



January 9, 2019

Dear Board of Trustees and Campus Community:

Welcome to 2019. Hopefully by now you have seen our New Year's video included in the Friday letter. The production of this video is a college tradition and allows us to take a moment to bring comradery, fun, and stress relief to the work place. It is always well-received when I send it out to our greater community.

We will be packing multiple things into January due to canceling our December meeting. The President's evaluation will occur over January 9<sup>th</sup> and 16<sup>th</sup>, and we will have a regular open meeting on January 16<sup>th</sup>. As well, you are all invited to attend the District 1 legislative event in Mobius on January 9<sup>th</sup> at 7:00 pm. I will be moderating that event for the third year in a row. And, I look forward to seeing all the Trustees in Olympia on January 21<sup>st</sup> for the Transforming Lives award dinner.

Dr. Miller and I have been working diligently to vet new trustee candidates. We are about half-way done and will present options to the board at our February 20<sup>th</sup> meeting. So far, we have multiple qualified candidates for our two positions that will become vacant this summer.

This month I will be in Olympia for four days discussing Legislative asks and attending four local legislative events. I will also be attending multiple planning sessions for the Chambers of Commerce and school districts in our area. Seems like everyone uses January to plan.

I look forward to seeing you next week!

### **Meet and Greets**

Since we met in November, here is a list of my campus and community activities.

#### **Campus**

- Classified Co-Facilitators Monthly Meeting (x2)
- Meeting with President of LWIT – Seattle vs King County Promise Scholarship
- CSG President Monthly Meeting
- Lunch with New Tenure Track Faculty: Kathleen Brown and Tasha Walston
- Navigators Council (x2)
- Executive Director of Equity and Inclusions (EDEI) presentations and interviews (6)
- EDEI Debrief with Search Committee and Executive Team
- President's Holiday Kaffee Haus – (president ill, but over 100 employees attended)
- Adult Engagement Summit Review/Discussion with staff who attended summit
- ctcLink Steering Committee
- BOT Special Meeting – President's Self-Evaluation and Contract Review

#### **Olympia/State**

- Adult Reengagement Summit – Washington Student Achievement Council
- WACTC – Renton Technical College
- Conference Call (SBCTC) Advocacy for Compensation (x2)
- Senator Palumbo on BioTech Proviso Funds
- Conference Call (SBCTC) System Authorization for Commissioned Police (x2)

## Community

- Bothell Chamber General Meeting
- OneRedmond General Meeting
- CCEC Update/Meeting (x3)
- Erik Morhmann - Possible New Trustee (x2)
- Meghan Quint – Possible New Trustee (x2)
- Colleen Ponto – Possible New Trustee (x2)
- Minerva Butler – Possible New Trustee (x2)
- Janet Quinn – Possible New Trustee (x2)
- City of Bothell Econ. Dev. Dir. Jeanie Ashe
- Riverview School District Superintendent
- Mike Rue – Bothell Chamber Chair
- BioTech Proviso Funds/Leslie Alexandre President Life Science WA
- Conference Call with King County CTC Leaders
- Phone Interview with Juliett Bogus re: Facility Logix (BioTech Contractor)
- Bothell Chamber Executive Committee Meeting
- Bothell Chamber Legislative Coalition Breakfast
- Bothell Chamber Board Meeting
- City of Kenmore Legislative Event
- UWB/Cascadia Legislative Town Hall

## UWB

- UWB Phase 4 STEM Building Planning Meeting (x2)
- BioTech Follow-up with Kelly Snyder
- UWB/Cascadia Parking Garage Update
- Cascadia E-Team Discussion - UWB Strategic Planning
- UWB/Cascadia College and City of Bothell Quarterly Check-in

## **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, Terence Hsiao:***

## **Facilities**

Major Projects:

- West Parking Garage: the project is in design phase to be completed by February 2019. The permitting process will start at the end of January 2019 with construction scheduled for July 2019. Schedule and budget are both on track.
- CC4 pre-design checklist: the on-call Architect is finalizing the draft for the core committee to review next week.

Minor Projects:

- Remodel project: the lab prep area and LBA 102A remodels will begin in March. Both projects will work around the needs of the institution and work off-hours to minimize impact.
- CC1 Elevator project: the project is scheduled to begin after graduation in June 2019 and expected to be completed by the end of August 2019. The campus is working with various departments to define impacts, and provide solutions to minimize those impacts, prior to June.

## Information Services

- In preparation for Winter Quarter, IS refreshed the software on all student and podium PCs, tested classroom AV systems for functionality, updated podium signage, and cleaned computer labs and breakouts.
- The IS team deployed a new laptop cart to CC3-221 designed for BYOD (Bring Your Own Device) Hybrid model classes that need only basic internet and Office applications. This is a pilot to determine if these smaller sets of laptops can be used to supplement our limited computer lab supply, which would allow moving less technical classes into a space that encourages students to use their own laptops, while also offering laptops to use for students who don't have them.
- During Fall Quarter, the IS Helpdesk provided 148 student equipment checkouts, including quarterly laptop or Surface checkouts to 23 students, free of charge. Students also checked out laptops, Surfaces, cameras, and hard drives for weekly use throughout the quarter.
- During November and December, IS received 673 requests for assistance (53 of them impacting classes) and completed 636 requests (57 of them impacting classes).

## ctcLink

- In early January 2019 SBCTC's ctcLink project steering committee is expected to approve Cascadia's participation in Deployment Group 3 (DG3) with an implementation start date of January 28, 2019.
- 34 Cascadia leaders and staff participated in a DG3 Implementation Pre-kickoff meeting on December 12, 2018 where SBCTC's ctcLink Project Team outlined the four phases of implementation and provided detail on activities department staffs will be engaged in between January 28, 2019 and January/February 2020.
- Finance and Enrollment Services staff attended one common process workshop in November, Human Resources and Payroll attended one workshop in December, and three additional workshops are scheduled for late January and early February 2019.

## ***From the Vice President of Student Learning and Success, Dr. Kerry Levett:***

**Basic Education for Adults** had its four-year Program Review/Monitoring Visit from SBCTC staff in November. The visit was successful and resulted in several commendations and no findings or corrective actions.

**Becky Riopel, Director of Student Life**, recently completed training to serve as an Accreditation Peer Evaluator for the Northwest Commission for Colleges & Universities (NWCCU). She will be asked within the next couple years to serve as an evaluator for student services & human resources for accreditation visits within our region.

**Workforce staff** were busy over the break making outreach visits to local partners about our funding sources and prof-tech programs. Tabling and presentations took place at Redmond Worksource, the Veteran's Resource Summit, the Resource Center for the Redmond Community Court, Housing Hope and the Everett CSO office.

**Bock Learning Center:** Data point from Fall Usage

For the fall 2018 quarter, the Learning Center was open to students for **50 hours** each week, and on-site tutoring was available **46 of these hours**. The Learning Center employed **24 tutors, 7 Public Speaking Coaches, 8 office assistants, 3 SI leaders** and **2 Senior SI leaders**.

*Fall 2018 Student Use of Tutoring Services*

Service	Unique Visitors	Visits
Account Help	326	551
BIT tutoring	83	182
ELP coaching appointments	47	78
Math tutoring	231	656
Chemistry and physics tutoring	86	299
Public speaking coaching	63	102
Private appointments for math, chemistry, and physics tutoring	17	18
Writing tutoring	172	403
Studying	1108	6467
<b>Total</b>	<b>1388</b>	<b>8441</b>

Congratulations to Garth Neufeld for his **APA Citizen Psychology Presidential Citation!** He received his citation from APA President Dr. Jessica Henderson Daniel. The text of his citation reads:

Mr. Garth Neufeld is recognized with this APA Citizen Psychology Presidential Citation for a Community College Teacher Affiliate for his leadership in social justice and human rights by providing at-risk children with the tools to avoid a life of extreme poverty and work within the sex trade in Thailand.

***From the Vice President of College Relations and Advancement, Meagan Walker:***

**OUTREACH/EXTERNAL RELATIONS/MARKETING**

Prospective Student Outreach

Outreach hosted/attended 28 recruiting/community events in November/December, yielding approximately 334 points of contact with prospective students, families, and community members.

Fast Track Sessions & Campus Tours - 40 participants

College Fairs at High Schools

Cascadia traveled to the following high schools to meet with and present to prospective students at college fairs:

- Snohomish (25)
- Nathan Hale (20)
- Redmond (20)
- ACES Everett (5)
- Mariner (60)
- CKLS Library (0)

High School Visits to Cascadia

- Mariner (7)
- Bellevue (24)
- Glacier Peak (54)

## Communications & Marketing

### Event Promotion

- Designed and published coordinated plan to promote Pizza & Politics, Cascadia Foundation Scholarships, Beyond Bars: From Incarceration to Education (January 17), and 1<sup>st</sup> District Legislative Kick-Off Event (January 9).
- Font project to update website for accessibility and usability continues.
- Produced, edited and released Cascadia's annual New Year's Video.
- Piloted home page of go.cascadia events, spotlights, and calendar

## Community Outreach and Involvement

### Pizza & Politics

- College Relations co-hosted event with Cascadia Student Government; approximately 60 people stopped in to eat and chat. Most attendees stayed for the entire session with political science faculty member Erin Richards.

### Transit

- Ongoing meetings about SR 522 Bus Rapid Transit with Sound Transit

### Neighbors

- Facilitated community-neighbor meeting regarding West Garage building project on campus

## **INTERNATIONAL PROGRAMS**

### Programs

Held graduation ceremony and dinner for 36 students who completed 9-month English Language Program study at Cascadia via Trajal Hospitality College.

### Recruiting

Cascadia recruited in Japan and Vietnam.

## **GRANTS & FOUNDATION**

### Grants

#### Pre-Award Activities

- Five opportunities are currently being researched for potential. One proposal (for more emergency preparedness kits) will be submitted in spring.

#### Proposals Pending Decisions

- Cascadia is waiting to learn the outcome of the AppConnectNW proposal in which a consortium of Washington CTCs will investigate the effectiveness of a centralized coordination model to develop programs for local businesses.

### Foundation

#### Strategic Planning

- The Foundation board will begin its strategic planning process in January. This work will help define whether the Foundation will remain in its slim mode or take on new efforts to support the college.

#### Programs

- Planning and design to promote the 2019-20 scholarship season which begins February 7.

#### Fundraising

- Designed and conducted Employee Giving Campaign. Exceeded goal by raising an additional \$5,700 per year towards emergency grants. This will support approximately 25 students.
- Planning for pending bequest in the area of \$500,000 from unknown benefactor

#### Events

- The Foundation sponsored the President's Kaffee Haus, one of a series of events intended to foster community building among employees and promote the employee giving campaign.

***From the Executive Director of Human Resources, Martin Logan:***

#### **Human Resources**

The Annual Open Enrollment benefits process for benefits-eligible staff and faculty was held during the month of November. Human Resources processed the relevant benefit changes effective January 1, 2019. We are currently recruiting for 3 Full Time Tenure-Track Faculty positions in Math and Business Information Technology for Fall Quarter 2019, in addition to various Classified and Part Time Hourly positions across campus. We would also like to welcome our very first Executive Director of Equity & Inclusion, John Eklof, who will be joining our community on January 18th. Other upcoming HR activities this month include processing COLA's and minimum wage increases, assessing Associate Faculty benefits eligibility, and preparation activities for ctcLink, including attending an HCM Common Process Workshop at Edmonds Community College in December.

#### **Payroll**

Payroll has been preparing for Washington's new Paid Family & Medical Leave program which begins this month. The new deductions will begin on the January 10<sup>th</sup>, 2019 pay date for both the employer and employee. Payroll is also in the process of year end balancing and W-2 processing. Employees have been reminded to update their addresses to ensure that they receive their W-2s in a timely manner. The W-2s will be mailed by the Washington State Printing Office no later than January 31<sup>st</sup>, 2019.

#### **Training and Development**

During winter quarter the focus of professional development turns to self-care and effective communication. With rainy days and busy schedules (even busier due to ctcLink activity), employees can begin to feel a bit drained and often enjoy professional development aligned with care for self and working better with others. Coming up are trainings focused on empathy, values, moving through mental fatigue, dealing with conflict, and de-stressing. In development for future quarters is a leadership development program, training for new employees who come to Cascadia from outside of the higher education environment, and basic HR training for supervisors so they can better understand concepts like FMLA, reasonable accommodation, Title IX, and so forth.

We look forward to seeing you at the Board meeting on January 16<sup>th</sup>.

