



January 8<sup>th</sup>, 2020

Dear Board of Trustees and Campus Community:

It's been a "short month" in terms of the happenings between our December meeting and the January meeting. Thanks to the Board for a good December retreat and Lily is preparing all of your materials for the upcoming executive session and regular meeting.

Many folks on campus took some time off during the holidays, including me. Others stayed to work on ctcLink and winter registration. Students returned on Monday and we'll have some preliminary enrollment numbers to look at on the 17<sup>th</sup>.

I hope you had a good holiday and are ready for a great 2020.

### **Meet and Greet**

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

#### **Campus**

- ctcLink Tea Trolley to thank staff
- Coffee for Three (2) with new staff
- Trajal Hospitality College Graduation
- Special E-Team Meeting – Guide to Compensation
- ETeam Book Club, Reading *Freedom is a Constant Struggle* by Angela Davis
- Cascadia College Foundation Orientation

#### **Community / State**

- Five Star President's Meeting
- WACTC Meeting
- Bothell Chamber Executive Committee Meeting
- Centro Cultural Mexicano Community Roundtable

#### **UWB**

- UWB- Vice Chancellor for Planning and Administration Hiring Committee
- Chancellor & President Monthly Meeting
- STEM 4 Architect Selection

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

***From the Executive Director of Equity & Inclusion, John Eklof:***

#### **Student Advisory Committee for Equity and Inclusion**

November 26<sup>th</sup>, 2019, the Student Advisory Committee for Equity and Inclusion held their first campus dialogue about race in the Center for Culture, Inclusion, and Community. There were 15 total participants in attendance. The next campus dialogue will occur on January 22, 2020.

### Community Conversations

The Office of Equity and Inclusion is partnering with the Center for Culture, Inclusion, and Community, and Dr. Jesus Perez to provide a campus community conversation about the impact immigration policies are having on communities of color, how this affects Cascadia students, and available resources to undocumented students.

### Equity and Inclusion Council

The Equity and Inclusion Council welcomes its newest member, Kim Jones, program coordinator for the Kodiak Cave.

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

This month Gordon Dutrisac, Director of Student Advising and Support Services, and Lyn Eisenhour, one of the Deans for Student Learning, are stepping into roles as co-leads of Guided Pathways at Cascadia. Guided Pathways is an equity-informed model of education. The American Association of Community Colleges (AACC) describes the pathways model as “an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences” ([AACC](#)). On January 15, Lyn and Gordon, along with Kerry and two full-time faculty members, will attend a statewide Guided Pathways launch event for the colleges that are just beginning this work.

Brian Bansenauer (BIT Faculty) and Erika Miller (BIT Student Advisor) hosted an information table about Cascadia’s Web and Mobile App Development programs at a recent TEALS student event, December 16<sup>th</sup> at Microsoft’s Redmond Campus. Technology Education and Literacy in Schools (TEALS) is a Microsoft Philanthropies program that connects high school classroom teachers with tech-industry volunteers to create sustainable Computer Science programs. The student conference was held at Microsoft’s Redmond Campus with hundreds of high school students from around the state attending workshops and meeting with college programs.

Cascadia’s grant application to King County’s WaterWorks program received final approval. Stephan Classen, Assistant Director for Sustainable Practices, lead the proposal process. The Phase II grant will provide \$24,500 to support continued water quality sampling with students, and some additional remediation structure building.

### ***From the Vice President for Administrative Services and HR, Martin Logan:***

#### Finance

The Finance Department completed the Accountability Audit. We found expected areas of improvement. With the new director in place, Rebecca is working actively with internal staff to tighten oversight on our small and attractive equipment (e.g. laptops, iPads, Surfaces).

The Finance Team has completed the Yearly Financial Statement with the help of Marian Paananen, who was the former (retired) Director of Finance at Edmonds Community College. She has been mentoring and transferring her years of experience to Rebecca and have graciously helped our Finance Team during their time of transition.

The team met with key administrators of University of Washington Bothell, and will continually work close to see the successful completion of the West Parking Garage. The MOU’s have been centralized to a shared folder and there was a renewed sense of cooperation between the two groups. They are looking forward to the collaboration and the new STEM4 building.

### Human Resources/Payroll

The Annual Open Enrollment benefits process for benefits-eligible staff and faculty was held during the month of November, with relevant benefit changes made effective January 1, 2020. We are currently recruiting for one Full Time Tenure-Track Faculty position in Math for Fall Quarter 2020 as well as for the Director of Institutional Effectiveness. Our most recent hires include both full and part-time Academic Advisors, an Office Assistant 3 for Curriculum and Scheduling, and a part time Administrative Assistant for the Student Learning Office. Other current and upcoming HR activities include assessing Associate Faculty benefits eligibility, User Acceptance Training and Data Validation for ctcLink, and preparing our teams for the technological and cultural changes that are coming our way.

