? 3) If resources were available, what strategies should we pursue or how should we invest our resources?

The DIA will conclude with two back-to-back breakout sessions. Employees will choose from: 1) Accessibility 2.0: Beyond Accommodation, 2) Gender Equity, 3) Intercultural Competence Framework, and 4) Undocumented Student Allyship.

Over the holiday break the College sent out an online Title IX training to all full time exempt and classified employees. The training is an extensive (two hour) training to educate employees about when and how to report incidents. The training includes example situations, based on real life incidents, followed by quizzes. To date we have had over 40 completions. Our goal is to have all employees complete the training by the end of the winter quarter.

We look forward to seeing you at the board meeting on January 17th.

Respectfully submitted,

Eric



Board of Trustees

Meeting Agenda

Ms. Janet McDaniel, Chair
Dr. Julie Miller, Vice Chair
Mr. Mike Kelly
Ms. Nancee Hofmeister
Mr. Roy Captain

Regular Meeting
Wednesday, January 17, 2018

4:00 p.m.
Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011

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Bothell, WA 98011

**Meeting Agenda and
Materials Wednesday,
January 17, 2018 4:00 p.m. -
Room CC2-260**

A G E N D A

1. EXECUTIVE SESSION

The Board will meet in a thirty minute Executive Session to discuss number 2 below and/or any of the issues listed below:

- (1) to receive and evaluate complaints against a public officer or employee;
- (2) **to evaluation the qualifications of an applicant for public employment or to review the performance of a public employee:**
- (3) to discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequences to the college;
- (4) to consider, as a quasi-judicial body, a quasi-judicial matter, between named parties;
- (5) to consider matters governed by the administrative procedures act, chapter 34.05 RCW; and/or
- (6) to plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposal made in on-going negotiations or proceedings.

2. TOUR OF BOCK LEARNING CENTER

The Board will take a tour of the Bock Learning Center from 4:30-5:00 pm.

Convene to Public Session at 5:00 pm

3. CALL TO ORDER

4. CONSENT AGENDA

- Meeting Agenda
- Minutes from previous meeting – November 15, 2017

5. PUBLIC COMMENTS

Anyone wishing to speak to the items on this meeting agenda will be recognized when the item is being discussed. If you wish to speak to the Board, please sign your name on the sign-up sheet. Three minutes per person is allocated for this purpose.

6. INTRODUCTION OF NEW EMPLOYEE

Student Learning and Success

Jennifer Coslor, Laboratory Technician

7. REPORT (moved earlier in agenda so faculty member can go teach)

- Cascadia Community College Federation of Teachers (CCCFT)

8. DISCUSSION/PRESENTATION ITEMS

- Strategic Plan Deep Dive: Library/UWB Relationship – (Sarah Leadley/UWB)
- 2016-2017 Post Sabbatical Presentations – (RS):

Dr. Catherine Crain (F) – Psychology & Education
Sharon Saxton (F) – Math
Natalie Serianni – Development English
Eugene Taylor – History & Global Studies

- ctLink Update & Monetary Investment – (TH)
- Preparation for School District Visit – (ALL)

9. INFORMATION ITEMS

- Tenure Update – (EM & RS)
- CC5 Update and Proposal – (TH)

10. RECOMMENDED ACTION ITEMS

- Extension of President's Contract
- Campus Master Plan Discussion (3rd Read/Action) – (MW)

11. OTHER REPORTS

- Cascadia Student Government (CSG)
- Cascadia Classified Union Washington Public Employees Association (WPEA)
- Board Chair and Individual Board Members
- President

12. OTHER BUSINESS OR ANNOUNCEMENTS

February 21st Board Meeting we will have special guests:

- Area superintendents and their board members
- Dr. Amy Goings, President of LWIT and board members

13. NEXT MEETING

The next regular meeting of the Board of Trustees is scheduled for Wednesday,
February 21st at 4:00 p.m. in Room CC2-260 at Cascadia College.

The facilities for this meeting are free of mobility barriers. Interpreters for hearing-impaired individuals and taped information for visually impaired individuals will be provided upon request when adequate notice is given.

**Minutes
Regular Meeting
Cascadia College Board of Trustees
November 15, 2017**

**Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011**

BOARD OF TRUSTEES

Chair Janet McDaniel, Vice Chair Dr. Julie Miller, Roy Captain, Nancee Hofmeister, and Mike Kelly present.

EXECUTIVE STAFF

Terence Hsiao, Martin Logan, Dr. Eric Murray, Vicki Newton, Alan Smith (AAG), Dr. Rosemary Sutton, and Meagan Walker present.

AREA REPRESENTATIVES

CCCFT Representative – David Shapiro present.

Student Representative – Cassie Rudolph, CSG President present.

WPEA Representative – Marah Selves present.

AUDIENCE

Erin Blakeney, Kimberlee Clark, Mark Collins, Gordon Dutrisac, Lyn Eisenhour, Susan Ford, Dr. Todd Lundberg, Becky Riopel, Abi Shimono, Sara Gomez-Taylor, Dr. Erik Tingelstad, and Srividhya Venkatraman present.

1. EXECUTIVE SESSION

There was no Executive Session scheduled for this meeting.

CONVENED TO PUBLIC SESSION AT 4:00 P.M.

2. CALL TO ORDER

Chair Janet McDaniel called the meeting to order at 4:00 p.m.

3. CONSENT AGENDA

Chair Janet McDaniel asked for approval of the consent agenda. Trustee Mike Kelly made a motion to approve the consent agenda and Trustee Dr. Julie Miller seconded the motion. Hearing no objections the consent agenda was approved.

4. PUBLIC COMMENTS

There were no public comments.

5. INTRODUCTION OF NEW EMPLOYEE

The following new employee was introduced to the Board:

Administrative Services

Abi Shimono, Facility Assistant

The Board members welcomed the new employee and wished them well in their position at Cascadia.

6. INFORMATION ITEMS

First Quarter Financial Update

It is the practice of the Board to review expenditures against the budget on a quarterly basis. Terence Hsiao, VP of Administrative Services reviewed the first quarter budget report through September 30, 2017 with the Board.

7. REPORT (moved earlier in agenda so faculty member can go teach)

Cascadia Community College Federation of Teachers (CCCFT)

Union President, David Shapiro submitted a report in the board packet earlier and had nothing more to add to the report.

8. DISCUSSION/PRESENTATION ITEMS

Strategic Plan Deep Dive: Marketing Efforts

Meagan Walker, VP of College Relations and Advancement introduced Sara Gomez-Taylor, Recruitment and Outreach Manager, who gave the Board an update on Cascadia's Marketing Efforts. Ms. Gomez-Taylor presented on marketing goals of 1/3rd time engaging and developing community partners, 1/3rd time informing students, staff and faculty, and 1/3rd time maintaining and growing enrollment.