Respectively submitted,

Eric



**Board of Trustees**

**Meeting Agenda**

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

**Regular Meeting**  
**Wednesday, January 16, 2019**  
**4:00 p.m.**

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

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

**Meeting Agenda and Attachments**

**Wednesday, January 16, 2019  
4:00 p.m. - Room CC2-260**

**A G E N D A**

**1. CALL TO ORDER**

**2. CONSENT AGENDA**

- Meeting Agenda
- Minutes from our last meeting – November 14, 2018

**3. 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.

**4. 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.

**5. EMPLOYEES**

- Introduction of New Employees/Promotions:



**College Relations & Advancement**

Donna Sullivan, Senior Administrative Assistant

**Administrative Services**

Tammy Miller, Fiscal Analyst 3

- Promotions – E-Team members will share the following staff promotions with the board:

**Administrative Services**

Kimberlee Clark, Director of Facilities

**Student Learning & Success**

Stephan Classen, Assistant Director of Sustainable Practices

**6. INFORMATION ITEMS**

- Tenure Update - (EM & KL)

**7. DISCUSSION/PRESENTATION ITEMS**

- 2017-2018 Post Sabbatical Presentations – (KL)  
Dianne Fruit (F) – World Languages  
Jared Leising (F) – English  
Dr. Jessica Ketcham – English  
Dr. Jesús Pérez – History/Global Studies
- Guided Pathways – (KL)

**8. RECOMMENDED ACTION ITEMS**

- Extension of President's Contract

**9. OTHER REPORTS**

- Cascadia Student Government (CSG)
- Cascadia Community College Federation of Teachers (CCCFT)
- Cascadia Classified Union Washington Public Employees Association (WPEA)
- Board Chair and Individual Board Members
- President

## 10. OTHER BUSINESS OR ANNOUNCEMENTS

- Transforming Lives Dinner – January 21, 2019

## 11. NEXT MEETINGS

- Next regularly scheduled Board meeting is **Wednesday, February 20, 2019**

*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 14, 2018**

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

**BOARD OF TRUSTEES**

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

**EXECUTIVE STAFF**

Terence Hsiao, Dr. Eric Murray, and Meagan Walker present. Dr. Kerry Levett, Marty Logan and Vicki Newton absent.

Alan Smith (AAG) present.

**AREA REPRESENTATIVES**

CCCFT Representative – Sharon Saxton, Senior 2 Tenured Founding Faculty present.

Student Representative – Seth Smith, CSG President present.

WPEA Representative – Marah Selves present.

**AUDIENCE**

Erin Blakeney, Lyn Eisenhour, Kira Luchau, Dr. Todd Lundberg, Shawn Miller, Becky Riopel, Melissa Stoner, Dr. Erik Tingelstad, and Tasha Walston were 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 Dr. Julie Miller called the meeting to order at 4:00 p.m.

**3. CONSENT AGENDA**

**Chair Dr. Julie Miller asked for approval of the consent agenda. Trustee Nancee Hofmeister made a motion to approve the consent agenda and Vice Chair Roy Captain seconded the motion. Hearing no objections the consent agenda was approved.**

**4. PUBLIC COMMENTS**

There were no public comments.

**5. INTRODUCTIONS OF NEW EMPLOYEES**

The following new employees were introduced to the Board:

**Student Learning & Success**

Tasha Walston, Tenure Track Faculty, First Year Composition/English

**Human Resources**

Melissa Stone, Payroll Manager

The Board welcomed the new employees and wished them well in their positions at the College.

There were no promotions announced by E-Team members.

**6. INFORMATION ITEMS**

### Corporate and Continuing Education – Yearly Summary

President Murray updated the Board on the Corporate and Continuing Education Center – Eastside Program Performance. One handout noted the 2012-2018 Partnership Performance, CCEC Eastside enrollment by fiscal year, revenue by fiscal year and enrollments by program. A second handout provided enrollment duplicated headcount totals, a 6-year financial summary, and Job Skills Program grants and grant administration.

### First Quarter Budget Report

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, 2018 with the Board.

## **7. DISCUSSION/PRESENTATION ITEMS**

### 2018-2019 Administrative Sabbatical Reports

Two administrative staff applied for sabbatical leave during the summer of 2018. Their applications furthered the goals in the strategic plan; consequently their leave was approved by the President.

Terence Hsiao, VP of Administrative Services was one of the administrative staff members approved for sabbatical leave and gave the Board his report at the September 19<sup>th</sup> Board meeting.

The second administrative staff member approved for sabbatical leave, Meagan Walker, VP of College Relations and Advancement gave her report to the Board during this meeting. Below are the highlights of her sabbatical leave report:

- Before sabbatical: Cascadia website 27% accessible.
- Project goal: move cascadia.edu towards compliance with web accessibility standards.
- After sabbatical: Cascadia website 84% accessible.
- Next steps: training & maintenance:
  - develop and publish new accessibility guidelines for web
  - implement and track training: Accessibility 101 and Page Manger training
  - establish timelines
  - share page reports with page managers

A copy of Ms. Walker's PowerPoint presentation can be made available upon request.

### Marketing & Technology Report

Meagan Walker, VP of College Relations and Advancement gave the Board a marketing & technology report highlighting the following points:

- overview of the College relations budget and staffing
- breakdown of how the budget is allocated for marketing and recruiting efforts, and rational for decisions
- technologies currently in use for engaging and tracking prospective students
- hopes and needs for future technologies vs. competing department and college needs

A copy of Ms. Walker's PowerPoint presentation can be made available upon request.

### Bachelor's Programs

Dr. Erik Tingelstad, Dean of Student Learning, gave the Board a presentation on Cascadia's Bachelor's Programs: Sustainable Practices and Mobile Application Development.

Points from Dr. Tingelstad's presentation follow:

- Sustainable Practices – Cascadia's first BAS
  - Presented enrollment/retention, student profiles, pathways, companies graduates transitioned to, program changes/evolution, applied learning, and real world engagement.
- Mobile Application Development – Cascadia's second BAS
  - Launched fall 2018, 7 enrolled students, current program needs, and looking forward.

A copy of Dr. Tingelstad's PowerPoint presentation can be made available upon request.

**8. RECOMMENDED ACTION ITEMS**

Canyon Park Master Planning ILA, Cascadia College/City of Bothell Interlocal Agreement (1<sup>st</sup> Read/Action)

The College has received a special allocation of \$300,000 from the State to support the efforts of a Biomedical Task Force to attract and retain the biomedical industry in Bothell. The City of Bothell is undertaking a master planning process for Canyon Park that will update the City’s Canyon Park Subarea Plan and land use designations to attract and retain bio-technology companies and encourage mixed-use neighborhoods containing housing, amenities, and services that are attractive to employers and employees of the biomedical/life sciences industry. This effort will benefit Cascadia and its students by supporting and attracting the biomedical industry to Canyon Park and will encourage and stimulate workforce development for these industries. The College therefore plans to collaborate with the City of Bothell on the subarea plan’s development. The Interlocal Agreement commits the college to supporting the development of the Canyon Park Subarea plan up to a maximum of \$150,000 using funds from the State’s Biomedical Task Force allocation.

**Chair Dr. Julie Miller asked for a motion to approve the Interlocal Agreement between the City of Bothell and Cascadia College. Vice Chair Roy Captain made a motion to approve the Interlocal Agreement and Trustee Mike Kelly seconded the motion. Hearing no objections the Interlocal Agreement was approved by the Board of Trustees.**

First Quarter Grants Approval (1st Read/Action)

The following chart of grants that the College has received were presented to the Board for approval:

Current Grants (145 and State)

Grant Description	Grant ID	Amount
Worker Retraining - Proviso	001-AC1	239,073
Worker Retraining - Earmark	001-011	-
Opportunity Grants (ELTA)	08A-3E0	140,000
Opportunity Grants (GFS)	001-011	29,412
Basic Food Employment and Training Grant	130-BFET-18	51,485
BEdA Leadership Block Grant	130-BLB-18	4,074
BEdA Master Grant	130-BEDA-18	78,108
Job Skills Program Grant	130-JSP-18AR	196,560
Job Skills Program Grant	130-JSP-18AM	90,210
Job Skills Program Grant	130-JSP-18ZT	154,490
Job Skills Program Grant	130-JSP-19PS	37,920
Misc. General Grant	130-B2C-18	25,000
Perkins Leadership Block Grant	130-PLB-18	20,400

**Chair Dr. Julie Miller asked for a motion to approve the grants the College has received to date. Trustee Nancee Hofmeister made a motion to approve the grants and Trustee Janet McDaniel seconded the motion. Hearing no objections the grants that the College has received to date were approved.**

**9. REPORTS**

Cascadia Student Government Report: CSG President Seth Smith did not have anything additional to report to the Board.

Cascadia Community College Federation of Teachers (CCCFT): Sharon Saxton, Senior 2 Tenured Founding Faculty was introduced to the Board. This was her first meeting as the new CCCFT President. The Board welcomed her and thanked her for taking on this important role. Sharon did not have anything additional to report to the Board.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Marah Selves did not have anything additional to report to the Board.

Chair and Individual Board Members Reports:  
None.

President’s Report:

President Murray has been soliciting referrals and reaching out to discuss possible trustee replacements. Other points of interest:

- December 7<sup>th</sup> from 9:30-11:00 – Dr. Jane Stavem, new superintendent for Lake Washington School District will visit Cascadia for a meeting with Eric and Dr. Levett and will tour the campus.
- December 12<sup>th</sup> 12:30-1:30 – Five Star Consortium Presidents Lunch
- December 14<sup>th</sup> 6:00-8:00 – Trajal Hospitality College (THJC) Graduation
- January 9<sup>th</sup> 6:30-8:00 – UWB/Cascadia co-hosting a legislative town hall for three legislators to talk about the upcoming legislative session. Eric will send the details to the trustees in case they wish to attend.

President Murray also recognized and thanked Dr. Todd Lundberg for his contributions to the college. Dean Lundberg's last day with Cascadia is Friday, January 11<sup>th</sup>.

#### **10. OTHER BUSINESS/ANNOUNCEMENTS**

- December 12<sup>th</sup> 4:00-6:00 - BOT Winter Retreat to be held at Chair Dr. Miller's
- January 9<sup>th</sup> 4:00-6:00 – Special BOT meeting in CC2-261 to discuss/write President's evaluation.
- January 16<sup>th</sup> 4:00-6:30 Regular Board Meeting

#### **11. MEETING ADJOURNMENT**

Chair Dr. Julie Miller adjourned the regular meeting at 5:45 p.m.

#### **12. Minutes Approved and Adopted on January 16, 2019.**

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Dr. Julie Miller, Board Chair

Attest:

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Dr. Eric Murray, President

**Cascadia College Board of Trustees**  
**Introduction of New Employees/Promotions**

**Subject:** Introduction of New Employees/Promotions

**Background**

It gives us great pleasure to introduce the following new employees and to update the Board on staff promotions:

**New Employees**

**College Relations & Advancement**

Donna Sullivan, Senior Administrative Assistant

**Administrative Services**

Tammy Miller, Fiscal Analyst 3

A brief biography on each new employee is attached.

**Promotions** – E-Team members will share the following staff promotions with the board:

**Administrative Services**

Kimberlee Clark, Director of Facilitates

**Student Learning & Success**

Stephan Classen, Assistant Director of Sustainable Practices

**Discussion**

President Murray will acknowledge the respective supervisors who will introduce the new employees and announce staff promotions.

### **Donna Sullivan, Senior Administrative Assistant**

We are delighted to announce that Donna Sullivan will be (re)joining Cascadia College in the capacity of the Senior Administrative Assistant supporting the College Relations & Advancement division. Donna comes to us from Bellevue College, where she has worked for the past decade providing administrative support, operations management, and personnel management for vice presidents and presidents. She most recently served as Executive Assistant to Bellevue's current President and Board of Trustees. Prior to Bellevue, Donna worked for nearly six years as a Customer Service Specialist at Cascadia. In addition to taking on administrative functions, she will be managing the scholarship program the home page of go.cascadia, and helping us plan and strategize. This position at Cascadia will bring Donna closer to home and down the promenade from where she is currently pursuing her graduate degree. In her free time, Donna likes to paint and write, and has published her work in literary and arts journals at UW Bothell, Bellevue College and in Cascadia's Yours Truly. Please join us in welcoming Donna back to our Cascadia family.

### **Tammy Miller, Fiscal Analyst 3**

We are delighted to announce that Tammy Miller will be joining the Finance Department permanently as our Fiscal Analyst 3. She has been working for Finance for several months and has proven herself to be a valuable resource and a ready learner of Finance's unusual accounting structure as handed to us by the SBCTC/State of Washington. Tammy is from the Vancouver, Canada area. She was working for the Indigenous & Northern Affairs department of the Canadian government maintaining the budgeted allocated funds for over 50 programs. Tammy moved to the US where she worked as the Office Manager supporting the General Manager of DSK International which runs funeral homes serving native populations. She then worked for Robert Half for 4 years where we engaged her to support our department in accounting functions. Please join us in welcoming Tammy to our Cascadia family as a full-time employee.