### Information Services

In addition to continuing to support the ctcLink User Acceptance Testing, I.S. had a full slate of projects to complete over the break. Dave Tucker installed a new voicemail system for the campus. A ctcLink-required upgrade of our SQL server cluster was completed by Pat Marek. Thanks to his work, we will be able to take advantage of near-live data replication. Security for the entire campus was upgraded by an upgrade to our anti-virus server and all of our clients on campus, thanks to Laura Hedel. Daniel Tran and Cameron Carpenter lead the Tech Analyst team in preparing all the windows-based student computers for winter quarter with fresh OS and software installs. The Mac lab was similarly updated by Nick Eddington. In addition, three computer labs whose replacement was delayed over the summer do to the elevator work have had new hardware installed, thanks to Antonio Shimono and Nick Eddington. Finally, IS would like to recognize Anthony Gonzalez, Ryan Nicholson, Arvind Raman and Brody Milbrodt for their work in testing and cleaning the nearly 50 podiums and 5 student breakout areas.

### ***From the Vice President for External Relations & Planning, Meagan Walker:***

### Outreach/Marketing

The marketing team combined efforts with the Foundation to update the We Give Because We Care employee giving campaign, which is now in full swing with many employees participating. The collaborative team also created a bold new Foundation Scholarships campaign focused on reaching and supporting Cascadia's part-time students who work.

### International Programs

Trajal Hospitality College students from Japan completed their 9-month program of study at English Language Program (ELP). The graduation ceremony held on December 13 was well attended. A group of international students also enjoyed an excursion to Bellevue for ice-skating and the holiday parade.

### Foundation

United Way of King County will provide \$25,000 to expand the Aroha Compassion Emergency Grant program. Foundation Director Mark Collins conducted two orientation sessions for the Foundation Board Strategic Planning Task Force including presentations by Foundation Board President, Alex Lee, Cascadia President Eric Murray, and Vice Presidents Megan Walker and Kerry Levitt.

### Capital Projects

The City of Bothell required and subsequently approved changes to the West Garage drainage system. Completion of the project is still on track for August 2020. Design Build Teams were invited to present their proposals for the STEM 4 building project. A collaborative team representing University of Washington and Cascadia College agreed to move forward with contractors Lease Crutcher Lewis and architectural firm, Mithun.

***From the Program Manager for ctcLink, Scott McKean:***

Regardless of December's high ctcLink workload Deployment Group 3 colleges remain on schedule. As we begin 2020 our team prepares to sustain an even higher workload through January and February. Fortunately, many of our ctcLink subject matter experts took well deserved time off at the end of December for the holidays. It was a thankful gift away to relax and recharge before we plan and prepare for the final stretch to Go-Live on March 9<sup>th</sup>. Here is a recap of December's work by major project activity:

Testing – Our Testing and Triage Teams provided support to three dedicated User Acceptance Testing (UAT) rooms for 8 hours/day for most of December. These teams supported 40+ testers assigned to the majority of Cascadia's departments. Much of November and December's UAT Sprint's 1 and 2 workload carries over into January and then increases with UAT Sprint 3 testing starting January 6<sup>th</sup>. Completion of Sprint 1 and 2 testing was negatively impacted primarily by two issues, 1) insufficient individual security access to the system to conduct business processes, and 2) configuration of the testing environment stalling progress.

Security – In December our Security Team addressed many of the security issues plaguing UAT completion. They also completed business process security mapping for UAT Sprint's 3 and 4 testers. Additionally, the team initiated security mapping for all employees, this is a monumental task and critical to the success of employee End-User Training (EUT) starting in January.

Training – in December our Training Team initiated planning for department employee business process training requirements for PeopleSoft. Over the next few months this team will guide and support the training process to ensure Cascadia's employees are confident in their ability to perform their roles and functions in the new system.

Data Conversion/Validation/Production - During the first half of December seven departments completed 1) 10 data conversion homework assignments, 2) participated in seven online workshops to validate data conversion cross-walked from Legacy to PeopleSoft, and 3) attended four multi-day ctcLink Production workshops hosted at South Puget Sound Community College in Lacey and by SBCTC in Olympia. During these workshops staffs manually "build" Cascadia's data that cannot be automatically converted over into the PeopleSoft Production environment (the system/environment we'll use every day after go-live).

We look forward to seeing you at the Board meeting on January 15<sup>th</sup>.