Advertising and communication are done through social media, electronic communication, media releases, and community forums. Outreach is done through community events and fairs, boards and committees, and special events off campus and on campus through (Mobile Laboratory (MO)-Wetland Day, Poetry Writing, and Welcome Week), campaigns (voter registration, parking rate increases, and emergency preparedness) and special events.

Prospective students are notified thorough social media, websites and calendars, newsletters, brochures, banners, videos and advertising.

A copy of Ms. Gomez-Taylor's PowerPoint presentation can be made available upon request.

9. RECOMMENDED ACTION ITEMS

Naming of the John and Margaret Bock Learning Center

The Bock family established an endowment in 2007 with a gift to Cascadia of \$107,000; the first awards were distributed in 2008. Over the last 10 years, Margaret Bock continued to make generous donations to the endowment. Upon her death last year, a portion of her estate was entrusted to the college. Creating the endowment, especially one of such significant size, has and will fund dozens of student scholarships each year for generations to come.

At the October 18th Board meeting, the College officially accepted the 2017 bequest of \$570,000 bringing the value of the Bock endowment to \$885,000. In honor of the Bock's generosity, the college's executive team and the Foundation Board recommended to the Board that Resolution 11-15-17 be approved and signed to formally name Cascadia's learning center (currently located in CC2) as the John & Margaret Bock Learning Center.

Authority to do so is reflected in Board Policy BP8: 4.10 where the Board of Trustees shall take final action on the naming of such facilities areas or events in honor of an individual, family, group, business, corporation etc.

Chair Janet McDaniel asked for a motion to approve Resolution 11-15-17. Trustee Dr. Julie Miller made a motion to approve the resolution and Trustee Nancee Hofmeister seconded the motion. Hearing no objections Resolution 11-15-17 was approved and signed by the Board of Trustees.

Strategic Plan Indicator 5A-1C – Master Plan Update (2nd Read)

Meagan Walker, VP of College Relations and Advancement gave the Board additional updates on the Campus Master Plan activities. The Campus Master Plan will be approved by the Bothell City Council, the University of Washington Regents, and the Cascadia College Board of Trustees.

Below is the schedule to approve the Campus Master Plan:

Bothell City Council

October 3, 2017 - presentation
October 17, 2017 - public hearing
November 14, 2017 - potential adoption

Cascadia Board of Trustees Meetings

October 18, 2017 – action (1st read)
November 15, 2017 – discussion (2nd read)
January 17, 2017 – action (3rd touch) and final adoption

UW Board of Regents

October 12, 2017 - preliminary approval
January 17, 2017 - final adoptions

The Board and Ms. Walker continued their discussion on the master plan and the Board will take action and final adoption of the Campus Master Plan in the January 17, 2018 board meeting.

Ms. Walker also shared a draft 2017 Campus Master Plan – Partnering Commitments report which gave the Board more information on partner activities.

10. REPORTS

Cascadia Student Government Report: CSG President Cassie Rudolph was present and updated the Board on student activities.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Marah Selves was present and updated the Board on WPEA activities. WPEA is presently voting for a new president and board members. Also, the WPEA administrative representative and Cascadia management met and had a positive discussion.

Chair and Individual Board Members Reports: Alan Silver, Assistant Attorney General gave Cascadia's new trustee Roy Captain training on the Open Public Meetings Act prior to the meeting.

President's Report:

President Murray shared a handout with the Board on Cascadia's Learning Center services. The Trustees requested a 10-15 minute tour of the Learning Center at the beginning of their January 17th meeting.

President Murray will send details to the trustees on the date, time and location of the UW Board of Regents meeting for their final adoption of the Campus Master Plan. The Board asked if there would be a public presence at the January 17th Board Meeting where the Board will take final action/adoption on the Campus Master Plan. President Murray said there possibly could be a public presence.

President Murray explained that he will be in Olympia six times over January, February and March to bring Statewide Legislative Requests to the attention of the legislators from Cascadia's districts. Three visits to meet with legislators and three WACTC meetings. He also shared the Washington Community and Technical Colleges 2018 Legislative Agenda with the Trustees to give them information on the Operating and Capital Budget Requests.

President Murray recently met with Senator Guy Palumbo to talk about higher education needs. Senator Palumbo will serve as vice chair on the Higher Education and Workforce Development committee in the Washington State Senate.

11. OTHER BUSINESS/ANNOUNCEMENTS

The Board meeting adjourned at 6:00 pm and moved to the 2nd floor Vista for the Cascadia College Foundation Bock Bequest reception that was held from 6:00-7:30 pm.

There will not be a regular Board meeting in December as the Board will hold their Winter Retreat off campus on December 13, 2017 from 4:00-6:00 pm for the President's Performance Review at Dr. July Miller's residence.

ADJOURNMENT

The Chair adjourned the regular meeting at 5:24 p.m.

Minutes Approved and Adopted on January 17, 2018.

Ms. Janet McDaniel, Board Chair

Attest:

Dr. Eric Murray, President

Bdminutes111517

INTRODUCTION OF NEW EMPLOYEE

Cascadia College Board of Trustees Introduction of New Employee

Subject: Introduction of New Employee

Background

It gives us great pleasure to introduce the following new employee:

Student Learning

Jennifer Coslor, Laboratory Technician

A brief biography on the new employee is attached.

Discussion

President Murray will acknowledge the respective supervisor who will introduce the new employee.

Jennifer Coslor, Laboratory Technician

We are happy to announce that we have a new laboratory technician on campus! Jennifer Coslor has a Bachelor's of Science in Biology from Washington State University—she joins our smallish group of Cascadia Cougs. At WSU, she minored in Spanish and was an active member of the Chemistry Club. Over the past decade, she has worked as a field scientist and laboratory technician on university, Tribal, and Department of Fish and Wildlife projects; she also worked as a manager in the Samish Bay Oyster Company. She is returning to Washington from Michigan where she has been working as a Research Assistant at Michigan State University and a chemistry laboratory technician at Lansing Community College. Please join me in welcoming Jennifer to Cascadia College.

DISCUSSION/PRESENTATION ITEM

Cascadia College Board of Trustees Discussion/Presentation Item

Subject: Strategic Plan Deep Dive: Library/UWB Relationship

Background

To continue to keep the Board apprised of the work being done on our Strategic Plan the administration arranged to have an update this month on the library and the UWB relationship.

Discussion

From UWB, Sarah Leadley, Library Director, will give a presentation on the Library/UWB Relationship and will be available to answer any questions the Board may have on this item.

May 25, 2017
From: Catherine Crain
To: Eric Murray, President
Rosemary Sutton, Vice-President
Board of Trustees of Cascadia College

Thank you so much for making my one quarter sabbatical possible! I took the sabbatical during fall quarter of the 2016-17 academic year. I had two goals in my sabbatical and I will discuss each in turn.