## Cascadia College Board of Trustees

### Information Items

**Subject:** Tenure Update

#### Background

No later than *April 1, 2019* four third-year tenure candidates' portfolios will be available for review by the Board of Trustees:

- Garth Neufeld – Psychology
- Brent Schaeffer – English  
TRC Chair: Marc Hyman
- Lelia Olson – Business & Accounting
- Srividhya Venkatraman – Math  
TRC Chair: Mike Panitz

Tenure Timeline:

*March 20, 2019:* The Board will have a **1 hour, 30 minute Executive Session** (20 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 (5 minutes for each TRC Chair).

*April 17, 2019:* The Board will have a **15 minute Executive Session** for the President and Trustees to have a discussion on the tenure candidates.

*May 22, 2019:* The Board will have an **action item for the four 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.

*June 11, 2019:* 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. Levett will be available to answer any questions the Board may have on this item.

## **Cascadia College Board of Trustees**

### **Discussion/Presentation Items**

**Subject:** 2017-2018 Post Sabbatical Presentations

#### **Background**

During the 2017-2018 Academic Year four faculty were approved for sabbaticals (as per the recommendations letter attached from Dr. Rosemary Sutton).

As a part of the sabbatical contractual requirements, the faculty are asked to submit a final report sharing the value of their leave as it relates to their initial sabbatical objective. Four reports are attached for the Board's review.

The faculty members will also give a brief presentation to the Board on their sabbatical experience:

Dianne Fruit, Founding Tenured Faculty – World Languages  
Jared Leising, Founding Tenured Faculty – English  
Dr. Jessica Ketcham, Tenured Faculty, Senior 1 – English  
Dr. Jesús Pérez, Tenured Faculty, Senior 1 – History/Global Studies

Dr. Kerry Levett, VP of Student Learning & Success will be available to answer any questions the Board may have on this item.

To: Eric Murray, President Cascadia College  
From: Rosemary Sutton, VPSLS  
RE: Recommendations for 2017-18 faculty sabbaticals  
Date: 2-1-17

Four criteria are used to select faculty who apply for sabbaticals (CBA 15.23.15 to 55.23.16.):

- the merit of the sabbatical project in relation to the applicant's professional development plans,
- the applicant's current and previous contributions to the college community,
- the proposal's relevancy to the College's strategic plan, and
- whether or not the applicant has had a previous sabbatical. In instances where these criteria are equal, seniority shall be the determining factor.

### **Dianne Fruit**

Dianne plans to use her Winter and Spring sabbatical to (1) extend her service supporting immigrants and refugees and determine how this kind of service can be integrated into her Spanish classes, (2) explore ways to provide Cascadia students with local (e.g., Yakima) study away opportunities that promote community engagement and interdisciplinary studies, and (3) research best practices in teaching Heritage speakers in second year Spanish. Diane also hopes to renew her French skills. This work supports several goals of the Strategic Plan:

- 2B-1 Identifying opportunities in the curriculum for community-based learning and internships
- 2C-1 Developing a comprehensive and integrated internationalization plan including the infusion of global themes into the curriculum and the development of global studies

Dianne became a full time instructor at Cascadia in 2003. She has served in numerous leadership roles including Faculty Assembly Facilitator, Cavoline leader, and the Teaching and Learning Lead for World Languages, Art, Music, Drama and Sciences. In addition, she has served on numerous committees including Global Education Committee, Integrated Learning Committee and the Teaching Learning Academy Steering Committee.

### **Jared Leising**

Jared wishes to understand more deeply how creative writing can transform and enhance people's lives and how teaching in a very different setting may impact his pedagogy. To accomplish these goals Jared will teach a "Creative Writing Skills for Women" class in the King County Women's Jail during his two quarter sabbatical (winter and spring). He will also read texts that support and promote reflection on his teaching (e.g., *My Years Teaching Poetry at San Quentin*), and keep a reflective teaching journal that will form the basis of various reports or presentations.

This work supports several goals of the Strategic Plan:

- 2A-2 Expanding integrated learning
- 1B-1 Enhancing recruitment and support of underrepresented students

Jared has taught English at Cascadia since the school’s inception, received the Excellence in Teaching, Learning and Service award in 2014, chaired the Integrated Learning Committee for two years and coordinated and co-taught Cascadia’s first MOOC in 2016. Jared is an active member of the greater Seattle community volunteering his time and skills to a variety of cultural organizations.

**Jessica Ketcham**

Jessica plans to spend her one quarter sabbatical completed the work on a book project. The book, *Skin*, is “located at the intersection of culture and technology and social change.” This work will allow Jessica to dive back into research and writing as well as expand her knowledge of current tech-cultural convergences. This work supports two goals of the Strategic Plan

- 3A-2 Increasing support for full-time and part-time faculty and staff development
- 2A-3 Exploring ways to further integrate STEM and humanities programs

In the past 6 years Jessica has taught 8 courses and taken numerous leadership roles including serving as the Integrated Learning Chair, English Coordinator, and Interim Associate Dean. She has presented in state and national conferences and published a chapter in the SUNY Press series in *Feminist Criticism and Theory*.

**Jesús Pérez**

Jesús plans to use his Fall quarter sabbatical to re-envision and update three courses (History of Globalization, History of Multiculturalism, and History of Latin American) he regularly teaches. This will involve major revamping of his pedagogy, syllabi, class outcomes and the reading material. This work is directly related to two goals of the Strategic Plan:

- 2A-2 Expanding integrated learning experiences for new and continuing students
- 2C-2 Developing a comprehensive and integrated internationalization plan including the infusion of global themes into the curriculum and the development of global studies

Jesús has taught six different classes and a learning community in his 6 years at Cascadia College. He has served on numerous committees including a Tenure Review Committee and Pluralism as well as chairing the Global Education committee. He was selected by the Washington State Community College Consortium for Study Abroad to teach in Barcelona for the fall of 2015. Jesús also works on Latino outreach, and meets weekly with first-generation Latino males at Bothell High School.

**Summary**

I recommend approval of the sabbatical requests from the four faculty members for the following quarters:

	<b>F 17</b>	<b>W18</b>	<b>Sp18</b>
<b>Diane Fruit</b>		x	x
<b>Jessica Ketcham</b>	x		
<b>Jared Leising</b>		x	x
<b>Jésus Perez</b>	x		

## **Dianne Fruit**

### **Sabbatical Report**

### **December 2018**

My sabbatical took place in the winter and spring quarters of 2018. I am grateful to have had the opportunity to: 1) participate in service and consider how such activities may be integrated into our learning models locally, 2) explore ways to provide access for our students to have rich, multicultural and multilingual experiences closer to home, and 3) continue to learn French and research best practices in working with heritage speakers for my own self-development and the enrichment of my students' classroom experiences.

#### Service

It was important to me to use a portion of my sabbatical to volunteer in the community as a way to meet and assist immigrants and refugees here, learn more about current immigration issues, expand my professional and personal connections with local organizations, and explore additional means for our language students at Cascadia to engage in community-based learning.

On February 3 I served as a volunteer interpreter at the Seattle United for Immigrants and Refugees Mega-Workshop put on by the Seattle Office of Immigrant and Refugee Affairs at the Seattle Center. This event brought volunteer attorneys, interpreters and others together to assist green-card holders in completing their N-400 naturalization paperwork. More than 1,000 people received citizenship or legal immigration assistance. It was an exhausting but powerful day. I was grateful for the opportunity to meet immigrants who entrusted me with their stories, as well as connect with many volunteers, leaders and professionals who are supporting immigrants and refugees in our community.

Though there have been no more large workshops since, I interpreted at a smaller clinic this past September and look forward to more opportunities to serve as a volunteer interpreter to help others on their paths to citizenship.

Additionally, in the spring, I received training to accompany legal permanent residents to their biometrics appointments at the U.S. Citizenship and Immigration Services Seattle Field Office. The biometrics appointment is one in a series of steps taken to receive citizenship. Going to the USCIS office is stressful for many immigrants, especially in the current political climate. The Church Council of Greater Seattle and 21 Progress provide this training so volunteers can effectively and respectfully accompany applicants to their appointments. Volunteers do not provide legal advice or services but simply provide a stable, calm presence for the applicant if desired. The training I received was excellent, and again, I learned much more about the U.S. naturalization process and made some new contacts in this area.

## Community-Based Learning

The sabbatical allowed me time to continue work on developing a local, study-away opportunity in central Washington. Such a program would involve community engagement with interdisciplinary studies in Spanish, writing, art, and agriculture (business and sustainable practices) and would serve as an alternative to a study abroad experience, which many of our students cannot afford. In April I spent several days in the Yakima Valley to develop further connections with schools, colleges and other non-profit organizations there. I met with Spanish professors at Yakima Valley College, the principal and two teachers at Davis High School, the principal and counsellors at Ridgeview Elementary School, the director and program director at La Casa Hogar, the news director at KDNA public radio station, and an outreach coordinator at Catholic Charities of Central Washington. All were enthusiastic about supporting or working with our students, and I am excited about the possibilities for integrated learning and community engagement in the plans that are taking shape.

## Study

I learned about heritage language acquisition by following a self-paced, online course developed jointly by Startalk and the National Heritage Language Resource Center at UCLA. Heritage language learners have some language proficiency due to past cultural and linguistic exposure often related to their family backgrounds but are not completely fluent. I increasingly work with these students in my classes, and it was good to have some time to study best practices for improving their learning in a regular language class. The course focused on how these students differ from traditional world language students and offered strategies to differentiate their learning and honor the linguistic and cultural richness they bring to their learning. I now understand their needs better and have concrete strategies to support them.

Throughout the six-month sabbatical, I reacquainted myself with the French language and its related cultures. I minored in French as an undergraduate but hadn't studied it since. I began in the 301 class at the Alliance Française in Seattle. Being a language student again was a delight. I benefited from working with 10 engaged students and an organized, knowledgeable teacher. It was fascinating to once again see a class from a student's perspective.

I was there not just to learn French but to observe another language teacher and classroom. For six months I was able to observe and reflect on curriculum design, language-teaching methodologies and materials, technology use, and teacher-student and student-student interactions. I was particularly drawn to the role student and teacher affect plays in language acquisition and the innovative use of an interactive, online platform developed for Alliance Française classes worldwide but piloted in Seattle. I also observed the school itself: organizational structure and mission, staff-student interaction, course selection and

scheduling, placements, and the professional development opportunities offered to instructors. I studied at the Alliance Française for all six months of my sabbatical and then continued this fall in French 401. With a new instructor and student group, I have been able to compare the two learning environments I experienced.

In March I deepened my learning of French and its related cultures by visiting France, Monaco and Switzerland. My goals were to immerse myself in the language and cultures, and I made the most of the two-week trip. I used French to conduct everyday transactions and occasionally to discuss politics and local issues. I was reminded again of how our students sometimes must feel as they struggle to communicate in the moment and take risks in a language that isn't the most accessible to them.

In France I visited the Marc Chagall Museum in Nice, Henri Matisse's Rosary Chapel in Vence, the Picasso Museum in Antibes and the Van Gogh exhibit at the Saint-Paul de Mausole Monastery in St. Rémy. I hiked around the Pont Gard Roman aqueduct and the castle ruins at Les Baux. I experienced an unforgettable, immersive visualization of "Picasso and the Spanish Masters" inside an abandoned rock quarry, also in Les Baux. I spent part of an afternoon observing thousands of birds in the Camargue National Park and learning some of their names in French.

In Switzerland I toured CERN and Chillon Castle in the Geneva area. I explored the towering Schilthorn Mountain and Interlaken area in the Bernese Alps and studied some more art in Lausanne at the Collection de l'Art Brut (Outsider Art), a permanent exhibition of work by self-taught artists often living on the fringes of society.

During side trips, I took in "Picasso 1932—Love, Fame, Tragedy" at the Tate Modern in London and three days of the Fallas Festival in Valencia, Spain. Originating in Medieval times and recognized as part of the Intangible Cultural Heritage of Humanity by UNESCO, the festival incorporates hundreds of enormous sculptures which are burned on the last night of the Fallas, both as a political commentary and a celebration of the renewal of spring. On the day before flying home from Munich, I toured the Dachau Concentration Camp Memorial Site. Our education guide emphasized that the atrocities of the Holocaust didn't happen suddenly but were the result of changes normed over time, a fact that served as a potent, somber reminder of the unending importance of being a vigilant and engaged citizen.

My sabbatical activities provided new ideas for integrating meaningful community engagement into my classes. I was able to reflect on the themes of language acquisition, marginalization, citizenship, creativity and how these connect to my courses and to current events. I have shared a number of these topics with students this quarter and am looking forward to this continued enrichment. I am extremely grateful for the opportunities my sabbatical activities provided for growth, learning, renewal and reflection and the chance to share it now with the Cascadia community. Thank you.