Respectively submitted,

Eric



**Board of Trustees**

**Meeting Agenda**

**Mr. Roy Captain, Chair**  
**Ms. Janet McDaniel, Vice Chair**  
**Mr. Mike Kelly**  
**Dr. Meghan Quint**  
**Dr. Colleen Ponto**

**Regular Meeting**  
**Wednesday, January 15<sup>th</sup>, 2020**  
**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**

**Wednesday, January 15<sup>th</sup>, 2020  
4:00 p.m. - Room CC2-260**

**A G E N D A**

**1. Executive Session**

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

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

**2. CALL TO ORDER (4:30pm)**

**3. CONSENT AGENDA**

- Meeting Agenda
- Minutes from our last meeting – November 20<sup>th</sup>, 2019

**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. NEW EMPLOYEES/PROMOTIONS:**

- Introduction of New Employees/Promotions:

**Student Learning – Curriculum and Scheduling Office**  
Jacqueline Webb, Office Assistant 3

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

## **6. INFORMATION ITEMS**

- Tenure Update – (EM)
- BAS Program Budget Information – (KL)
- Mentorlink Grant Summary – (KL)
- Accreditation Update – (KL)

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

- 2018-2019 Post Sabbatical Presentations – (KL)  
Dr. Chris Byrne (F) – Physics/Math  
David Bucci – English  
Chris Gildow – Art  
David Shapiro (F) – Philosophy
- Monthly Finance Report – (ML)

## **8. RECOMMENDED ACTION ITEMS**

Extension of President's Contract

## **9. OTHER REPORTS**

- Cascadia Events & Advocacy Board (EAB)
- 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 – Monday, February 17<sup>th</sup> 2020

## **11. NEXT MEETING**

- Next regularly scheduled Board meeting is Wednesday, February 19<sup>th</sup>, 2020.

*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 20, 2019**

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

**BOARD OF TRUSTEES**

Chair Roy Captain, Vice Chair Janet McDaniel, Mike Kelly, Dr. Meghan Quint and Dr. Colleen Ponto present.

**EXECUTIVE STAFF**

John Eklof, Dr. Kerry Levett, Marty Logan, Dr. Eric Murray present. Meagan Walker absent.

Alan Smith (AAG) absent.

Lily Allen (recorder) present.

**AREA REPRESENTATIVES**

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

Student Representative – Aarushi Sahai, EAB Advocacy Chair present.

WPEA Representative – Marah Selves, Administrative Services Manager present.

**AUDIENCE**

Erin Blakeney, Becky Riopel, Rebecca Chen, Sara Gomez Taylor, and Erik Tingelstad present.

**EXECUTIVE SESSION**

There was no Executive Session planned for this meeting.

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

**1. CALL TO ORDER**

Chair Roy Captain called the meeting to order at 4:00 p.m.

**2. CONSENT AGENDA**

**Chair Roy Captain asked for approval of the consent agenda. Trustee Janet McDaniel made a motion to approve the consent agenda and Trustee Mike Kelly seconded the motion. Hearing no objections the trustees approved the agenda.**

**3. PUBLIC COMMENTS**

There were no public comments.

**4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:**

- The following new employees were introduced to the Board:

**Administrative Services**

Rebecca Chen, Director of Finance

- There were no employee promotions to share with the Board by E-Team members.



## 5. INFORMATION ITEMS

### Legislative Ask for Funding

President Murray will continue to work with the Trustees, SBCTC, and UWB on a letter to legislators in anticipation for the legislative visits in January. Details in January.

### Accreditation/Strategic Plan – Student Achievement Framework

The Board received a Draft of Cascadia's Student Achievement Framework (SAF) which included the Key Performance Indicators and Student Achievement Initiative (SAI) Metrics. The SAF represents key indicators that Cascadia College regularly monitors for making decisions about programs, interventions, and resources. The SAF aligns with the Northwest Commission on Colleges and Universities Standards (NWCCU) Standard for Accreditation. Dr. Kerry Levett, VP for Student Services and Success was there to answer questions on the information provided to the Board. The Board had no questions on the material presented.

### Bachelor's Program Update

The Board received an update on the two BAS degrees: Sustainable Practices (Launched in Fall 2015), and Mobile Application Development (Launched in fall of 2018).

- Student enrollment in both programs are below expectations, which is the current trend for many programs across the state.
- New strategies are being explored to increase enrollment, such as advisors participation in transfer fairs in the region, and working closely with the External Relations Team to initiate a digital marketing campaign.

Comments/Questions:

- No state dollars are used to support these programs, reserves are used to start these programs with the hopes that the programs will become self-sustaining in two years.
- Are there any rules around how long the college can support a program through reserves? There are no regulations on how long the college can use reserves.

Dr. Kerry Levett and Erik Tingelstad, Dean for Student Learning was there to answer questions on the information provided to the Board.

## 5. INFORMATION ITEMS (continued)

### ctcLink Update

Thank you to those who have been working hard on the ctcLink implementation. Cascadia is about 15% done with the implementation, others in the same deployment group are around 1-2% complete. Unfortunately, there has been issues with getting information in a timely manner from the State Board.

Comments/Questions:

- Is there a set matrix of what testing each department needs to go through? Yes, there are set tests provided but the State Board, but the biggest issue right now is logging on to the testing sites, the security process that is in place is not working, or will only work to a certain point.
- Clark College's implementation went relatively smoothly.

President Murray will be talking with the ctcLink Supervisor at State Board to understand the reasoning behind the delays and will report back to the team.

## 6. DISCUSSION/PRESENTATION ITEMS

### Equity and Inclusion Plan Feedback

At the Board meeting in October, John Eklof, Director for Equity and Inclusion presented the E&I plan to the Board. The Board was asked to review the plan and come with any questions regarding the plan.