1. Most of my sabbatical was spent with a curricular project developing three new hybrid courses. Offering more courses in the hybrid modality is part of Cascadia's Academic Plan in order to improve access for students. I worked with Dean Lundberg to identify courses which were high demand and not currently available to our students in this format. We decided on Psyc&100, and Psyc&200 which are both very high demand classes. Psyc&200 is an integrated learning course with a community based learning option which is difficult to manage in the entirely online format. Another course we identified for offering as a hybrid course was Educ 205, which also has a required community based learning component.

Hybrid courses are a form of Blended Learning, which is defined as a mixture of online and face-to-face pedagogy. Students enjoy and profit from having some or part of their work offered online. Nevertheless, the true Hybrid modality (which has a reduction in face-to-face hours) offers challenges to both faculty and students. Because the modality is neither entirely online nor face-to-face, students are sometimes confused about online requirements and/or skip required face-to-face meetings.

Because I had little experience with this modality, I started by learning as much as I could about best practices. During the early part of fall quarter, I did research on blended learning and met with Anne Tuominen (a faculty member supports faculty in various aspects of online learning pedagogy) to get suggestions for successful techniques. I examined various hybrid courses which other faculty members have developed and talked to several different faculty (including my new Psychology full-time colleague, Garth Neufeld) about their experiences with hybrids and what has worked well. I used the information I gleaned from this research and collaboration to create the three courses so they were ready to go at the beginning of winter quarter. I created syllabi for all three classes. I passed the Psyc&100 syllabus on to Professor Neufeld who was planning to teach Psyc&100 as a hybrid in the winter. Since I was planning to teach Educ&205 in the winter and Psyc&200 in the spring, I created the syllabi for these courses and went on to create all the modules, PowerPoint slides, study guides and assignments for these two courses during my sabbatical. I taught the new hybrid Educ&205 in winter and took detailed notes on what worked successfully and what I needed to improve. I used this information, as well as end of quarter evaluations to improve my Psyc&200 plan and made some significant changes, e.g., I refocused the online discussions, asking students to tell me which concepts from the study guide they wanted to focus on for our face-to-face meeting each week. I am currently teaching the hybrid Psyc&200 and it is going very well. In particular, I've been impressed with student engagement and how reframing the online discussions has given them more of a sense of ownership of and engagement in their learning. I'm looking forward to reading their course evaluations to see if my informal observations of their satisfaction and engagement are borne out by the end of quarter data.

2. During the last few weeks of my sabbatical, I had the opportunity to travel to Cuba from Nov 29 to Dec 22, 2016. The first two weeks, I traveled with the Seattle Peace Chorus

(www.seattlepeacechorus.org) on a goodwill choir tour of western Cuba, and afterwards I was on my own for 10 days, spending more in-depth time in Havana and Cienfuegos. My goal in this Cuba trip was to connect with Cuban people and culture and learn about the Cuban educational system, so that I could incorporate this learning into my courses. In particular, Educ&205 (Intro to Education) and Psyc&200 (Lifespan Development) were courses in which I could incorporate a great deal of cross-cultural information. I feel like I accomplished my goal, although it was a bit different than I had anticipated, partly due to the fact that I arrived a few days after the death of Fidel Castro and the country was observing a profound mourning period. I thus had the opportunity to witness an historic time in Cuba and I learned an enormous amount about the history and culture which I am now able to share with my students and colleagues and integrate into my psychology and education classes. I also refreshed my Spanish and had many opportunities to speak with local people, ask questions, and make professional connections, including with Dr. Mario Arrastía Avila, the Cuban scholar who is currently teaching at Cascadia.

I kept a blog during my trip, www.mytb.org/catherine-crain, to record my experiences and reactions. Our choir arrived in Cuba a few days after the death of Fidel Castro, thus, we observed the period of mourning for several days. It was very intense, with many businesses and government offices closed. All music, dance, alcohol were forbidden and the television played non-stop information about Castro and the history of the revolution. Our choir rehearsals took place “in secret” inside hotel rooms, for it was absolutely forbidden to sing in public. The choir started and ended our trip in Havana, where we eventually were able to meet with and sing with the Cuban National Choir which was a great honor and a high point of the trip. In Havana, we toured museums, including the museum of the revolution and heard a lecture from an economist from the University of La Habana on the current economic situation in Cuba and the effects of the American embargo. From Havana, we traveled by bus to the valley of Viñales and the village of Puerta de Golpe (a tiny village where we visited a community project to involve youth in art), Matanzas (a center of Afro-Cuban culture where we sang and danced with traditional dancers), Santa Clara (where we met with gay and lesbian activists and performed in a gay club), and Trinidad and Cienfuegos (both are beautiful colonial cities where we met with local choirs and gave performances). In each of the places we visited, we toured schools and museums, held concerts, held workshops on American music with Cuban choirs and students, and met with musicians and educators. We had a guide provided by the government who shared an enormous amount of information about Cuban history and culture. It was such a rich educational experience, it’s hard to summarize it. What I bring back to my students is much richer knowledge of the Cuban educational system as well as Cuban history and culture. I have already begun integrating this information into my courses as I work to globalize my curriculum. Students are curious about Cuba and many of them express interest in visiting Cuba now that it is more possible.

There were many “ahas” in this trip. On the plus side, Cuba has supported education, health care, and the arts in a big way. It is a poor country, but they have the best education system (and health care system) in Latin America according to many sources. The government support of arts and music is truly impressive. Every musician we met was professional, i.e. they received a government salary for their job playing or singing with their local choir or symphony. We visited many different schools for the arts including the famous Escuela de Arte Benny Moré, outside of Cienfuegos, where we heard their school orchestra and saw wonderful works of art created by the students and their teachers. There are hundreds of applicants for schools like this in Cuba and children are selected based on their talent and a rigorous application process. We also visited other more “typical” schools, which seemed relatively well-funded, clean, with lots of opportunities for active learning, although sorely lacking in

technology by our standards. We brought gifts of art and music supplies to every school we visited, and they were thankfully received.

This was my first taste of a communist country and it gave me a lot to think about. Especially with the death of Fidel Castro, the emphasis on the success and glory of the Cuban revolution and loyalty to their leader was striking. We heard so much propaganda in favor of the government and the society, and almost no dissent or other points of view. Although the people were very friendly and warm, conversation often turned to the U.S. embargo and explanations of how devastating it has been to their economy.

The lack of consumer choices was such a change from what we are used to. People have cell phones, but the internet is very difficult to access and few people seem to have home computers. Regarding food and drink, there are the same two brands of beer (light and dark), and one brand of bottled water no matter where you go. Tap water is not safe to drink according to the locals, so bottled water is everywhere. For lunch, one can have any kind of sandwich as long as it's some version of ham and cheese on a white roll. In stores, the shelves are bare compared to our standards. People have the necessities, but no frills, nothing extra, few choices of products. People receive monthly government rations which are very basic: rice, beans, sugar, and sometimes a little meat. A great deal of the fresh fruits and vegetables as well as fish and shellfish have been diverted to tourism. There is almost no advertising of consumer products, rather, there are large billboards and posters in every town proclaiming the glory of the revolution and the greatness of Fidel Castro, Raul Castro and Che Guevara who are the saints of the revolution.