My sabbatical activities promoted the College's Academic Plan in the following ways:

**Enhancing inter-disciplinary programs**

- Exploring ways to further integrate STEM and Humanities programs

**Growing community-based learning and internships**

- Identifying opportunities in the curriculum for community-based learning and internships

**Developing and implementing a model community college globalization plan**

- Developing a comprehensive and integrated internationalization plan including the infusion of global themes into the curriculum and the development of global studies
- Facilitating ties between local and global cultures within Cascadia College and beyond

**Improving faculty support**

- Increasing support for full time and part time faculty development

**Creating physical spaces that support integrated education**

- Creating spaces that support informal modes of learning
- Developing spaces that increase the connections between student learning and community partners

**References**

Office of Immigrant and Refugee Affairs, Seattle

<https://www.seattle.gov/iandaffairs/programs/new-citizen-campaign#NCC>

21 Progress

<https://21progress.org/>

The Church Council of Greater Seattle

<https://thechurchcouncil.org/resources/>

Yakima Valley College

<https://www.yvcc.edu/>

Ridgeview Elementary School, Yakima

<https://www.yakimaschools.org/ridgeview>



Davis High School, Yakima  
<https://www.yakimaschools.org/davis>

Mighty Tieton  
<http://www.mightytieton.com>

La Casa Hogar  
<http://www.lacahogar.org/>

KDNA Radio  
<http://www.kdna.org/>

Catholic Charities of Central Washington  
<https://www.catholiccharitiesusa.org/member/catholic-charities-of-central-washington/>

Teaching Heritage Languages Course  
[http://startalk.nhirc.ucla.edu/default\\_startalk.aspx](http://startalk.nhirc.ucla.edu/default_startalk.aspx)

Alliance Française of Seattle  
<https://afseattle.org/>

Musée Marc Chagall  
<https://en.musees-nationaux-alpesmaritimes.fr/chagall/>

The Chapelle du Rosaire de Vence  
<http://chapellematisse.fr/>

The Musée Picasso in Antibes  
<http://www.antibes-juanlespins.com/culture/musee-picasso>

Saint-Paul de Mausole Monastery in Saint Rémy  
<http://www.saintpauldemausole.fr/van-gogh.html>

Carrières et Lumières “Picasso and the Spanish Masters”  
<https://www.carrieres-lumieres.com/en/home>

CERN (The European Organization for Nuclear Research)  
<https://home.cern/>

Chillon Castle  
<https://www.chillon.ch/en/>

Collection de l'Art Brut in Lausanne

<https://www.artbrut.ch/>

Tate Modern "Picasso 1932—Love, Fame, Tragedy"

<https://www.tate.org.uk/whats-on/tate-modern/exhibition/ey-exhibition-picasso-1932-love-fame-tragedy>

The Fallas Festival

<https://ich.unesco.org/en/RL/valencia-fallas-festivity-00859>

Dachau Concentration Camp

<https://www.kz-gedenkstaette-dachau.de/index-e.html>

## **Sabbatical Report: “Lessons from the KCJ”**

*Jared Leising, Founding Faculty, English*

In January 2017, I submitted a sabbatical proposal in which I said I would like to engage in “a teaching and learning project that will take place over two quarters and will revolve around teaching creative writing in a non-traditional environment—the King County Jail.”

My proposal was accepted, and during winter and spring quarters of 2018, I did what I’d proposed—and more. As I was learning what it’s like to teach in jail and to serve time there, a range of other opportunities emerged. Specifically around where students in jail would be headed and what educational opportunities awaited them. So, I spent additional time learning about the work of the Freedom Education Project of Puget Sound (FEPPS) at the women’s prison in Gig Harbor, and University Beyond Bars (UBB) at the men’s prison in Monroe—and the educational programs they offer incarcerated women and men in Washington.

Below is a list of additional sabbatical activities I engaged in associated with these organizations, among other opportunities I discovered.

**Freedom Education Project of Puget Sound (FEPPS)** – 1/23 met with Program Administrator, Zoe Brown; 3/05 observed an Anthropology class at the Washington Correctional Center for Women (WCCW); 3/29 participated in new teacher training at WCCW; and 4/17 participated in volunteer orientation at WCCW.

**University Beyond Bars (UBB)** – fall of 2017 met with UWB faculty member Gary Carpenter who teaches art with UBB at the Monroe Correctional Complex (MCC); 6/01 observed student presentations done by Gary’s “Arts of Social Transformation” students at MCC; 9/22 participated in a planning meeting for a socially-engaged art project on our campus with students at MCC; 11/03 co-taught a creative writing workshop as part of MCC’s Arts & Lecture Series; and 1/12/19 will participate in volunteer orientation. Gary and I are planning a film screening for 1/17/19 for the film FITE (From Incarceration To Education)—as well as an art show in the spring quarter that will feature incarcerated artists from MCC.

2/01 – Participated in a workshop hosted by NonWhiteWorks: “Storytelling Strategies for Dismantling Racism.”

3/01 – Attended a public forum at Seattle Central College Library in which Nick Rankin, Prison Education/Re-entry Navigator facilitated a student panel on “Re-entry and Education for Currently and Formerly Incarcerated Students.”

4/05 – Met with Richard Gold, founder of PONGO, which is a volunteer driven writing project for Seattle teens who are in jail, on the streets, or in other ways leading difficult lives. Most of Richard’s writers are juveniles, and some become my students in the King County Jail.

4/25 – Participated in a SALT Book Club discussion of *Just Mercy* by Bryan Stevenson. The discussion was led by Aaron Counts of Creative Justice. I will be teaching *Just Mercy* in English 102 this year.

## Lessons Learned

After spending six months co-teaching a weekly creative writing class for women who are incarcerated at the King County Jail in Seattle, I've learned much more than I'd imagined.

Teaching this class has caused me to reflect on my teaching at Cascadia in a way other professional development has not. I present this list of seven lessons from the perspective of someone who has been teaching freshman and sophomore level English classes for over twenty years, most of which have included teaching composition and creative writing at the same institution for almost eighteen of those years.

Some of what I'm listing here may be obvious, but to me, they've proven to be important reminders and have revealed assumptions I've made in my day to day approach to teaching. This year, in returning to teaching at Cascadia, I hope to challenge these assumptions and implement changes in my pedagogy.

1. **Context is Everything:** Seriously consider what might have happened since the last time you met with your students. Check in with them. In jail, it could be many things people on the outs don't have to deal with—a fight, being racked back, solitary confinement, upsetting visit from a family member, bad news about sentencing, health problems (mental and physical), your children won't speak to you. There's a lot that can go wrong.
2. **Publish and Perform:** In jail, we publish the *Golf Pencil Review* every couple of weeks. This features the work of students in our class, typed up and is something we give to the students so they can see their work together in one publication. We also regularly ask students to read their work aloud to the class and discuss it. The discussions are often about how they connect with the work, and can be very validating for the writer. This is something I've used in my college classes off and on, however I want to make it a more regular part of my classes because publication and writing for others is an essential part of the writing process.
3. **Don't Let 'em Down:** Show up. Ideally as your best self. Regardless, though, find a way to hold class, no matter what. Face to face interactions are happening less and less, and are becoming more and more valuable. In jail, students have had plenty of people let them down, and I've learned that I have the opportunity to challenge and change this. It's a way to let students in all spaces know that you value them and you want them to value what the class has to offer. As a Cascadia student told me a long time ago, "Give us a reason to come back."
4. **Relevance is Essential:** It's easy to give college students assignments that challenge their assumptions about writing, and it's important to challenge those assumption, but I wasn't prepared for students in jail to question it. "Why write like this? How is writing like this helpful?" My college students rarely question why or how the assignments I'm giving them will help them or be of benefit to them. Students in jail will. It needs to be clear how it might relate to them or help them with things they're dealing with.

5. **Technology is Relative:** In jail, students are only allowed to have paper, erasers, and “golf” pencils in our class. We also provide dictionaries and thesauruses, as well as paperback books. This lesson was one I’d read about in an article from *The Chronicle* called “Why All Humanists Should Go To Prison,” and I’m reminded of a particular section in the article in which the author states:

I began to re-evaluate the costs associated with a technology-driven model of education. Hardware, software, and training programs all eat into institutional budgets. Moreover, many of us have been primed to think that unless our lesson plans feature a digital component, students will lose interest. Consequently, college instructors collectively exert a great deal of energy creating interactive classroom experiences and exercises featuring technology. This energy could be spent engaging more deeply with sources and students. Volunteering in the prison pushed me to reassess how universities and instructors allocate their time and money. It reminded me that constructing an assignment that uses social media should function as a supplement to, not a replacement for, lecture and discussion. Working at the prison let me redefine innovative pedagogy as thinking creatively about materials and means to provoke student engagement with ideas, texts, and one another— goals that did not require screens, fiber-optic cables, or clickers.

The underline is mine, and is what I’m taking away from working in a classroom that has no digital features. Teaching is about creating relationships for students—with the material, their peers, and with their instructor. In a way, these classroom constraints have been liberating, and have required me to be more creative than ever as a teacher.

6. **Be Prepared for Something New:** After teaching at Cascadia since the college opened, it can often feel like there are very few “new” things I encounter in my job here. Which isn’t true, I know, but I’d grown a bit blind to them. In jail, every day is different. You may enter the facility and have to travel an entirely different route to get to the classroom because there was an elevator outage; or you can’t leave because there’s a medical emergency; or class may be cancelled because the jail is flooding. The list goes on.
7. **Students Will Teach You (If You Let Them):** I try to create opportunities in my jail-class that give students a chance to use their expertise—whether it’s reading and translating a poem in Spanish, to helping the class understand concepts related to astrology. I’ve gotten new music recommendations, learned jail jargon, and have gotten to learn how the criminal justice system works from the perspective of those who are incarcerated. This has inspired me to be mindful of how I can do the same thing in my classes at Cascadia. How do I invite students to teach me and each other about things they know well? To me, that’s when a class is functioning at its highest level.

## Journal

What follows are entries from a teaching journal I kept that echo some of the lessons I've listed.

*1-17-18*

I hadn't been in class for a number of weeks (almost a month)—so I felt a little distant from it, nervous, and wondering who would still be there and who would not.

I also was and am always nervous about the lesson and poems I'm planning to share with the students. How will it land? Will it touch a nerve in a way that makes writing too difficult or unpleasant? I also always wonder where are they going/where have they been? Context is everything when teaching in jail.

I'd been listening to a podcast—*Ear Hustle*—prior to this class. It's a podcast produced by a few men in San Quentin, along with a volunteer teaching-artist like myself, and it's great. So glad to have found it as I think about where my students may go (prison)—but also to think about working with men, which my teaching partners and I are looking into developing a similar program for men.

During one recent podcast, I was thinking about how the questions listeners are sending in to the hosts might provide some writing prompts for my students. For example, one I instantly liked was: "What's one thing you'd change about prison?" I want my students to teach me and others about what life is like for them in jail. There are a lot of myths, based in reality, but are promoted through media as a drama and good storytelling when in fact it's not all that accurate.

Today, I asked students to write about their safety nets or lack-there-of. This was inspired by a poem by Lisel Mueller and RB a former inmate who spent twenty years in prison. She writes about her father, while Mueller writes about her parents, Holocaust survivors and people who operated without a net.

The class involved three new students and five returning for this day. Most things ran smoothly in terms of getting into the facility, which I should spend a separate entry on my routine and just getting in which is one thing I'd change about the jail.

The final share-out was powerful and sad, and I always wonder how this helping and hurting students by writing. I want to trust that it's helping. But a few students are weak at this point and trying to hang in there, but not sure they can. Wonder how writing peels away what they've got left vs gives them hope, strength a new perspective.

1-24-18

Today I was trying something new with the students—writing and thinking about humor in their writing and life. We began the class writing about the last time they'd laughed hard or things that made them smile. The smiling response was kid-related for most who have them, and the stories of laughter were more specific and rich, making others laugh when they read them. We focused in on jokes next—kinds or sub-genres of them—and how they compare and contrast to stories and poems. Next, I asked students to write out a joke they know well as though they were telling it to someone. Then I prompted them to describe the context or history of that joke for themselves—where it came from, who told them this, who have they told, how old they were when they first heard it, etc. Then students shared their jokes and stories, and unfortunately today we ran out of time.

Class started almost an hour late due to the fact that an interview with an inmate was taking place in the multi-purpose room where we hold our class. Like every day in the jail, things are never the same and we have something occur that rarely ever does. That's the think about teaching in jail I'm learning how to deal with: you go in with one plan, then the factors at play in the jail change those plans in ways you can't often predict. Nonetheless, we had a good number of students today, 11, and during the waiting period before we could get in the room, I had a good conversation with my co-teacher about ways we might revise our lesson plans to reflect a more outcomes-based approach, beginning with a big idea/question and making explicit our goal is to tackle this, then move through our lessons, and at the end reflect on what was the result of the initial goal.