Comments/Questions:

- Is the E&I Plan a live document? Can it be changed from time to time? Yes, at last April's DIA we let the college know that this is a live document. If we feel like we are not moving towards a good direction we will review the document.
- President Murray suggested a yearly review of the plan.

### Strategic Enrollment Management Update

Erin Blakeney, Dean of Student Success presented an update on Strategic Enrollment Management (SEM).

- The three pillars of the strategic plan include:
  - Student Achievement Plan
  - Equity and Inclusion
  - Strategic Enrollment Management.
- President Murray recommended the best way to use Cascadia's limited resources was to enhance recruiting and focus on retention. With that direction a process and timeline was created to carry this effort forward.
- Start with mission. Identify opportunities/needs by mining our own student databases for information as well as contracting a firm to conduct research on our behalf.
- Match opportunities/needs with best practices and ROI. Align with state SEM, Cascadia's E&I, and Student Achievement plans.
- Filter for viability given budget, facilities, staffing, etc.
- Research firm: Hanover Research Group. A survey on age, income and education will happen in December. In January they will look at identifying night classes and parking fees.
- The Board would like to have this information presented again later next year. All of the three pillars will be personalized and approved by the Board next fall.

A copy of Erin Blakeney's PowerPoint presentation is available on request.

## 6. DISCUSSION/PRESENTATION ITEMS (continued)

### Monthly Financial Reporting: Methodologies/Presentation Styles

Marty Logan, VP for Administrative Services and Human Resources presented an example of a new way to generate financial reports. The example was from Everett Community College. Their reporting model is similar to many other colleges. There may be direction from the State Board on a reporting structure with ctcLink, but there hasn't been any information about that.

#### Comments/Questions:

- This is a stopgap from now until the arrival of ctcLink?
  - Yes.
- Between now and year from now, I don't think we should invest a lot of staff effort to help us (BOT's) understand the reporting model. If ctcLink will change things around in March.
- If this reporting structure will be easier for the department, let's move forward with it.

### SBCTC Vision Statement

The Vision Statement and Strategic Plan from SBCTC was included in the packet given to the Board members. These documents illustrate the State Board's perspective on the goals for our entire system. Cascadia is working on aligning itself with the SBCTC vision.

#### Comments/Questions:

- There is a very clear focus on E&I, which is great. However, there should be more information on education, and helping students be successful.
- If the Board has any comments about the SBCTC vision statement, you can send them to President Murray.

### Policy Review Worksheets

Each year the Trustees review approximately 1/3 of the College's Board policies. These are over-arching governance policies for which the Board is responsible. The Trustees must indicate if each policy seems accurate to the best of their knowledge. Chair Roy Captain will be emailing his worksheet by the end of the week, all other trustees have turned in their completed worksheets. The Board had no questions on the worksheets.

## 7. RECOMMENDED ACTION ITEMS

### First Quarter Grants Approval

**Chair Roy Captain asked for approval of the use of the grants awarded to the College through November 2019. Trustee Mike Kelly made a motion to approve the grants awarded to the College and Vice Chair Janet McDaniel seconded the motion. All in favor, no abstains.**

### Transforming Lives Award Nomination

**Chair Roy Captain asked for approval of the Transforming Lives nominee Lily Giroux. Vice Chair Janet McDaniel made a motion to approve the nominee Lily Giroux and Trustee Dr. Meghan Quint seconded the motion. All in favor, no abstains.**

## 8. REPORTS

Cascadia Events & Advocacy Board (EAB): Advocacy Board Chair Aarushi Sahai was present and added she arrived from “Pizza and Politics” where 35 students attended to talk about navigating today’s political information and media landscape.

Cascadia Community College Federation of Teachers (CCCFT): Sharon Saxton, Senior 2 Tenured Founding Faculty was present and added that teachers are looking forward to ctcLink training. She added that program Assessments are coming up too.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Administrative Services Manager, Marah Selves was present and added that over 20 members showed up to their most recent meeting. Staff are getting a bit antsy with ctcLink.

Chair and Individual Board Members Reports:

Nothing to report.

President’s Report:

Last year, the Trustees wanted to investigate evening and night programs. South Puget Sound has a great program. They did a cohort model and had successful social media marketing. We do night programing at Cascadia (about 5 classes), but nothing extensive. The Hanover Research group will look into that more and get us more data.

President Murray will be passing along Bellevue’s President Board Evaluation to the Trustees for their viewing as an example of what another President evaluation looks like.

President Murray had a question for the Board members regarding School Districts: Would you like to have a narrative on the connections or invite school board directors to come to a BOT Meeting? Trustees would like to talk about this in their off-site meeting next month.

## 9. OTHER BUSINESS/ANNOUNCEMENT

President Murray asked the board to bring back the white folders from previous meetings so we can recycle them for future meetings.