Many people are excited about the classic cars and architecture in Cuba and it is certainly romantic -- like stepping back in time. But the deferred maintenance is overwhelming. We saw so many beautiful old buildings that were literally falling down. And Cubans can't get parts to repair their antique cars. There are no new cars for sale, so driving the old cars is a necessity, even though they are not particularly safe and certainly not equipped with seat belts or pollution control.

Things are changing rapidly in Cuba. The government is encouraging tourism and expecting a lot more American tourists. One place I stayed was run by a dentist who had stopped practicing dentistry in order to focus on tourism where she could earn much more than her government salary. So, I wonder what will happen in a few years if this trend continues and doctors, lawyers, and teachers are earning a fraction of what hotel and restaurant workers as well as taxi drivers are earning.

Both aspects of my sabbatical were successful and incredibly enriching. I come back to my classes refreshed and with so much new knowledge to add to my curriculum and my discussions with my students. Again, thank you for making this possible!

Sharon Saxton
Senior II Tenured Founding Faculty, Mathematics
Sabbatical Report 2016-2017

Our strategic plan indicates “Increasing access to students in northeast King and southeast Snohomish counties” and “Enhancing the quality of the learning-centered environment by improving faculty support, enhancing academic support for students, creating physical spaces to enhance integrated education, and expanding STEM education.”

My sabbatical project addressed these needs directly. I studied best practices and innovative methods for encouraging students to take mathematics classes and enabling them to overcome social biases and flourish as learners. The economic and career opportunities in STEM professions and growing demand for graduates with this knowledge and skillset is well documented. All STEM disciplines rely in part on mathematical and quantitative reasoning as a fundamental knowledge base. It is the population of students, who succeed in these courses, which provides the pipeline to all our other STEM courses. To increase graduates in STEM fields, we first need to increase the number of students taking mathematics and ensure that those students satisfy high expectations in understanding and competency.

The year began by opening dialogue with Cascadia College students, parents, colleagues, and administrators about mathematics. I wanted to hear their mathematics story. To gain more data, I widened my conversations to Lake Washington Technical College, Shoreline Community College, Edmonds Community College, Bellevue College, the Northshore School District, the Lake Washington School District, and the Monroe School District. Within a short time, I found myself talking to everyone from the person in line at the grocery store to the person seated next to me on a train. I was interested in everyone’s story.

My first question was about a person’s strongest mathematics memory. Time and time again I heard stories of barriers and despair surrounding mathematics. The overwhelming flood of negative comments provided a release for the speakers. I heard about situations where people did not have money (e.g. lack of school supplies, no food, homeless, etc.), other students laughing at their “stupid” questions, the boredom of filling out page after page of worksheets, and teachers refusing to explain confusing topics. The vast majority of people ended with the same comment: “I am not good at math.”

I then asked about a successful mathematics moment. This usually brought a smile before they started speaking. People responded with example after example of how a single mathematics teacher/coach changed their mathematics education. For many, it was the first time someone seemed to care that they learned in math class. One of my favorite stories included the mathematics teacher who chased down a student as the student ran out of class after received a failing grade on an

exam. The two individuals sat outside in the rain talking. That person stayed in college and now has a master's degree. A personal connection made the difference.

I had heard about a movement in the United Kingdom to encourage students in the study of mathematics. This warranted investigation. I needed background information first. The educational system in England is different from the educational system in the United States. I learned about the primary (elementary) and secondary (middle school and high school) levels, General Certificate of Secondary Education (GCSE) exams, A-levels, and university levels. I was ready to travel.

In March 2017, I flew to England and spend almost three weeks travelling the country. I asked the same two questions of students, parents, and colleagues. The responses were shockingly similar. I added a new question about the recent increase in students studying mathematics. The consensus was that secondary students believe mathematics is important, would lead to university majors, and subsequently higher paying jobs. This change in the social attitude toward mathematics has come about through a huge push by the government and industry to promote the high-value of STEM using initiatives such as Project ENTHUSE. Project ENTHUSE was founded in 2008 as a funding partnership between the government and several large STEM-based corporations to provide additional opportunities for STEM teacher Continuing Professional Development (CPD). The results speak for themselves. In 2014, the number of United Kingdom students taking A-levels in mathematics doubled. Mathematics became a more popular subject than English for the first time in that nation's history. Similar increases were seen in Biology, Chemistry, Physics, and Technology. For my United Kingdom colleagues, I added a fourth question on how their teaching of mathematics has changed in the last ten years. Their responses mostly spoke about how they used the CPD opportunities from the government and industry initiatives to make their teaching relevant to industry and the current job market.

Reflecting upon my findings, I have learned we, as educators, need to make those connections to keep our students engaged in the classroom as well as make sure our lessons have meaning in today's ever-changing society. While a national campaign similar to Project ENTHUSE would be helpful, I cannot wait. Our students depend upon us to do what we can with the resources available. I am updating projects with input from colleagues across STEM and non-STEM disciplines. Examples and problems using data are being refreshed with the most current information available. This has included scrapping projects and problems which have been deemed outdated or on an uninteresting topic.

My sabbatical project aligned with advancing STEM opportunities for Cascadia College students and encouraging a larger number of learners to take mathematics courses and consider math-related career paths. This sabbatical mirrored the contributions and efforts I have made during my career at Cascadia College and deepened my awareness and understanding of what attracts and retains students in this field.

“What if Imagination and Art are not frosting at all but the fountainhead of human experience?”

Rollo May

Reflection is a powerful tool. As I sit and write, and encourage my students to do the same, I recognize the power of this process: it’s a simple way to understand your learned experience more deeply. You relive, in your mind, processing what you felt as you feel it, essentially, again.

Not only it is powerful, it’s life changing. Life affirming, even. And, that’s what I have walked away with after my sabbatical from Cascadia College: a life affirming commitment to a reflective writing practice, for me – and my students.

For my sabbatical six months, quite simply, I was finally able to carve out dedicated space for writing. Each day. Which turned out to be the best kind of professional development: a crossroads of self-care and commitment to craft and creativity. With this gift of time and focus, the flood gates opened: I was able to write over 80 pages of memoir material that focused on the intersection of grief and gratitude. And, since I was living life with a newborn, motherhood. Words poured onto the page. It was painful, it was ecstatic, but most of all, it was magic. To be in the moment and to write re-opened a once blocked channel; I finally felt plugged back into my own frequency.