Additionally, we were supposed to be bringing in new books for the students today, but that plan got changed as well, and I'll need to find time next week when I can do that before class.

1-29-18: *New Books*

Because we couldn't bring in our books for class on the 24<sup>th</sup>, I returned to the jail on Monday to meet Karen and bring in books. The jail won't allow me as a volunteer to bring in the books myself and transport them down to the Programs Office. Instead, I have to have my supervisor, Karen Pohio meet me at the security entrance and she escorts me into a separate elevator that employees take to get to where they work in the jail. What's funny is that when we get in with the books, I'm the one who goes through them to look for contraband and stamp them, and eventually they go onto our shelves. This process is fairly simple, but is make more complex based on the arbitrary rules of the jail. But the books are worth it.

One of my favorite parts of this job are bringing students books. Nowhere else have I seen people more excited to have a book to read. Saying it's refreshing is an understatement. Students can take three books each class, and I think have a max number they can have in their cells (five + Bible). We can bring in a new batch of books (65), four times a year. We make a point to ask our current students what kinds of books they would like us to get, and here's the last list:

Elizabeth Peters (and other "cozy mysteries")  
Game of Thrones  
Magic Realism  
Sociology and sign language  
Self-help books  
Rumi, Hafiz, Khalil Gibran  
Chinua Achebe "Things Fall Apart"  
SNL books (Amy Poehler, Tina Fey)  
Brain development books  
Psychology  
Mindfulness  
Sister Souljah  
Drama High  
Orca Book Series  
Joyce Meyers  
Louis L'Amour  
Terry McMillan  
James Patterson

So far, we've been able to find these books by asking others to look for them (my mom found many), looking in little free libraries, Goodwill, and I often buy a few from Third Place Books. Our plan is to do some crowd sourcing through Facebook and encourage those wanting to help to do so by purchasing books for our students. We do this because there's no library at the jail. One other big difference from jail and prison. Prison has a general library and a law library.

When we bring the books to class, we do so in a blue milk crate. We put as many as we can in one, and we have another milk crate that we bring our teaching materials up to the classroom in. Incidentally, I'm reminded of what the phrase "new books" also means in the jail. When you are arrested and brought to jail, you are brought in to the third floor, through an alley entrance and you begin the booking process. In this case you are considered "a new book." During my orientation, I was struck by this phrase and often think about my students as being books not yet written, with all they have to say. Helping them figure out how to write their book is the hard part and the best part.

*1-31-18*

For this class we brought the new books to students and they were excited. One student mentioned that "you got some good books here."

Today's lesson was based on an essay by Elissa Washuta called "Shark Girl" where she writes, "Before I knew I was a shark, I knew I was hungry." The theme for the class was writing about what you know or sense about yourself, regardless of what others see. The lesson began with a short write about what students did before they learned to do something else or do it better. They also had the option of writing about what people think of them and what the truth is from their perspective. Then we shared work from the short write, the GPR, and transitioned into some



invention writing before reading the essay. The invention writing asked students to make a list of non-human creatures they admire, fear, have encountered in their lives. Then I asked them to list some qualities they believe the creatures have (shark – hungry). Then I asked them to circle qualities they share with these creatures. After this we read the Washuta piece out loud, and I invited multiple students to read parts of it aloud. Then we talked about it, thinking about the idea of why she sees herself as a shark and if she even likes being one. As a member of the Cowlitz tribe, Washuta is connected to both crows and sharks because of the stories she was told growing up and these creatures relationships to her tribe. Some students in the class are also members of Native American tribes, so they could identify with this and explained it to the class.

The students are good at doing close, honest readings of the texts we bring in—wondering what words mean, asking why someone would even say these things. Plus also finding ways to bring other perspectives to texts that we as teachers can't. Finding as many texts by women of color is really what I should think about each class. Washuta, I've been told, came to this class a couple of years ago and worked with students. Other writes students like is Natalie Diaz, Langston Hughes, Marge Piercy, among others. We use lessons from Lynda Barry to guide our teaching.

After discussing the essay, I asked them to go back to their invention notes and pick one creature they share qualities with and explore those qualities in themselves, using Washuta's opening line to begin writing: "Before I knew I was a (creature), I knew I was (shared quality)." Then explore how they knew they had this quality about them. If they got stuck, I encouraged them to think about another quality they knew they had or to return to writing about the creature. Then after 15 minutes of writing, we invited students to share what they'd written.

The results were surprising and insightful: one student was a bear, another a sea turtle, and one a spider. A newer student asked, Anna, my co-teacher for the day, to read hers because she didn't want to share it with the rest of the class. It was about a bear. This student, I have a feeling, will read her own work in the coming weeks. During this past class, she asked me to look at some poems she'd written outside of class. They were great and told the story of members of her family and how she ended up in jail. She'd written two of them through the PONGO program, a group of volunteers like us, who teach creative writing in juvenile detention facilities.

This lesson is one I plan to try in some form with my college students and will also include elements of guided research, which Washuta draws on in some research about sharks.

Additionally, this was the last class for Lavette and Dorinda, two students we've had in class for awhile. Both will go to prison for a few years, and I'm happy their futures are clearer for them, however I'm worried about them, too. I like to shake hands with new students, and to do the same with students who I won't see again. We can't hug, however human contact is important in so many ways in jail—because there is little or it's violent—plus it's an important way to show that I respect them and am not afraid of them. I'll miss them but it's also good that they're not in class or in jail anymore. Lavette says she'll see me on the outs, and I look forward to running into one of my former students one day.

We are not supposed to have contact with them when they do get out, but I can see running into each other as ok.

The saying goodbye reminds me of something I've become more aware of and that's the differences in talking to my students at the jail and my students at Cascadia. One example, when my students at jail come into the classroom, I used to say things like, "How's it going or how you doing?" because that's what I'd do with students at Cascadia. In jail that's not the best question to ask, because they're in jail, and no one is feeling good about much. Instead, I now say, "Dorinda, it's good to see you." Or "Lavette, I'm glad you came to class today." It gets at a larger topic about context that I'll talk more about in each entry, I suspect.

*2/7/18: Police Activity*

A little disturbing and curious. As I drove my son to school, I watched a young man run across the street we were driving on (Meridian) near the intersection of 50<sup>th</sup> and jump a fence then into someone's back yard. A few seconds later a police SUV turned the corner and I could tell it was looking for him. My son saw it too. I mentioned that we saw him and they didn't, but that I didn't want to stop and tell them where he went, because of what might happen. I think he got it, but I'm going to follow up with him tonight. I want to let the police do their job as they think they need to, but don't want to assist in any more arrests of black men. I hadn't witnessed something quite like that before in terms of the process of chase, search, and apprehension (I dropped him off at school, then returned to the scene to see many police vehicles and officers on foot searching the neighborhood, and eventually the man in cuffs being walked up the sidewalk on 50<sup>th</sup>, near the same intersection). Now I know where he'd be going, and what's next for him at the KCJ. I really don't want anyone to go to jail. It's an awful place.

*2/14/18*

This class, I taught with Zoe, and we focused on helping students write about love, as it was Valentine's Day. Like most classes I'm designing, I spend a lot of time thinking about what might work, what might not, and eventually not being all that confident about it until I see the way students respond. I wanted this class to teach students some vocab and poetic concepts. We began by writing in response to the short prompt: "When I use the word 'love' I'm talking about \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, because . . ."

It took a few of the younger students a couple minutes to settle in; maybe it was all the candy they were eating or just being new to this process. While the class is made up of all women, it's fairly dynamic—we currently have an 18 year old African American woman and a 42 year old white woman in the same class. Often this space reflects what I imagine an ideal community college classroom for me has as far as the diversity of ages and races/ethnicities.

In looking at the data we've kept on our KCJ students, most students take five classes with us, and if there's an older student among them, she'll most certainly give the other students a serious talk at some point during her tenure about how not to continue down the path they're on. It's hard to tell how students receive these messages, considering they're coming from someone who

is in jail with them. I find them compelling and passionate, and typically no one interrupts at this stage of class.

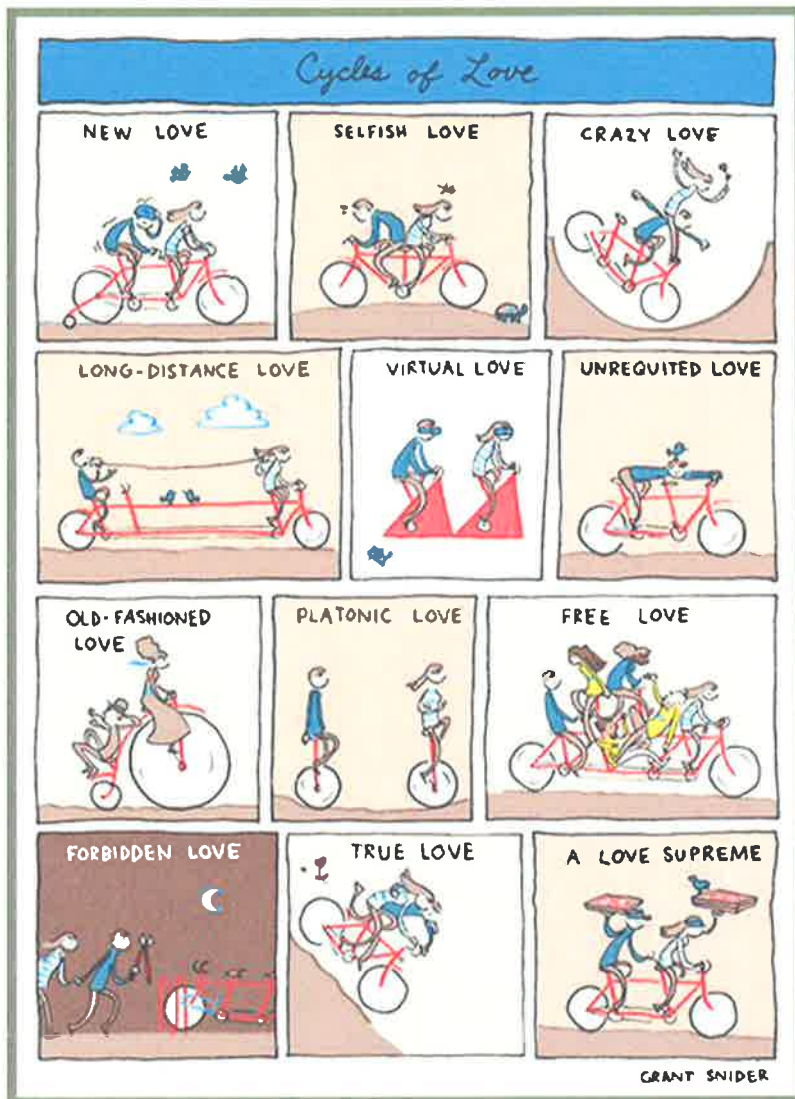
But back to this class: after the short write, I invited people to share what they'd written during the short-write or in their cells since the last class, and a few people shared, which is a good way to get focused both as listeners and writers. Then I asked a couple students to read some pieces from the Golf Pencil Review we'd published from the last two weeks of class. I like this part of the class, because people are hearing work from their peers and often give compliments, and I invite them to talk about why they like a piece of writing and the writer gets to hear what's working in the poem or prose they'd written. It's great affirmation, as well as a chance to teach and talk about close reading.

On a personal note, Nova, who has become one of the best student writers we've met was not in class. She hasn't missed a class that I can remember after being in jail for almost a year. In her last journal entry, she wrote:

I am going to prison soon. My understanding about it is this is what I have to do and I am ready. But, I am nervous. Luckily there are smiles and laughs shared in the tank, and I am able to ask others about their experiences too. To avoid stressing we play UNO, jailhouse style. I've also learned that my students make their own chess boards and play communicating through the ventilation system and the toilets. The resourcefulness and creativity in jail is amazing.

I wonder why Nova didn't come to class. There are plenty of possible explanations—wrapping up things here and needs to do some things to prepare—but part of me wonders if it was because she didn't want to say goodbye, which we often do with students and talk to them about how they're feeling. I was putting together a collection of the great work she'd done while in the class. I'd like to do this for more students, but the unpredictability in the jail makes getting something like this in the hands of students tricky. However, while Nova was not there, Alondra was able to return to class. She'd be in closed custody, which often is essentially like solitary confinement initially. In short, she lost her privilege to come to class after having been a long-time student who thrived as a mentor and writer in a class like ours. She lost her access to the class because she refused to get transferred to the KCJ in Kent. She wanted to stay in this jail, in part because of what she'd grown accustomed to and the people and the class she was taking with us. Not sure how she got back in the class, but it was so good to see her.