## 10. MEETING ADJOURNMENT

Chair Roy Captain adjourned the regular meeting at 5:37pm

## 11. Minutes Approved and Adopted on November 20, 2019:

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Roy Captain, Board Chair

Attest:

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Dr. Eric Murray, President

Bdminutes101619

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

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

**Background:**

We value each new employee to campus and, as such, introduce them to the Board along with any staff promotions.

**New Employees:**

Student Learning

Jacqueline Webb, Office Assistant 3: Curriculum and Scheduling

A brief biography on Jacqueline is attached

**Promotions:**

Student Advising

Kristen Buck, Academic Advisor: Career and Transfer Specialist

**Discussion:**

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

## New Employee Bio

### Jacqueline Webb, Office Assistant 3: Curriculum & Scheduling

Jacqueline comes to us with several years of experience as a corporate receptionist for Amazon's Northwest Center where she managed conference room calendars and scheduling, and took a lead role in coordinating large-scale projects. Jacqueline will be providing room scheduling support for staff and faculty as well as supporting the Curriculum & Scheduling Office as a whole. She will also help with processing curriculum documents, and support data entry functions as we move into PeopleSoft this coming year.

## Cascadia College Board of Trustees

### Information Items

**Subject:** Tenure Update

**Justification:**

One of the three central responsibilities of the Board is to approve tenure. This information item gives the board a timeline for this year's process.

**Background:**

Three tenure candidates will go through the review process by the Board of Trustees:

- Erica Almeda – Adult Basic Education  
TRC Chair: Steve Yramategui
- Dr. Azezeh Farajallah – Chemistry  
TRC Chair: Gene Taylor (1 of 2)
- Dr. Seraphine Shen-Miller – Psychology  
TRC Chair: Gene Taylor (2 of 2)

**Tenure Timeline:**

*March 18, 2020:* 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 1, 2020:* The candidates' portfolios will be available online for the Board to review.

*April 15, 2020:* The Board will have a **15 minute Executive Session** for the President and Trustees to have a discussion on the tenure candidates. Any red flags will be identified at this time.

*May 20, 2020:* The Board will have an **action item for the three candidates to be considered for tenure**. Any red flags identified in April will be addressed, if necessary, during executive session at this meeting.

- If the vote is yes, and the tenure candidate is at this meeting, they will be publicly congratulated.

*June 10, 2020:* 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. 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**  
**Information Items**

**Subject:** Bachelor of Applied Science (BAS) Program Budget Information

**Justification:**

The Board receives periodic updates on all of our academic programs to stay aware of each program's success and how it is fulfilling the mission.

**Background:**

At the November 2019 Board of Trustees meeting, the board was presented with a narrative update on Cascadia's two BAS programs, Sustainable Practices and Mobile Application Development. The board requested additional information about each program's budget as well as the enrollment break-even point for each program.



## Bachelor of Applied Sciences – Budget Update

Erik Tingelstad  
January 2, 2020

### Sustainable Practices

*Annual Expenses* include:

- \$68,146 - Cost of instruction for 11 sections (faculty salary and benefits)
- \$70,700 – Cost of exempt staff position, Asst. Director (85% salary and benefits)
- \$3,000 – Estimate miscellaneous expenses (materials, curriculum dev.)

Estimated Annual Expense total: \$141,846

*Annual revenue*

- \$5,757 in tuition (Operating fee only) from 1 FTE taking a mix of upper/lower division course work.

The breakeven point (total expenses/1 FTE) for enrollment in this program is 24.64 annual FTE. We are currently below the enrollment breakeven point with Fall 2019 FTE at 20.70

Additional Resources Generated by this BAS program include:

King County Water Works Grant Round 1 – \$18,500 awarded in 2016  
King County Water Works Grant Round 2 - \$24,500 awarded in 2020  
Washington Native Plant Society (WNPS) - \$955 awarded in 2017

### Mobile Application Development

*Annual Expenses* include:

- \$86,731 – Cost of instruction for 14 sections (faculty salary and benefits)
- \$8,000 – Estimate miscellaneous expenses (materials, curriculum dev, equipment)

Estimated Total Annual Expense: \$94,731

*Annual revenue*

- \$5,757 in tuition (Operating fee only) from 1 FTE taking a mix of upper/lower division course work.

The breakeven point (total expenses/1 FTE) for enrollment in this program is 16.45 annual FTE. We are currently below the enrollment breakeven point with Fall 2019 FTE at 13.90

Additional Resources Generated by this BAS program include:

App Connect Northwest Consortium, National Science Foundation - \$18,750 awarded in 2019

**Cascadia College Board of Trustees**  
**Information Items**

**Subject:** Mentorlink Grant Summary

**Justification:**

This is an opportunity to see some of the good work being completed by Faculty.

**Background:**

Gail Alexander, lead faculty for Cascadia's Environmental Technologies and Sustainable Practices (ETSP) program received an Advanced Technician Educator (ATE) Mentorlink grant in 2017.