And while this writing focused on my story, it became about others. This past sabbatical has taught me that it’s really about **our** stories: our collective consciousness, the human narrative. The stories we tell make up the fabric of our human existence. That rediscovering and reflecting and making sense of our past allows us to move ahead more clearly into the future. I’ve learned the deep connection that exists between writer and reader and the challenge of memory. I’ve re-learned the importance of the narrative arc and the hero’s journey. And that authenticity and vulnerability provide the path for the most intimate stories.

Writing our stories and sharing them hold equal weight, but what’s most important is a memoir writer’s essential questions: the central question of purpose a writer endeavors to answer. “What is the reason I write? What questions do I want to answer: for myself, and others?” These questions became my touchstone, and rang true in both my writing and for my sabbatical. I found myself writing to answer questions about grief but found I was writing not only for myself, but for others: my students. My gains in further developing my writing practice and precision would immediately benefit them through more tailored reflective writing in the classroom.

The Value of The Sabbatical

This sabbatical leave was valuable in a number of ways:

- 1) I was able to take a yearlong Professional and Continuing Education Class in Memoir at the University of Washington. I applied and got into the program in May, 2016. The course was three quarters long, divided into sections:
 - Fall 2016 - Generating Memoir Material
 - Winter 2017 - Organizing your Memoir

- Spring 2017 -Polishing your Memoir

Each section was a combination of reading, generating material, workshopping and discussion. The final quarter was devoted to publication and pitching our writing, and culminated in a public reading at the UW Bookstore. This year-long class was the cornerstone of my sabbatical; it provided weekly inspiration, reading and writing as I re-opened the dusty door of my personal writing.

- 2) For the first time in 15+ years, I was able to simply write for my own sake, at my own pace, for my own personal practice. This became a valuable exercise because I realized how *valuable* writing is: it's crucial in fine tuning a writing practice. Writing makes you a better writer. I immersed myself in the practice and process of writing, illuminating new ways to share the writing process with my students. I was finally able to "talk the talk" and felt like I became, again, a "writing teacher who writes."
- 3) I read an extensive list of memoir and non-fiction (over 20 books) and over 30 essays. Surrounding myself with stories, I became excited about their power to tell, name, say and show; I became intent on sharing more stories with my students, having personal stories become the backbone of our pre-college and college level courses.
- 4) I networked and met writers writing in the genre of memoir and non-fiction; hearing their writing journeys, process and advice on breaking into the field forged new paths for personal publication.
- 5) I read my work publicly at the UW Bookstore, May 2017. This was a personal and professional first.
- 6) I was asked to speak to a group of new mothers as part of Seattle's [PEPS](#) program, resulting in:
- 7) I published my first non-academic article in Seattle's ParentMap magazine, July 2016: "[And Family Makes Four: Surviving the First Year with Your Second Child](#)".
- 8) Along with stories, part of my sabbatical plan was to incorporate digital assignments into the curriculum. With an accompanying writing assignment titled "A Tale of Transformation" I was able to assign a digital storytelling component to this essay.
- 9) I was able, finally, to completely update my syllabus. This was a long time coming; these documents needed a re-refresh to more accurately capture my focus on storytelling and reflection. I rewrote my teaching philosophy, which has changed, as well as updating policies and intricacies of the Pre-College English courses.
- 10) A complete pedagogical shift: guided by new insights, I've radically changed the structure of the Pre-College English bucket course. Each assignment was thoughtfully updated with a focus on story. With more frequent assignments and writing, as well as more time in class for guided

reflection and metacognitive processes, the result has been a more supportive, “flipped” classroom designed to accelerate students to college level.

The significance of this sabbatical work for Cascadia is the discovery and design of new approaches to integrate stories (those we read and those we write) into the pre-college English curriculum – allowing for an injection of contextualized creativity, empathy and critical thinking into the classroom. I am hopeful that this focus will translate into deeper, more authentic writing voices from pre-college writers, building critical confidence through writing and sharing stories. This kind of writing will produce more prepared, articulate writers that will successfully transfer to college level English. Lastly, (and already), my sabbatical has illuminated the need for clear, consistent pathways into Cascadia’s English courses; my colleagues and I are now re-thinking English placement processes as a result, with an eye towards a more streamlined approach, complete with crosswalks and writing samples. This work is on-going.

Sabbatical Goals Realized

I’ve been a faculty member at Cascadia for ten years, all of which as the sole pre-college writing instructor. I’m tasked with crafting curriculum and supportive teaching that builds writing confidence, helping students become prepared for English 101. I easily convey concepts to our returning and non-traditional student population in multiple formats. As well, I lead our College’s charge on English placement as well as liaising with our Learning Center Director to bring tailored English support to our pre-college students. I’ve served on nearly every committee and continue to support the institution and colleagues in a variety of capacities.

As outlined in my application to the UW’s Graduate Certificate Program in Memoir Writing, I stated:

“I’m intrigued by the power of narrative; I nourish my students’ fascinating stories while helping to develop confidence and voice in their writing. Fortunately, my personal and professional development interests intersect: my curriculum design has fueled the drive to generate my own material. With an extensive reading list to guide my sabbatical year, this course is the nucleus.”

Indeed, I was driven to generate my own material: for myself and for my students. Knowing they have a writing teacher who is an active, visible writer who is producing at the same time, allows the writing process to become more alive - a practice all writers (beginning and experienced) share.

While my professional development plans are, typically, to fine tune my teaching and create interesting and helpful contextualized assignments, my goal was *to immerse myself further in the memoir genre, focusing on form and methodology.*

I thought if I could incorporate *musings* into my personal writing, I would, thereby, be able to design a more “reflective” writing curriculum to share with my students. My aim:

Natalie Serianni
Sabbatical Leave Report
December 2017

"...is to introduce storytelling, observation, self-analysis and metacognition – to benefit their writing, and further develop their critical thinking."

The idea of using stories as the backdrop of class assignments was vital to course re-design, as my goal:

"...the end result will be multi-level classes that center around stories and self: to strengthen the writing and confidence of our pre-college students."

I was able to achieve this end, using personal stories, mindfulness and reflective writing to build writing skills. In October 2017, Cascadia's Teaching and Learning Academy (TLA) blog published a short piece I wrote, aptly titled *Reflection*, which names reflection as a potent learning and teaching tool. I express that reflective writing is "meaning - making in the making," and that, for educators, reflection is "a call to courage; it demands us to learn through trust."

Meanwhile, I remain curious about digital spaces and thinking, as I am:

"...committed to having my students think about the "production" of power, and digital discourse. I want them to write about challenge and resistance, transformation and healing in digital spaces, supporting them as they interrogate the human narrative. Learning to 'disrupt' through digital thinking – creating assignments and writing in and for digital spaces."

This sabbatical has resulted in more visible reflective writing in my classes, as I met each of the goals I set for myself. Through multiple formats and methods, students use stories and metacognitive processes to produce deeper, more critical writing with a powerful, authentic voice. They get and give feedback and learn to carefully listen to theirs and others' ideas. Moving forward, I plan to supply my students with thoughtful, inspired writing assignments that blend story and reflection, along with dynamic supportive, instruction.