After this portion of class I shared this comic with them:



We used it to begin discussing the different ways we love. We clarified words like “unrequited” and gave real life and literary examples these (two different races dating, Romeo & Juliet). Then I introduced Greek terms for some of these as a way to expand the scope. This was followed by reading love poems related to an NPR program in which listeners sent in stories of love and poet Kwame Alexander chose a poem that represented their stories. All this gave me some inspiration and ideas for next year’s Valentine’s Day class.

## **The Golf Pencil Group**

To close this report, I'd like to mention a few highlights of the four-person teaching team I've been a part of. We meet in person every few months to go over things we can't do on Slack. While on sabbatical, we met with representatives of the Richard Hugo House, a Seattle non-profit writing center, in an attempt to persuade them to become the organization that would oversee the work we do in the jail. For most of its life, the class has been just a volunteer run class without an organizational oversight. Hugo House has agreed to do so, and that allows our class to become so much more sustainable—from being able to have one teacher in the room, to meeting with our students once they get out. We hope to be offering a re-entry writing class through Hugo House in the near future, and to continue to apply for funding to enhance what we do for incarcerated writers. We received a 4culture Grant and were nominated for a Mayor's Arts Award. Our goal is to add another teacher to our roster and continue to find ways to make the class something our students can count on week after week. Lately, we've been working on our mission statement. Here's where it's at:

“We're a team of working artists and educators who lead reflective, inspiring, and integrative activities during a weekly creative class for women at King County Jail. We stand for student affirmation during the traumatic and destabilizing experience of incarceration.”

I feel very fortunate to have met my co-teachers/writer and to have gotten the opportunity to work in the jail with women who are trying to stay afloat, make sense, respond to what's happened to them by writing. I just hope I've given them as much as I've received.

Additional Resources (many of which I shared with interested Cascadia faculty and staff on Friday, 11/16/18, at an event I hosted):

### **Volunteer Opportunities**

#### *King County Correctional Facility (Seattle)*

Over 300 community volunteers provide religious services, counseling, alcohol and drug treatment support, adult basic education, GED prep, and support upon release for inmates. To volunteer, call the Program Office at 206-477-6095 or email us at [Volunteer.DAJD@KingCounty.gov](mailto:Volunteer.DAJD@KingCounty.gov).

<https://www.kingcounty.gov/depts/jails/adult-detention/king-county-correctional-facility.aspx>

#### *WA Prison Volunteer Opportunities (Monroe & Gig Harbor, and throughout the state)*

The Volunteer Program is a comprehensive, proactive program that increases the community's capacity to assist in successful inmate reentry by engaging community stakeholders, partners and inmate families.

<https://www.doc.wa.gov/corrections/programs/volunteer.htm>

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### **Teaching-related Opportunities**

*Freedom Education Project of Puget Sound*  
[zoebrown@fepps.org](mailto:zoebrown@fepps.org)

<https://fepps.org/>

FEPPS provides a rigorous college program to incarcerated women, transgender and gender nonconforming people in Washington and creates pathways to education after they release from prison. FEPPS offers seven classroom-based college and pre-college courses per quarter at the Washington Corrections Center for Women culminating in an Associate of Arts degree. Students can also attend three weekly **study halls**, a monthly **lecture** series, student **workshops**, teacher **trainings**, and a **library** maintained by FEPPS at the prison. All classes are taught by professors with an MA or Ph.D. from top schools in the state (like Cascadia).

*University Beyond Bars*

<http://www.universitybeyondbars.org/>

University Beyond Bars empowers prisoners to fulfill their potential through communities of higher learning that transcend prison walls. They seek to replace incarceration with education and build a society where all people are given the chance to transform themselves and their communities.

*UBB Continued, from Program Coordinator Michelle Sato*  
[michelle@universitybeyondbars.org](mailto:michelle@universitybeyondbars.org)

We always need volunteers!! These are the people who mostly come out for study hall on Saturday mornings to help tutor. Generally they would be helping with whatever classes are going on at the time, so currently we have many math tutors coming in, and others helping with Environmental Science and English 102. There is always a need for math tutors specifically since some of our guys struggle with even getting up to college level math.

Another opportunity we have is becoming a sponsor. Sponsors do a variety of things, from attending student facilitated classes to being a point of contact for specific study hall dates, to teaching certificate classes themselves. Sponsors are sort of a step up from volunteer status, as volunteers cannot be left in a room alone with students, but a sponsor can. We need sponsors to come cover student led courses to make sure they can happen. The sponsors don't have to do anything related to the curriculum, just be present for the student to teach. Sponsors can also teach certificate classes (noncredit-bearing courses) on various topics of their expertise. For example we have a mentoring and coaching class going right now, we have one on Shakespeare coming up next quarter etc.

To teach credit bearing courses I believe the instructors need an MS or MA to fit the qualifications of the colleges we partner with for credits. We sort of have conversations with people on a case by case basis for those hoping to teach a credit bearing course.

Our Arts and Lecture Series is a great way for people to sort of test the waters with a one off. It often blooms into a longer course on the presented material and is a wonderful way to get one's foot in the door. We have a tons of dates open for 2019 and would love to start filling that calendar!

Getting involved outside the facility is possible too. We have teams of folks that work on the outside with our internal teams to help run the program. There are 5 teams, 4 of which are currently active and we are definitely needing some help on a few of them.

The teams include:

**\*\*Public Outreach & Education Team (POET)**

**\*\*Fundraising and Development Team (FDT)**

Educational Equity Team (EET)

Educational Programming and Advisory Team (EPAT)

Finance and Budgeting Team - Not fully active yet...

Those with stars next to them could definitely use some help. These teams work on various projects outside the facility and come in every so often for meetings with the guys inside to make

sure things are on track. If someone is interested in being on a team I would love to connect with them!

We are also in need of people to do research occasionally. Whether it is for our debate team, distance learning students, or grant writing team, those that can donate time to us to look things up are always appreciated!

Wherever an interest lies, we can find a place for them. Anyone that would like to know more, please send them my way. I love to go grab coffee with people (that's one of the fun parts of this job!) to chat more about opportunities and matching their strengths with what we have open!

### **Other Connections, Resources, and Models of Support**

*Seattle Central Re-entry Office*

<https://seattlecentral.edu/campus-life/student-support-and-services/re-entry-support>

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*The Campus Library*

The University Press and Libraries are publishing a new edition of *Concrete Mama*. One of our UWB faculty, Dan Berger, wrote the forward, and two of our library folks wrote the afterward, so we're pretty excited! We're hoping to have a book launch event here at Bothell in January, other events will follow in various locations in Seattle, maybe even in the prisons. The event at Bothell will include the author, Dan, maybe some other folks. We're hoping to have a display, based on photos from book.

<http://www.washington.edu/uwpress/search/books/HOFCON.html>

This will also be a chance to share out about our prison digital archive, Washington Prison History Project

<https://cdm16786.contentdm.oclc.org/digital/collection/p16786coll15>

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I also encourage you to listen to *Ear Hustle*: <https://www.earhustlesq.com/>.

Ear Hustle brings you stories of life inside prison, shared and produced by those living it. The podcast is a partnership between **Nigel Poor**, a Bay Area visual artist and **Earlone Woods**, currently incarcerated at San Quentin State Prison, and was co-founded with fellow inmate **Antwan Williams**. The team works in San Quentin's media lab to produce stories that are sometimes difficult, often funny, and always honest, offering a nuanced view of people living within the American prison system.



*Poems written in our class from Kali (a student in our class)*

**Where I'm From**

I am from nothing to remember  
& no childhood at all  
no sunshine & no happiness  
it always felt like fall

I'm from abuses & neglect  
Always played off to the left  
My mom was just a nervous wreck  
Waiting for the welfare check

I'm from as many cuts & breaks  
As I'm from empty stomach aches  
Witnessing alcoholic shakes  
I never had a birthday cake

I am from always being ashamed  
Demeaned & told I was to blame  
Leaning to suffer through the pain  
& being told I was insane

I am from thinking I would crack  
From seeing everything I lacked  
But yet I'm taking the same path  
A massive weight upon my back

I am from section 8 inspections  
Always lacking a direction  
Unemployed, bills in collections  
Too many stepdaddies to mention

I am from not enough to eat  
From fights & sleeping on the streets  
From shoes that didn't fit my feet  
& sorrows taking over me.

A past I never quite got over  
Wishing my siblings could be closer  
But since we had no real mother  
We were kept separate from each other

I am from missing my own child  
A young adulthood running wild  
From wrong convictions at my trials  
Feels like I've run a though miles

I am from fake & phony friends  
The struggle never seems to end  
Same with smiles, all pretend  
My heart will never truly mend.

I am from out here by myself  
I'm from no one to ask for help  
Don't think I'll ever love myself  
Wish I could be somebody else

Is this just the bed I made?  
These memories will never fade  
The police dogs & the raids  
& peeking through the window shades

I'm from nowhere to sleep at night  
All of this pain an endless fight  
From stabbing niggas with a knife  
Could have been here facing life

Can I still turn it all around  
Embrace the peace that I have found  
Become a queen & raise my crown  
Or go down with the ship & drown?

## On the Inside

Jail, I'm saying, is no place to live  
All of us mothers, yet where are our kids?  
Was this a decision, a choice that we made,  
Or can we say we were helpless, & blame it on fate?  
Each day that passes, we sit in our cells  
We call this shit jail; it seems more like Hell  
We lay down & daydream, alone on our cots  
Because we are the one this society forgot  
See a new way but knowing nothing else  
No one to blame, so we just blame ourselves  
Cases & court dates, one after another  
It all blurs together, & we have discovered  
We cannot just act & ignore consequences  
Or jail comes next with its bars & its fences  
Each time we come back, we destroy one more dream  
All this time wasted, & what did it mean?  
We've sat down & sacrificed years of our lives  
For things that we did that we knew were not right  
Why can't we stay clean, man, why can't we stay sober?  
Knowing if we did our struggles could be over  
We think of our children & feel our hearts melt  
Because they are stuck playing a hand that we dealt  
Will this ever be over? It doesn't seem real  
None of us wanted to shoot, ho, or steal  
None of us wanted to be in this place  
No longer looking ourselves in the face  
They throw the key out & don't care how we feel  
We're sitting here hungry between every meal  
Every move managed, no freedom, no bail  
At the mercy of CO's who want us to fail  
No innocence, they just presume we're guilty  
We sit back like, "damn, how'd this happen to me?"  
Telling each other stay up & stay strong  
Cuz we're inmates; nobody else cares if they're wrong  
Pushing us to take the first deal offered  
It is so hard to get out of jail & prosper  
Wish we could stand up, start to fight this machine  
The people who say this is just what we need  
That we have fucked up, this is what we deserved  
When will we make this a lesson we learned?  
This time when we leave, we are not coming back.  
We have reached our rock bottoms & that is a fact  
We may have lost all, from our family & friends  
& with nothing else left, feel we'd rather be dead  
We keep ourselves going each day for our sons  
Plus when we give up then the system has won  
They have hold of our bodies but can't take our souls  
& true freedom begins on the inside, I know.

## KCJ lesson

### **Our feet / the body and its changes**

*Big idea:* Writing attentively about one humble part of our body can help us feel more connected to both our bodies and our emotions.

Short write (5 min): Write about feet. How do you feel about your own feet? In your opinion, what makes beautiful or ugly/terrifying feet? What is a memory you have of feet?

Much of our emotional language in English is physical/bodily. Discuss examples from earlier student writing (in this case, Tracy Patterson's "heart of gold" and "blood runs cold"), and then brainstorm idioms with students, discussing each. *Backstabber, piss and vinegar, cold-blooded, hard-headed, hard-hearted, egg on your face, put your foot in your mouth, seeing red, truckers' mouth, you've got a screw loose, your shit doesn't stink, don't play with fire, you wear your heart on your sleeve...* (Encourage students fluent in other languages to name examples.)

Second write (10 min): Write about one of these idioms that's been applied to you, or that you've called others. Or feel free to invent your own, to describe a feeling that doesn't yet have words.

The last part of the class examines the changes of one part of the body as a way to discuss the changes of a whole life: Neruda's poem "To the Foot from Its Child," *ideally read in Spanish first* by a Spanish speaker. What's going on here? What does this poem make you think or feel? What language jumps out at you?

Final writing prompt (12-15 min): Write about one part of your body and how it's changed over the course of your life. (Bonus points if you personify this part—write from its point of view and imagine its hopes, dreams, pleasures, and sorrows. Also if you find or create an emotional idiom using that body part.)

**“Al pie desde su niño”**

*Pablo Neruda*

El pie del niño aún no sabe que es pie,  
y quiere ser mariposa o manzana.

Pero luego los vidrios y las piedras,  
las calles, las escaleras,  
y los caminos de la tierra dura  
van enseñando al pie que no puede volar,  
que no puede ser fruto redondo en una rama.  
El pie del niño entonces  
fue derrotado, cayó  
en la batalla,  
fue prisionero,  
condenado a vivir en un zapato.