The \$20,000 award covered activities and expenses from the fall of 2017 through the fall of 2019. The program provided an opportunity for faculty to network with and be mentored by similar programs around the country, review and modify program curriculum and acquire new equipment.

The attached report is a one page summary of the six page report submitted to the grantor in December.

## **MENTORLINKS – Advancing Technological Educations (ATE) Final Report Summary**

### PROJECT GOALS

The initial goal of the MentorLinks project was to update the Associate of Applied Science-Transfer (AAS-T) Degree in Environmental Technologies and Sustainable Practices (ETSP) at Cascadia College. In collaboration with the project mentor, Roger Ebbage, the team, led by project director Gail Alexander, spent the first year of the grant cycle rescoping the project, and developed the following goals:

- gain familiarity with technology and tools for teaching
- evaluate the strengths and weaknesses of current course offerings

The project team looked at the existing curriculum, with an eye toward rethinking the content and focus of the existing energy courses in the ETSP Program; specifically, the team began to develop a new goal that focused on the development of content related to energy analysis and control in buildings.

### PROJECT OUTCOMES

In the final year of the MENTORLINKS grant, several notable outcomes were achieved:

- A lab class in electromechanics was inactivated and replaced with a lab class in automated controls, i.e., ETSP 180: Automated Controls Lab. This new lab class was designed to align with pre-existing classes focused on energy use and analysis in commercial buildings. That intentional alignment formed the foundation for a new program certificate.
- A new program certificate—Energy Data Analyst—was developed; moreover, it was approved by Cascadia’s Student Learning Council (SLC), as well as by the Washington State Board for Community and Technical Colleges. The certificate was added to list of instructional programs in the spring of 2019.
- The laboratory class was delivered in Fall, 2019. The student population was diverse. While only nine students enrolled, three of them were from communities of color, five were women, and three were veterans.
- The project director completed two professional development activities during the year:
  1. In January, 2019, the project director attended the 2019 BEST Center Annual Institute at Laney College, in Oakland, California. It proved to be an excellent teaching and learning opportunity. A key theme of the institute was Project Based Learning (PBL).
  2. In June of 2019, the director built upon this experience and insight. She attended the BEST Center 8th Annual Building Automation Systems (BAS) Instructor Workshop at Metropolitan Community College, in Omaha, Nebraska. This was a fully hands-on learning experience—the director was immersed in a PBL exercise—in which a team had to design and program a control system for a piece of HVAC equipment.

### NEXT STEPS

The project director is encouraged to go further, and has applied to three professional development opportunities:

1. 2020 BEST Center Annual Institute at Laney College, in Oakland, California, where table-top control systems will be discussed
2. 2020 Center for Renewable Energy Advanced Technological Education

- (CREATE) SCADA Professional Development Workshop, in collaboration with NextEra Energy and Indian River State College, in Juno Beach, Florida
3. 2020 National Science Foundation (NSF) Sponsored Grant Writing Workshop for Two-Year College Faculty at College of the Canyons, in Santa Clarita, California
- She has also applied to take a course in direct digital controls from a colleague that she met at that the first BEST Center Annual Institute that she attended in 2018.

**Cascadia College Board of Trustees**  
**Information Items**

**Subject:** Accreditation Update

**Justification:**

Planning for Accreditation and Strategic Planning is part of the Board's responsibility. This month focuses on updating the status and next steps.

**Background:**

There is no presentation this month. The process continues smoothly. The Board is asked to read the accreditation self-study after this meeting and absorb the information in preparation for the April visit. Updates on the status of our monthly activities is provided on the following pages.

# Accreditation Update: January 2020

Kerry Levett, Vice President for Student Learning and Success

## Self-Evaluation Narrative (As of 1.3.19)

### Summary Actions

- Second round of edits on full narrative.
  - The master narrative is divided into two documents based on NWCCU
  - Incorporating feedback from the fall NWCCU conference
- Accreditation Steering Team is reviewing Standard 1 from two perspectives: internal and external audience
- Consulting with NWCUU liaison regarding assumptions and questions (Note: Guidance documents will be released sometime in January) on style, structure and content

### Planned Actions

- Navigators Review draft (standard 1 and 2) in January
- Draft available to Board of Trustees

## Strategic Plan 2016-2020

- Final report populated
- Leads are tasked to review indicators and assess the outcome (red, yellow, or green status)
- Summary prepared for March 18, 2020 meeting

## Upcoming Board of Trustees Meeting Topics

- February 19, 2020: Self-evaluation narrative executive summary
- March 18, 2020: Strategic Plan executive summary; tentative – review of peer review visit