Not the End, but a Beginning

My sabbatical was writing filled, reading full and sparked my imagination in more ways than I can count. It was an overall profound life experience, pulling together my personal and professional worlds. It affirmed what I thought to be true: that I am a writer. And, also, a teacher. And through stories there is a thread that weaves my two passions together. I am extremely grateful for this sabbatical opportunity, as it granted me permission to become a curious, creative writer **and** a teacher. I know that I am both now, and will wear this badge proudly as a Senior member of Cascadia's faculty.

I deeply appreciate the chance to renew myself as a writer through this very valuable, *very* once in a lifetime experience.

Natalie Serianni
Sabbatical Leave Report
December 2017

Sabbatical Reading and Writing List

Wrote: 10 new stand-alone essays to be included in Memoir manuscript; generated over 80 pages of memoir material; crafted a new syllabus and three new assignments for Cascadia's Pre-College English course

Read:

The Writers Portable Mentor, Priscilla Long

Your life as Story, Tristine Rainer

The Faraway Nearby, Rebecca Sonit

Between the World and Me, Ta-nehisi Coates

Safekeeping, Abigail Thomas

Truth and Beauty, Ann Patchett

Dear Sugar and Wild, Cheryl Strayed

Citizen, Claudia Rankine

M Train, Patti Smith

My Body is a book of Rules, Elissa Washuta

Catching Homelessness, Josephine Ensign

The Argonauts, Maggie Nelson

The Accidental Asian, Eric Liu

Hillbilly Elegy, J.D. Vance

Traveling Mercies, Anne Lamott

The Color of Water, James McBride

The Chronology of Water, Lidia Yuknavitch

You'll grow out of it, Jessi Klein

A list of Things that didn't Kill Me, Jason Schmidt

Hunger, Roxanne Gay

Essays by: Nicole Hardy, Sonya Lea, Abigail Carter, Claire Dederer, Megan Daum, Mary Karr, Terry Tempest Williams; Joan Didion, Mandy Len Catron, Kathryn Schulz: 'When Things Go Missing.'

- Created an Artist Statement; crafted multiple submissions, including Seattle's *ParentMap* magazine

- Future Guest Editor of *Wild Words Collective*, an online writing community of 500+, February 2018

CASCADIA COLLEGE
Sabbatical Report
Winter, Spring, 2017

Eugene Taylor, submitted December, 2017

My sabbatical took place winter and spring quarters, 2017. The main objectives of this leave were to examine the basic elements, both content and structure, of my online United States history courses, research best practices relating to online course design, locate new content readings that were interdisciplinary and that would globalize the curriculum, and make changes where needed to promote student learning. The resulting outcome has been several new sequencing changes within and among various course modules, including campus resources, course structure, and discipline content, that makes progressing through the course and the quarter less confusing for students. New history content was also added, reinvigorating the curriculum. As a result of this research, both structural and content changes were also made to my face to face history courses, all which are “enhanced” by a corresponding Canvas site. While initially not anticipated, I also completed a Quality Matters workshop on hybrid course design, providing additional professional development in this area and being applied in a hybrid learning community winter quarter, 2018.

The early stages of this sabbatical began with wide ranging research into instructional design for online courses and new subject related content that was applicable to both online and face to face courses. This included best practices for online and hybrid courses. Books, journal articles, and online resources were all utilized, including Cascadia’s eLearning Tools and eLearning Design sites and the numerous resources provided there. While some useful ideas were discovered during this phase, including new ways to sequence course files and course navigation, it also resulted in several time consuming tangents that were less productive.

This research was followed by a review and evaluation of my existing course structure and content. Online History 146, History 147, and History 148, each containing roughly one hundred files, were part of this review and evaluation. Approximately eighty percent of these files are content specific, with the other 20 percent devoted to course process and structure as well as campus resources. Canvas master course sites were created early on for all three courses and for the three delivery formats (online, hybrid, and face to face) and I began loading them with new content readings discovered during research.

Content research relied on my field’s two major organizations: 1) the American Historical Association and its two publications, the American Historical Review and Perspectives on History, and; 2) the Organization of American Historians, and its two publications, the Journal of American History and The American Historian. Various other blogs, reports, and recent teaching history projects were also reviewed. Additionally, I attended the annual meeting of the Organization of American Historians in April 2017, in New Orleans, Louisiana. My research focused on finding materials relevant to Cascadia’s academic plan to expand integrated learning experiences for our students and to promote the infusion of global themes into the curriculum. Both professional organizations devote considerable attention to these objectives and provided a wealth of material to review. The ultimate outcome from this work included several new primary and secondary sources being added to my courses, including Thomas Andrews and Flannery Burke’s essay “What Does It Mean to Think Historically?” on historical methodology, Edmund S. Morgan’s essay “Slavery and Freedom: The American Paradox” for the colonial history course, and Mae M. Ngai’s essay “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924.”

One additional professional development opportunity that wasn't initially anticipated included participation in the Designing Your Blended (Hybrid) Course workshop provided online by Quality Matters (QM). I successfully completed this workshop in April and May of 2017. This workshop used the QM principles and rubric, allowing me to create and evaluate a new hybrid course, including assessments, instructional materials and tools, and learner engagement.

By the end of my sabbatical I was incorporating relevant best practices and new content into my courses. In some cases this involved new or reformulated modules that can be used in all the U.S. history courses for the three delivery formats (online, hybrid, and face to face) while others were distinct for each modality and historical time period. New content readings provided the foundation for new topic discussions for all three courses in the history sequence and relevant for all three delivery formats.

While this new content has strengthened the courses, probably the most significant contribution from the sabbatical is already showing positive signs in the online courses. This involves how students navigate the course through improved file sequencing. For instance, instead of placing an eclectic mix of files within a broad Course Information/Resources module, referencing students back to those files when relevant as the quarter progressed, several files have been condensed, removed, or moved providing better sequencing and organization. Some files have been moved to weekly modules, connecting them directly to where they are most efficiently used. As an example, scoring criteria for online discussions are now linked with each discussion rather than in the Course Information module, paraphrasing and summarizing examples precede the first assignment that utilizes these important skills, and navigating the course sequentially through the modules, once thought an obvious approach but not always followed, is now required by using the lock feature on Canvas.

These structural adjustments, module updates, and content additions were tested during summer quarter, 2017 and fully implemented fall quarter, with positive results. My hybrid workshop training will be applied to the hybrid learning community I'll be teaching winter quarter, 2018; a course that promotes Cascadia's academic plan to provide integrated learning experiences, combining the 20th century U.S. history course with a English course on U.S. literature.