Poco a poco sin luz  
fue conociendo el mundo a su manera,  
sin conocer el otro pie, encerrado,  
explorando la vida como un ciego.

Aquellas suaves uñas  
de cuarzo, de racimo,  
se endurecieron, se mudaron  
en opaca substancia, en cuerno duro,  
y los pequeños pétalos del niño  
se aplastaron, se desequilibraron,  
tomaron formas de reptil sin ojos,  
cabezas triangulares de gusano.  
Y luego encallecieron,  
se cubrieron  
con mínimos volcanes de la muerte,  
inaceptables endurecimientos.

Pero este ciego anduvo  
sin tregua, sin parar  
hora tras hora,  
el pie y el otro pie,  
ahora de hombre  
o de mujer,  
arriba,  
abajo,  
por los campos, las minas,  
los almacenes y los ministerios,

atrás,  
afuera, adentro,  
adelante,  
este pie trabajó con su zapato,  
apenas tuvo tiempo  
de estar desnudo en el amor o el sueño,  
caminó, caminaron  
hasta que el hombre entero se detuvo.

Y entonces a la tierra  
bajó y no supo nada,  
porque allí todo y todo estaba oscuro,  
no supo que había dejado de ser pie,  
si lo enterraban para que volara  
o para que pudiera  
ser manzana.

**“To the Foot From Its Child”**

*Pablo Neruda, translated by Jodey Bateman*

A child's foot doesn't know it's a foot yet  
And it wants to be a butterfly or an apple  
But then the rocks and pieces of glass,  
the streets, the stairways  
and the roads of hard earth  
keep teaching the foot that it can't fly,  
that it can't be a round fruit on a branch.  
Then the child's foot  
was defeated, it fell  
in battle,  
it was a prisoner,  
condemned to life in a shoe.

Little by little without light  
it got acquainted with the world in its own way  
without knowing the other imprisoned foot  
exploring life like a blind man.

Those smooth toe nails  
of quartz in a bunch,  
got harder, they changed into  
an opaque substance, into hard horn  
and the child's little petals  
were crushed, lost their balance,  
took the form of a reptile without eyes,  
with triangular heads like a worm's.  
And they had callused over,  
they were covered  
with tiny lava fields of death,  
a hardening unasked for.  
But this blind thing kept going  
without surrender, without stopping  
hour after hour.  
One foot after another,  
now as a man,  
or a woman,  
above,  
below,  
through the fields, the mines,  
the stores, the government bureaus,  
backward,  
outside, inside,

forward,  
this foot worked with its shoes,  
it hardly had time  
to be naked in love or in sleep  
one foot walked, both feet walked  
until the whole man stopped.

And then it went down  
into the earth and didn't know anything  
because there everything was dark,  
it didn't know it was no longer a foot  
or if they buried it so it could fly  
or so it could  
be an apple.

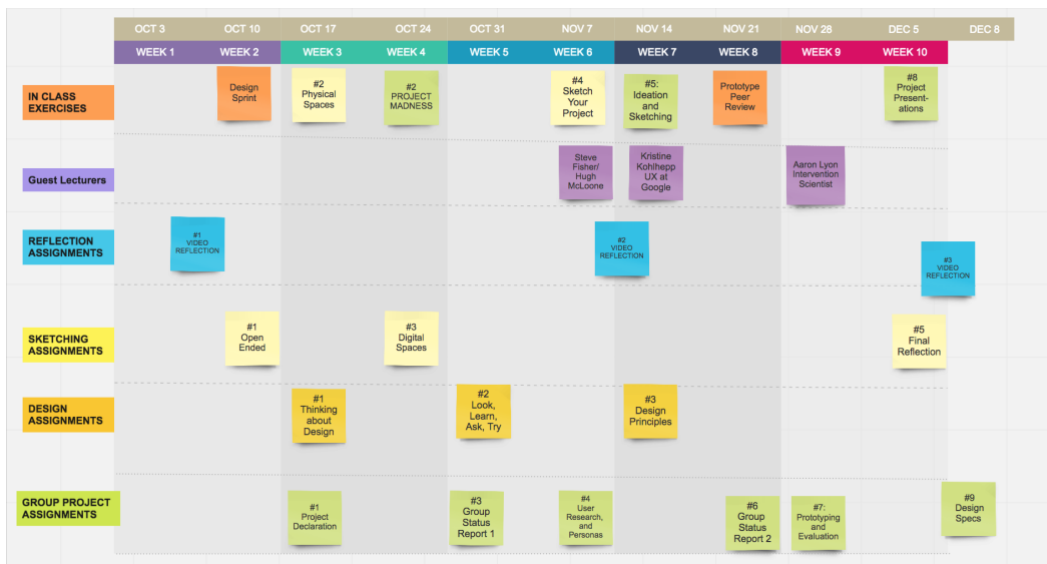
### Project Background and Evolution

Briefly returning to my academic roots as a researcher was always at the heart of my one-quarter sabbatical plan; to have time and space to explore and read and learn, and to work in a way that my brain yearned for was what this 11 weeks afforded me. I'd originally proposed to spend my time researching and writing for a book project called *Skin*, which I suggested would unite "the medical humanities and the languages of technological innovation with a techno-humanist tenderness for the tactile and the corporeal." However, in late summer, I was accepted to the University of Washington's Human-Centered Design and Engineering Program in the College of Engineering to pursue, at minimum, pending funding, a graduate certificate in User-Centered Design. This was thrilling news but also meant there was no way to also complete as much as I'd hoped on the book project. Those who've interacted with me know that I've never been without at least 3 or 4 to-do lists and backup to-do lists of projects though, so that goal remains close to the top for 2018-2019.

On the surface, this Human-Centered Design and Engineering program was a natural fit and extension of my previous and current teaching and research. In 2009, UW's 20-year old department of Technical Communication changed names and revamped curriculum to reflect the design methods, interdisciplinary interactions, problem-solving strategies required beyond the writing and editing thought to historically make up technical communication. At Cascadia, I get to teach at least 6 sections of our technical communication class (ENGL&235) per year; part of my redesign of the class several years ago was in response to the evolving field, so I reasoned that being part of one of the nation's top programs at UW would allow me to access even more curricular insights. I had no idea how much I would learn in 11 weeks—or how much it would draw me *in closer* to my work at Cascadia; this was no Sabbath, but it was as invigorating as any rest.

### What I Did

During the Fall, I enrolled in HCDE 518: User Centered Design, which explored "the user-centered design paradigm from a broad perspective, emphasizing how user research and prototype assessment can be integrated into different phases of the design process." The course embraced iteration and collaborative learning, so I couldn't have been more in my element. Here's a snapshot of the quarter:



The major project asked us to develop a design that would aid a particular population with focus; as the soccer coach to a gaggle of 8- and 9-year-old girls who struggle with focus *while being active* and a frequent guest teacher in my 3<sup>rd</sup> grade daughter's classroom, I immediately knew my population. Over the quarter, I led the



user research and analysis, persona development, design specifications, prototyping, testing, and evaluation of a tool to help increase mindfulness in the service of strengthening the focus of the mid-way-through-elementary-school crowd. Instead of sharing my full portfolio, the following photos might paint a picture of the highlights of the quarter.

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      - 2.2.2.5 *First Then Visual Schedule (FTVS) HD*
      - 2.2.2.6 *Stop, Breathe, Think*
  - 2.2.3 Still-Photo Survey
- 2.3 Summary of Findings and Design Implications
- 2.4 Design Requirements
- 2.5 Final Design Question
- 2.6 User Personas

**Ideation/Sketching**

- 3.1 Brainstorming
- 3.2 Final Idea

**Prototyping**

- 4.1 Low-Fi Prototype
- 4.2 Usability Studies Findings
  - 4.2.1 Sensor Placement
  - 4.2.2 Visualization
  - 4.2.3 Messaging

**Iteration**

- 5.1 Principles for Next Iteration
- 5.2. New Design for Water Bottle

**Future Steps**

- 6.1 Materials
- 6.2 Content
- 6.3 Further User Studies



1.4 Early Research Questions

Our early research questions included:

- What are the contributing factors for children's distractions in the classroom?
- Which emotions (positive or negative) often interfere with the focus of 7-10 year old children?
- What are popular mindfulness tools or programs currently used by schools/teachers/ counselors?
- When do children use focus tools, such as GoNoodle or fidget toys, and what do they notice about their use in the classroom?
- In what ways are children's sensory abilities different from adults, and how might somaesthetic or multisensory approaches factor into a design for children?

**User Research**

2.1 Stakeholders

*Teachers*  
Our tool or technology needs to be usable in the classroom, and teachers play a critical role in determining what is allowed in the class. Students will be the primary users of the tool, but teachers need to ultimately be able to manage the attention and learning within the classroom while tool use is going on. Therefore, we will need their buy-in for the design to be successful.

*Parents*  
Parents are a crucial stakeholder as they are most likely the purchaser of our tool or technology and are therefore a major influencer in terms of its access and use.

*Other Students*  
Our tool or technology must also not give our user focus at the cost of the focus of other students. The ability of other students to either stay focused despite the presence of the tool, or to benefit from the focus tool, will also play into whether or not it is allowed in the classroom.

*School Counselor*  
In many elementary schools, a school counselor runs in- and out-of-classroom programs to help with focusing techniques and mindfulness-based stress reduction. Buy-in from the school counselor would likely aid in teacher buy-in as well.

2.2 Research Methods

2.5 Final Design Question

We decided to widen our design question from focusing only feelings which distract children to any classroom distraction that keeps them from focusing on the teacher or their work. After our co-design session, we found that children identified both *external* (e.g., noise) and *internal* (e.g., boredom, worry) distractions as the primary reason which they struggle to pay attention. Changing our design question enabled us to create a more approachable tool, and solve the problem for more users. Our final question is: *How can a physical tool empower primary school children to be less distracted during class?*

4.2.3 Messaging

- All 5 users preferred personalized messages from people they "loved" and "trusted" such as their "mom" or "crush" or "dad."
- All 5 also liked the encouraging tone of message #2.
- 4 of the 5 users preferred the instructive tone of message #3 to the commanding tone of message #1.
- 2 users suggested messages with inspirational tones such as "You Can Do This" or "Quiet Your Mind and Believe."

#### 4.1 Low-Fi Prototype

Prototype #1: Water bottle with paper pull tab, simulating a time lapsed screen with verbal messaging.



Prototype #2: Water bottle with paper pull tab, simulating a time lapsed screen with graphic messaging.



### Crafty Camila

Goal: To have fun *while* using her brain.



"I make things because I'm bored in class."



8-year-old

3<sup>rd</sup> grader

Is the younger sibling

Two-parent home, 1 works outside the home

Does not attend before or after-school care

Plays Minecraft and with Legos

She loves PE, music, art, and the *beginning* of academic activities in class. She especially likes when the PE teacher does math facts while playing dodgeball. She likes to ask a lot of questions but is working on blurting because "blurts hurt" as her teachers says. She notices that she doesn't get called on by the teacher, even when her hand is up.

Walking (running, really) through all aspects of a design process that *unabashedly privileges the user's experience* in a space outside of education as I've known it for my last 15 years in higher education simply illuminated for me how much more I can do—for my students, for my department, for the college, and frankly, for my larger community. A rapid iteration environment grounded in research exhilarates me and my participation inside of it unexpectedly also offered a new lens for me to think about my work at Cascadia these last 8 years.

### What I've Thought About

I took notes throughout the fall, which have informed a set of mini-essays to share with my colleagues before the end of this school year. This writing is based on my experiences in the course, but more importantly based on my experience being a *student* again. I regularly find my way into the role of a *learner*; from PCC cooking classes to Hugo House writing workshops to Edmonds Community College pottery classes to Lynda.com Adobe Creative Suite classes to yoga classes at several studios, I constantly crave that *learner* role. I feel alive in that role. But the *student* role is different from the *learner*—and here I was enmeshed in that tension and forced to make sense of the reality that they're quite distinct. Here are a few of my guiding questions and the topics I'm writing about:

- Reading Presentations/Discussion Leaders
  - Why do we ask students to give reading presentations in front of the class? When we assign readings in our course, we create two user groups in a classroom—the nonreaders and the readers—but I'm not sure I've thought much about the student experience beyond observing (and getting frustrated about) the two categories.