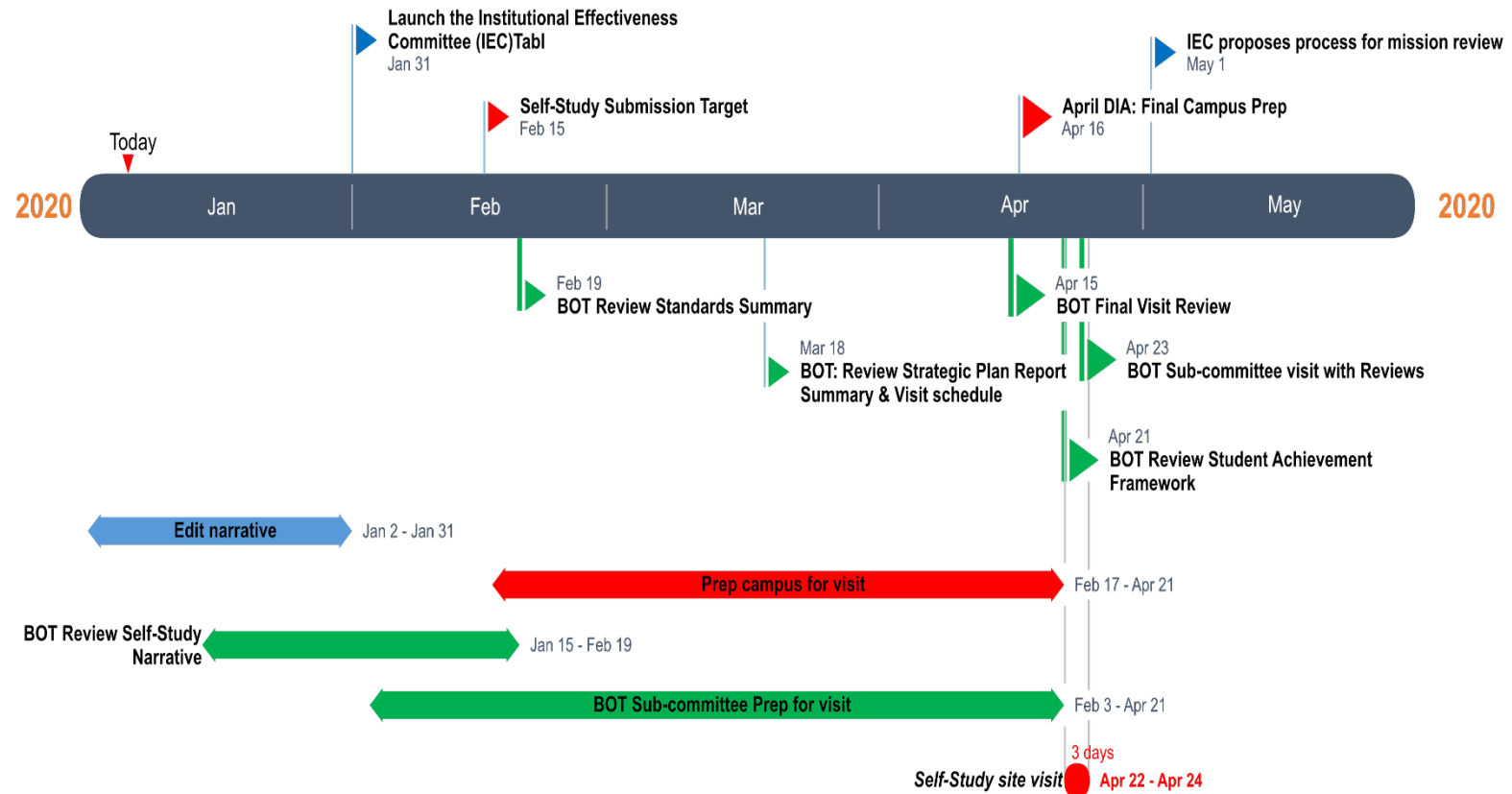
## Accreditation Lingo

**NWCCU:** Northwest Commission on Colleges and Universities – the regional accrediting agency for the Pacific Northwest

**ALO:** Accreditation Liaison Officer – the local designee of each college or university tasked with engaging with NWCCU

**Self-Study:** The culminating institutional assessment of how standards were met or not met for an accreditation cycle (7 years)

# Accreditation Self-Study Update



KEY: Blue = Strategic Planning, Red = Accreditation, Green = BOT Actions

**Cascadia College Board of Trustees**  
**Discussion/Presentation Items**

**Subject:** 2018-2019 Post Sabbatical Presentations

**Justification:**

As 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 and Cascadia's benefit. Four reports are attached for the Board's review. This is a yearly presentation to the board with no action required.

**Background:**

During the 2018-2019 Academic Year, four faculty were approved for sabbaticals (per the recommendation letter attached from Dr. Kerry Levett).

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

Dr. Chris Byrne (F) – Physics/Math  
David Bucci – English  
Chris Gildow – Art  
David Shapiro (F) – Philosophy

**Discussion:**

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



## Chris Byrne - Sabbatical Report for Academic Year 2018-2019

I would like to begin this sabbatical report with a sincere thank you to Cascadia College for supporting my sabbatical time. While I believe that sabbaticals are important waypoints in faculty journeys, which benefit our whole community, I am also aware that the funding for me meant that something else did not get funded. I do not take this opportunity for granted, nor lightly.