DISCUSSION/PRESENTATION ITEM

Cascadia College Board of Trustees Discussion/Presentation Item

Subject: ctCLink Update and Monetary Investment

Background

Terence Hsiao, VP of Administrative Services and ctCLink team members will give the Board a briefing on the ctCLink project and our monetary investment and will be available to answer any questions the Board may have on this item.

Cascadia College Board of Trustees Discussion/Presentation Item

Subject: Preparation for School District Visit

Background

The Board and the President will have a discussion to prepare for the School District Visit at our next board meeting, February 21, 2018. Three points suggested by the President for this discussion are noted below:

The first hour of the Board meeting will be allotted for conversation among the boards on:

- How our institutions can work better with the school districts to improve access and increase student success
- Points revolving around the current activities of the Superintendents and Presidents
- Discussing the future direction of the districts and opportunities for collaboration with each other

Below are the people who were invited to attend the February 21st Board Meeting for this important discussion:

- Dr. Amy Goings, President of Lake Washington Institute of Technology and *Board of Trustees*.
- Dr. Traci Pierce, Superintendent, Lake Washington School District and *Board Members*.
- Dr. Anthony Smith, Superintendent, Riverview School District and *Board Members*.
- Dr. Michelle Reid, Superintendent, Northshore School District and *Board Members*.

President Murray will be available to answer any questions the Board may have on this item.

Cascadia College Board of Trustees Information Item

Subject: Tenure Update

Background

No later than *April 1, 2018* five third-year tenure candidates' portfolios will be available for review by the Board:

TRC Chair: Robyn Ferret:

- Dr. Soraya Cardenas – Sociology
- Dr. Jeff Stephens – Chemistry
- Debra Waddell – Communications

TRC Chair: David Shapiro:

- Emily Dvorak - ELP
- Dr. Abigail Lynam – Sustainable Practices

Tenure Timeline:

March 21, 2018: The Board will have a **1 hour, 15 minute Executive Session** (15 minutes for each candidate) for the Tenure Candidates to have an interview with the Board.

- After the candidates' interviews the Tenure Review Committee Chair will give their recommendation to the Board.

April 18, 2018: The Board will have a **15 minute Executive Session** for the President and Trustees to have a discussion on the tenure candidates.

May 16, 2018: The Board will have an **action item for the five candidates to be considered for tenure.**

- If the vote is yes, and the tenure candidate is at this meeting, they will be publicly congratulated and a resolution will be read that has been signed by the Trustees.
- If the vote is yes, and the tenure candidate is not at this meeting, they will be invited to the June Board meeting to receive a public congratulations and a resolution will be read that has been signed by the Trustees.

June 6, 2018: At the "**End of the Year Celebration**", the TRC Chair will chose a page from the Parker J. Palmer book "Let Your Life Speak" to read that pertains to the tenure candidate and the book will be given to the candidate recognizing their tenure accomplishment.

- It is at this time that the Board chair (or other Trustees) will read the framed resolutions and present them to the tenure candidates.

Discussion

President Murray and Dr. Sutton would like to discuss the format of the tenure portfolios and will be available to answer any questions the Board may have on this item.

Cascadia College Board of Trustees Information Item

Subject: CC5 Update and Proposal

Background

The College needs new facilities to accommodate enrollment demand. Cascadia currently has a building (CC4) in the funding "pipeline", i.e. the building is on the list to be funded, only the timing of the funding is indeterminate. Once that facility is completed the College will need one more building. That building is CC5, "The Gateway Building", this agenda item describes the process for securing funding for the building and an overview of the proposed facility.

Capital Project Funding Process

Capital funding for design and construction of facilities for the State of Washington is authorized by the State Legislature based on a request list submitted by the State Board for Community and Technical Colleges (SBCTC). The SBCTC develops its list through a competitive process, colleges submit a Project Requisition Request (PRR) which describes the need for the project and the "solution" being proposed. SBCTC uses a scoring rubric to rank the PRR's, the highest scoring projects go to the top of a prioritized list of requests that the Legislature funds in order of priority until the money runs out. This year all colleges were encouraged to submit PRR's for any buildings needed in the next 20 years. The process is structured so any PRR's with a score of over 70 will eventually be funded. By our calculations the College's PRR for CC5 should receive a score of 85.71. While we expect this score to be reduced due to CC4 being "in the pipeline" we believe the ultimate score will result in CC5 being added to SBCTC's capital projects list.

Proposed Facility

The Gateway Building will be a 61,600 GSF four-story academic building located north of Cascadia's existing Building CC2 and east of Building CC3. It will be visible from all Cascadia facilities and from the library shared with UWB, and will establish the physical and symbolic point of entry to the institution.

The Gateway Building is an onramp-focused facility providing a variety of instructional and support environments, including:

- 12 technology-rich classrooms capable of supporting multiple furnishing layouts, 8 with associated break-out spaces;
- Student services in a comprehensive support facility, replacing functions now scattered among three campus buildings;
- 1 classroom and 2 computer labs dedicated to student services functions;
- The Learning Commons, a staffed outpost of the library we share with UWB, dedicated to the needs of new students, with small and large breakout spaces for group study;

- Multiple collaborative learning spaces, including open study areas where students can work on the group project assignments that are central to Cascadia’s learning model.

The Gateway Building will provide a safe and comprehensive environment focused on the unique needs – instructional, social, and practical – of first-year students. For instance, it will house College 101 as well as ABE, with the goal of developing a stable and confident student population well-equipped for college-level study.

PRR Executive Summary (Statement of Need)

In 1999 the State of Washington collocated Cascadia College and the University of Washington - Bothell (UWB) to meet the area’s rapidly growing demand for educational access.

Since that time, enrollment at both institutions has outstripped the state’s projections – until constrained by physical capacity. The growth pattern at Cascadia has been one of buildings opening, enrollment immediately leaping and then plateauing. This pattern is reflected in the following statistic: in terms of total gross facility area per full time equivalent student, our master plan targets 150 GSF/FTE.¹ While the WACTC 2016 system average is 203 GSF/Type 1 FTE, Cascadia’s current ratio is 99 GSF/Type 1 FTE – less than half of the system’s average space per FTE. Based on our benchmark, Cascadia’s current space shortfall is 106,744 GSF; even following the planned construction of CC4 Cascadia will have a space shortfall of 67,344 GSF in 2026. We are accordingly proposing a growth project to meet our community’s educational access needs and the College’s need for facilities that support educational excellence.

Without additional capacity, Cascadia’s ability to serve its students and fulfill its mission will be compromised in a number of ways:

- As a direct result of overcrowding, many critical student services (testing center, counseling services, transfer and career exploration center, and dedicated facilities for student orientation) have been dispersed across the college *to the detriment of their effectiveness* or are wholly unavailable due to lack of space. Additional space will allow the College to follow the best practices of peer institutions and consolidate its services into a “one-stop” student services center.
- Students in rigorous transfer programs need to collaborate with peers and take advantage of Supplemental Instruction and tutoring resources in non-scheduled and informal learning environments. We have *literally none* of the collaborative learning break-out spaces that are in high demand today. The informal spaces we do have are often inaccessible due to overbooking thereby *disadvantaging our students*.
- As a result of inadequate space and being byproducts of a more formal pedagogy, Cascadia’s instructional facilities *do not effectively support* the inquiry-based, integrated education at the heart of Cascadia’s mission and *compromise* Cascadia's ability to provide the kind of support our most vulnerable students need to succeed.