- Group Work
  - What's the different between team work, group work, and collaborative work? In what ways do each of those words frame the work differently for students, and how might that matter? Local wisdom and practice is to change up teams or groups frequently to give students exposure to different personalities (“interact in diverse environments”) but when the work relationship is fleeting, why would the commitment to collectively problem solve be anything other than tenuous? How might we redesign and reframe for better relationships *and* results?
- Profile vs Persona
  - How can we build faculty empathy for our students by not only looking to student profiles built on quantitative data but also by developing personas based on qualitative internal research? In some disciplines, faculty have made strides towards accepting our student demographics but how could personas move us along beyond acceptance towards intentional redesign for the actual humans in our classes?
- Vision vs Version
  - Cascadia is full of vision. Vision bursting from the seams. But what if we always have to connect vision to version? And if vision is yoked to version, how might our *documentation of process* at Cascadia improve? What would be the implications for the way innovation is managed at our school?
- Who's the Most Important User?
  - As I continue to think about the ENGL101 Diagnostic in Canvas, I think about a case study of multiple and competing users. Who's more important when “everyone” isn't a viable answer? Faculty, who struggle with ease of common curriculum implementation that isn't totally in their control? Tutors, who need a system that privileges ease of assessing work? Students, whose ease of use is requisite to complete the actual diagnostic in the first place? How do user needs get prioritized inside of a learning centered environment?
- Reframing Lazy Students, Entitled Faculty, and Clueless Administration
  - What do these labels reveal about ourselves and how can we interrupt them in the service of building institutional trust? How might we better understand the needs of these three user groups at Cascadia by labeling problems (which demand solutions) vs conditions (which demand coping strategies)?
- Task Analysis
  - I took two single and seemingly simple assignments from two different courses and broke it down into tasks to visualize every possible pain-point I could imagine from a student perspective. Thinking of assignments or activities as a series of discrete tasks helped me empathize with students even more and in turn allowed me to come back in Winter with a fresh understanding of how or why they might struggle in ways that seemed so surmountable previously. I wonder how much other faculty would learn if they did this and if it would be similar to the things I discovered or if there are significant disciplinary differences in our assumptions about student competencies.
- Learning Alongside International Students
  - A significant group project in Fall involved a group where I was the only native English speaker. Because I was there as a student (success sought!) and not just as a learner (knowledge sought!), I quickly became uncomfortable with the labor inequities by virtue of this particular group dynamic—and then, I naturally also had discomfort with my response. Navigating the dynamic surfaced insights that I would have never had if I hadn't been placed in this particular group and I'm still processing the implications of this experience on how I think about allowing international students to stay together in groups or not. More importantly, I'm trying new ways to explicitly talk to domestic students about this more, whether or not there are students who speak English as an additional language in the classroom.

- Modeling Failure
  - I like to imagine that I model failure all the time—that I seek out gray areas and uncomfortable spaces to try on new responses and approaches. But the truth is that, for several reasons, I have done less and less of this in recent years. This class required me to sketch. A lot. I do not sketch. Or at least, that’s what I told myself because I only understood sketching as the documentation of ideas on the road to capturing a literal representation of something and *I just don’t do* literal representation in the visual arts. How quickly I had to identify and dissolve that narrative I’d told myself. How painful it was to trust my professor and the string of guest lecturers who came to class to teach us about the power of sketching. How uncomfortable it all was as I sat in that chair with that blank page in front of me. And how palpable that anxiety was once I realized that this is what I ask of my students in every single class.

To be given a full quarter to be a student again proved to be more powerful—more impactful on my teaching—than any professional development I’ve ever participated in throughout the last 15 years. To sit in a classroom and learn new material that felt important but rushed, to balance reading and assignments with the rest of my life, to negotiate interpersonal dynamics with peers who were just as busy as me, and to feel the anxiety of grades that were never posted or projects that received no feedback, well, this is where I received the gift of unexpected lessons. I thought this sabbatical was about getting away from teaching for a minute, and instead found new ways to transform my teaching practice. I found new ways to draw back in.

### **Where It Will Show Up**

In addition to the ways my sabbatical shaped my instruction-focused thoughts, it also significantly contributed to the curriculum I’ll teach moving forward.

**ENGL 235.** I’ll continue to use Slack for asynchronous and synchronous communication in this course and will keep but slightly ramp up my final design thinking project by doubling the amount of time I allot for students to work on it. I will continue to push the digital composing requirements in this class, as I’ve seen what undergrads at UW are doing in a comparable class.

**HUM 107.** I’ll teach this course, which looks at “Connections between culture and the intentional use of human-based technologies and its impact on human innovation,” for the first time this Fall. My studies last Fall led me to take a class in Winter that focused on AI + ML (artificial intelligence and machine learning) and I narrowed in on studying how to design semantic chunks for robots and humans; I’ll be better equipped to teach 107 with these lenses.

**HUM 330.** Design Research Methods is a new class I developed for the MoBAS degree and every single aspect of my User Centered Design class is directly applicable. I got excellent ideas for readings, software programs, projects, and even how to get students to deliver better presentations.

**Hybrid and Online Course Design.** Since returning to Cascadia, I’ve developed a heuristic evaluation (HE) worksheet for faculty to use to improve their hybrid and online courses. Based on how a workshop I delivered to English faculty went, I’d also like to make a series of short videos for faculty, going deeper on each topic covered in the HE.

I’m grateful to have had the ability to pursue the professional development offered by my one-quarter sabbatical and thank the College for this support.

Sabbatical Report  
Fall of 2017  
Dr. Jesús Pérez  
Cascadia College

I want to thank Cascadia College for giving me the opportunity for sabbatical during the fall of 2017. This time off helped to decompress from seven years of teaching nonstop (including summers) and to reflect on my pedagogy, my relationship with students, and my professional goals in the upcoming years.

When I proposed for sabbatical my goal was to reevaluate my teaching and to travel. Teaching the same material every quarter comes with the price of monotony and repetition. Such monotony not only affects the role a professor has in the class, but also diminishes the quality of their pedagogy, ultimately affecting the student. This time off gave me the chance to read new material and watch new documentaries to incorporate into my classes. For example, in my multicultural class (History 150) I have managed to further expand on sections that I felt had certain limitations. Sections such as the Native American experience, slavery, and the current situation of police brutality in this country. Also, during this time, I also consulted colleagues from other institutions who provided me with suggestions for improvement.

In my Latin American courses (Hist 268 and GS 220) I also made vast improvements. As stated in my sabbatical proposal, I came to a point that the books and other material I was using were becoming passé. I ordered some new books from publishers and read them during my time off and as I'm teaching my Modern Latin American course in the Spring of 2018. I'm excited to be adding new lessons and a more updated book that was published in 2016, which I feel the students will appreciate and further challenge them. In my Latin American film course, I

watched several new films and have a new book with new lessons that I will incorporate the next time I get to teach this course.

For the global studies course, I also revamped my lessons and updated them with new material. This past winter quarter became the testing grounds for these new lessons and I have to say that I'm satisfied with the outcome of the updates and I hope the students are too.

In addition to revamping my classes, I was able to travel to the east coast during the first two weeks of November. I teach American history every quarter and I always make references to important cities such as New York, Boston, and Washington, D.C.—places I have never visited before and being on sabbatical I felt it was the proper time to do so. As part of my professional development I proposed to visit these places and explore them.

I started in Boston as it used to be the most important port during the colonial period, making it one of the most important cities in American history. I visited many of the important historical sites such Paul Revere's home, the Freedom Trail, the JFK Library, some of the historical cemeteries, sites where they had slave markets, the University of Boston, Harvard, and the historical museums along the freedom trail. I also went to Salem because I lecture about the persecution on women during the witch trails.

After Boston, I visited New York, the financial capital of the country. I visited the most known tourist sites such as the statue of liberty, Ellis island, 9/11 memorial museum, governors Island, Hispanic society of America, NYU, Central Park, Wall Street, the Guggenheim Museum, St. Patrick's Cathedral, and The New York Public Library, where I spent a lot of time exploring their special collections. So little time and so much to do in that magnificent city.

My last stop was Washington, D.C. Being in the capital and knowing about the abundance of museums was thrilling. I spent many hours appreciating what the city offered. I realized that the best way to know a city like Washington was by walking. There were days that I was walking up to ten miles. I strategized my visits to the sites and museums I wanted see. I was lucky enough that my wife's cousin knows Representative Scott Peters from San Diego and he gave me a tour of the capital building. In addition to the capital, visiting the Library of Congress was one of my highlights. I have been to many libraries, but this one is probably one of the most magnificent ones I've ever seen. I also visited the National Air and Space Museum as one of my former colleagues from grad school is a curator and gave me an in-depth tour of the place. Other museums and sites I visited were The National Archives, The National Museum of Natural History, Hirshhorn Museum and Sculpture Garden, National Museum of American History, National Museum of the American Indian, National Portrait Gallery, United States Holocaust Memorial Museum, and probably my favorite of them all—the National Museum of African American History and Culture.

The opportunity of traveling provides me with a broader view of history. I'm a firm believer that traveling helps to better conceptualize history. And every time there is an opportunity and the resources to do so I take advantage of these chances. These opportunities make me a better professor as I'm able to share my experiences with my students and to show them images of the places I have visit make connections to my pedagogy. This was been an excellent opportunity to improve my pedagogy, my classes, and to come back with new energy.

## **Cascadia College Board of Trustees**

### **Discussion/Presentation Items**

**Subject:** Guided Pathways

#### **Background**

In most community colleges, students are left to navigate a complex and often confusing array of programs, courses and support services mostly on their own. Many students do not see a clear path to their end goals, become frustrated, and drop out. A growing number of colleges and universities are redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways to student end goals, with built-in progress monitoring, feedback and support at each step along the way. These institutions are starting with the end in mind, working with education providers at the next level and with employers to ensure that program learning outcomes are clearly aligned with the requirements for success in further education and careers. And they are rethinking their new student intake systems to help students choose and successfully enter a program of study as quickly as possible. They are doing this in ways that help guide students' choices, but without limiting their options. These efforts are being implemented on a large scale—in some cases benefitting thousands of students. They are beginning to produce results in terms of increased student completion and learning. (Davis Jenkins, 2014, Redesigning Community Colleges for Student Success: Overview of the guided pathways approach, p. 1)

#### **Discussion**

We will explore what Guided Pathways means for Cascadia.

Attachments presented: What is the Pathways Model? and Guided Pathways; Planning, Implementation, Evaluation.

Dr. Kerry Levett, VP of Student Learning & Success will be available to answer any questions the Board may have on this item.





## What is the Pathways Model?

The Pathways Model is an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

### Guided Pathways Essential Practices

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

#### 1. Clarify paths to student end goals

- a) Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

#### 2. Help students choose and enter a pathway

- a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
- b) Redesign traditional remediation as an **“on-ramp” to a program of study**, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.

This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.

- c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

### 3. Help students stay on path

- a) Support students through a strong **advising** process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

### 4. Ensure that students are learning

- a) Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
- b) Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of **effective teaching practice** throughout the pathways.

## Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **Leadership** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **engagement** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **Institutional will and capacity to use data and evidence** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **Technological tools and infrastructure** appropriate to support student progress through guided pathways.
- Commitment to the level of **strategically targeted professional development** that will be required to design and implement pathways at scale.
- **Policy conditions** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **continuing action research agenda** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale.

This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.



# Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**

## PLANNING

### ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

### PREPARATION/AWARENESS

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

### SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

## IMPLEMENTATION

### CLARIFY THE PATHS

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

### HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

### HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

### ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

## EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
  - Persistence from term 1 to term 2
    - Rates of college-level course completion in students' first academic year
    - Equity in outcomes

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

## EVALUATION

## Cascadia College Board of Trustees

### Action Items

**Subject:** Extension of the President's Contract

#### Background

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

#### Action

The Board of Trustees approve the extension of the president's contract through and including January 31, 2023 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.

#### Vote/Adoption:

Chair asks for motion: \_\_\_\_\_

Trustee makes the motion: \_\_\_\_\_

Trustee seconds the motion: \_\_\_\_\_

All in favor:

	Yes	No	Abstain
Miller			
Captain			
McDaniel			
Kelly			
Hofmeister			



**Cascadia Student Government (CSG)**

***Report to the Board of Trustees***

***Cascadia College***

***Meeting Date: January 2019***

Cascadia Student Government has started the quarter off running. We completed the following:

- TAP Program
- Kodiak connections for students to make connections on campus.
- Involvement fair to get and keep students involved.
- Launched a new leaders program which allows students to job shadow members of our student life to see if they are interested in joining the team next year.

Thank you,

Seth Smith, CSG President



**Cascadia Community College Federation of Teachers**

**Local 6191, AFT**

***Report to the Board of Trustees***

***Cascadia College***

***Meeting Date: January 2019***

- ❖ The Steering Committee met twice during Fall quarter and are looking forward to opportunities presented to the faculty in the form of mentoring new faculty, on-going professional development, collaboration with WPEA, and pedagogy discussions.

Respectfully submitted,

Sharon Saxton - Senior 2 Tenured Founding Faculty



**Washington Public Employees Association**  
**UFCW Local 365**  
***Report to the Board of Trustees***  
***Cascadia College***  
***Meeting Date: January 2019***

Nothing to report this month.

Thank you,

Marah Selves, Administrative Services Manager