In addition to space constraints, Cascadia faces a crisis of identity stemming from our collocation with UWB. Whereas the original campus organizing principle split the

¹ Type 1 FTE. GSF excludes housing and parking. See Section 2.2.1 and Appendix 7.3.

campus in two, with UWB occupying the south and Cascadia the north, UWB has grown by acquiring property and facilities to the west and north, isolating Cascadia on an island in the middle of a "sea of purple." While UWB has an imposing southern entry, Cascadia *literally has no front door*.

Mr. Terence Hsiao, VP of Administrative Services will be available to answer any questions the Board may have on this item.

ACTION ITEM

Cascadia College Board of Trustees Action Item

Subject: Extension of the President’s Contract

After review and reflection of the terms of employment the Board will take action on the President’s employment contract.

Recommendation

The Board of Trustees approve the new evaluation period “July 1, 2016, through and including January 31, 2022” for the college president’s annual contract renewal and approve the 2018 Addendum to the Presidential Contract.

Alan Smith, Assistant Attorney General, will be available to answer any questions the Board may have on this item.

Motion		Vote			
<i>Moved</i>	<i>Second</i>		<i>Yes</i>	<i>No</i>	<i>Abstain</i>
		McDaniel			
		Miller			
		Kelly			
		Hofmeister			
		Captain			

Cascadia College Board of Trustees Action Item**Subject:** Campus Master Plan (3rd Read/Action)**Background**

The Campus Master Plan is winding its way through the approval process. It must be approved by the Bothell City Council, the University of Washington Regents, and the Cascadia College Board of Trustees.

You were presented with the highlights of the master plan, including the long-term vision for build out and the college's future partnering commitments with the city and transit agencies.

Below is the proposed schedule to approve the Campus Master Plan:

Bothell City Council

October 3, 2017 - presentation
 October 17, 2017 - public hearing
 November 14, 2017 - approval

Cascadia Board of Trustees Meetings

October 18, 2017 – action (1st read)
 November 15, 2017 – discussion (2nd read)
 January 17, 2017 – action (3rd touch) and final adoption

UW Board of Regents

October 12, 2017 - preliminary approval
 January 17, 2017 - final adoptions

Recommendation/Vote:

The Board reviewed the draft campus master plan in their October 18th meeting, had an open discussion in their November 17th board meeting and will take action and final adoption in this board meeting.

Meagan Walker, VP for College Relations and Advancement, will be available to answer any questions the Board may have on this item.

Motion		Vote			
<i>Moved</i>	<i>Second</i>	<i>Yes</i>	<i>No</i>	<i>Abstain</i>	
		McDaniel			
		Miller			
		Kelly			
		Hofmeister			
		Captain			

**Cascadia Community College Federation of Teachers
Local 6191, AFT**



*Report to the Board of Trustees
Cascadia College
Meeting Date: January 2018*

❖ **Preparing for Contract Negotiations**

The CCCFT Steering Committee and Bargaining Team have been soliciting input from our membership about interests and aspirations for our upcoming 2018-2021 Collective Bargaining Agreement. We have held forums, done individual interviews, and conducted surveys to better prepare us for effective bargaining in winter and spring quarter. We look forward to a mutually-beneficial, interest-based bargaining process with the College.

Thank you,

David Shapiro, Tenured Founding Faculty

Cascadia College Board of Trustees Student Report

Subject: Cascadia Student Government (CSG) Report

This December, the Cascadia Student Government had a busy finals week, holding a tabling event for our Textbook Accessibility Program book return event, and handing out healthy snacks to students all throughout the week to give students brain food to power through all their finals.

Now that Winter Quarter has begun, Student Government is back and busy as ever. Our Textbook Accessibility Program is back for its second quarter, and donations for the program continue to trickle in, expanding opportunities for students here at Cascadia. Our most popular textbooks are those in the math and sciences, and we are always welcoming more donations in that area.

Also in the first couple weeks of the quarter, we collaborated with the Cascadia Activities Board to put on a successful New Year's resolution event where students wrote down their resolutions on a postcard which we will be mailing back to them at the beginning of next month. In exchange, they received a water bottle in which they were able to diffuse different fruits and herbs for a fun and interactive twist on healthy diet.

Other recent and upcoming events include Friend Request on January 10th, a quarterly event focused on creating a space for students to get to know each other and build friendships outside the classroom, and our Involvement Fair coming up next week, where students can get connected to the different clubs and organizations we have on campus, and also learn more about starting their own clubs.

With as many as three events in a week, and at least one event every week this month, the student government has been hard at work, and remains excited to see what more we can do as the quarter progresses!

Thank you,

Cassie Rudolph, CSG President



WPEA UNION OFFICERS

November 2017 Union Officers elections:

- President – Kent Stanford (Department of Natural Resources)
- Secretary Treasurer – Mark Baca (Department of Revenue)
- District 1 Vice President – Carl Sofie (Fort Vancouver Regional Library)

New Officers will be in place January 20th, 2018.

LABOR WINS ON ELECTION NIGHT

November election results were good news for public employees, WPEA members, and working people in Washington State.

- [Manka Dhingra was elected to the Senate in the crucial 45th district race.](#) Manka was endorsed by WPEA. Her election will flip control of the Senate and help break partisan gridlock in Olympia.
- [Kitsap County has passed its library levy,](#) which will help fund a pay increase for our WPEA librarians at the Kitsap Regional Library.
- [Teresa Mosqueda,](#) Political and Strategic Campaign Director for the Washington State Labor Council, has been elected to the Seattle City Council.

Additionally, union members and labor advocates were elected to city councils across the state, including in Auburn, East Wenatchee, Montesano, Olympia, Sedro-Woolley, Spokane, and Tacoma.

WPEA WIN FOR LABOR AND MEMBERS (10/31/17)

On October 31, 2017, a state court of appeals issued a decision blocking an attempt by the Freedom Foundation to obtain the date of birth of WPEA members. The court held that releasing the birth dates of WPEA members would violate their constitutional right to privacy.

From the decision: “We hold that state employees have a constitutionally protected expectation of privacy in their full names associated with their corresponding birthdates. Because the employees have a constitutionally protected expectation of privacy, and the unions have satisfied the requirements for an order granting permanent PRA injunctions, the trial court erred by denying the unions.”

You can read the full decision [here](#).

The case is now headed back to superior court and we will continue to post updates on the case as they happen.

Thank you,

Marah Selves, Administrative Services Manager