The dual themes for my sabbatical were “time as a student” and “time as a peer connecting with peers”. Perhaps that is a false dichotomy? Throughout my sabbatical, my roles as a student and a peer often merged. The main theme, in hindsight, was “Connections” in whatever role I was playing at the time.

I connected with several engineers/scientists, representing various demographics, industries, and time on career paths. Each connection offered a different perspective on what it means to be working in the STEM field. I am bringing back insight and stories to my classroom, as I connect with my own Engineering/Physics students at the start of their particular careers. The following is a list, with some links and a few key words:

- Dave Bierman, Co-Founder, Mechanical Engineer, Antora Energy (cutting edge sustainable energy research)

<https://www.forbes.com/profile/david-bierman/#398adf5e695c>

<https://www.cyclotronroad.org/antora>

- Doug Stanton, Engineer, Philips Research (55 years of inventing and still going strong)

<https://patents.justia.com/inventor/douglas-a-stanton>

- Anne Mack, OPC Engineer at Intel Corporation (twists and turns of an engineer’s path)

- Jacquelyn Martino, Master Inventor, Distinguished Engineer, IBM Research AI Thomas J. Watson Research Center, IBM (artists can be engineers too!)

<https://researcher.watson.ibm.com/researcher/view.php?person=us-jmartino>

- Julie Kornfield, Chemical Engineering Professor, California Institute of Technology (better living through plastics)

<http://cce.caltech.edu/people/julia-a-kornfield>

- Leila Asafari, Mechanical Engineer, Microsoft (Cascadia alumna)

- Evelyn Roman STEM Education Specialist Frederick Douglass Academy, New York, NY (Engineering outreach to underrepresented groups)

<https://ams.confex.com/ams/96Annual/webprogram/Paper285861.html>

- Ruby Fogg Life Sciences Professor, Manchester Community College, NH (compare/contrast community colleges)

- Howard Rose CEO, Design Director, FirstHand Technology (Virtual Reality)

<https://firsthand.com/>

- Eric Cohen-Solal, Engineer, Ancestral French Soaps (getting out of the rat race)

<https://www.ancestralfrenchsoaps.com/>

These STEM connections were what I was imagining when I proposed my sabbatical. I envisioned traveling, meeting up with people doing interesting things. What surprised me were the connections that I had back home at Cascadia. The joke was that people saw me more on my sabbatical than they did when I was teaching. I called it my “stay-cation” but it actually made a lot of sense. When I am teaching a full set of classes, I am running at high gear to stay on top of my classes. You know who else is as well? Everyone else. We are all too busy to connect with each other as much as we might like. On sabbatical, I didn’t feel overwhelmed and that meant that I could be flexible in meeting up with busy people who still want to connect. In practice, it meant collaborating with colleagues in interdisciplinary ways. Maybe it was one class period or one outside of class meeting, but the feeling of connection was profound to me. Here is a list of folks and what we worked on:

Sadie Rosenthal Biology/Physics

Srividhya Venkatraman Math/Physics

Azizeh Farajallah Chemistry/Physics

Greg Campbell Music/Physics

Tasha Walston English/Virtual Reality

Seraphine Shen-Miller Psychology/Virtual Reality

Brent Schaeffer English/Virtual Reality

Dave Shapiro Philosophy/Virtual Reality

Virtual Reality Open House with Cascadia community

Joey Key and other UWB Physics faculty OER

Cascadia Bowling League!

While I will gladly elaborate on any of these interactions, I want to highlight Virtual Reality (VR) as one of the modes of connection. When I submitted my sabbatical proposal, I had not intended to focus on VR, although that is my doctorate field of study. I intended to learn a different computer language. However, by the time I started my sabbatical, through some twists and turns, I found myself with a Virtual Reality system sitting in my office. I am now back in the field, working in collaboration with former grad-school colleagues, as well as community college colleagues at Bellevue College, Everett College, and colleges in Oregon. I’m busier now that I am back teaching, but I still have plans for developing some virtual worlds for studying Physics and Engineering.

While I intended computer programming to be my main place of learning as a student on sabbatical, the focus on Virtual Reality meant that I was not going to be in a “beginner’s mind”. Instead of taking an advanced Physics class or two, I went in a completely different direction. I took weekly singing lessons with Thomasa “Tommie” Eckert, a local gem of a voice teacher who previously taught at Cornish. I have the musical sophistication of a 7-year-old in the body of a 56 year-old woman with a doctorate in

Engineering. Tommie often commented about our conversations being unlike any she has had with her many other students over her many years of teaching. I took that as a compliment. I'm pretty sure she meant it that way. I'm kidding, of course, I know we both loved it. We had far ranging conversations about Physics and Music and the universe and along the way I discovered that I'm not tone deaf. I found myself with new insight into being a student, facing unfamiliar knowledge. I'm curious as to how this will affect my teaching, particularly in non-major classes.

With all this said, I did some other stuff too. I took a trip to India and saw cataract surgery. I ran a hands-on, monthly Science project with a group of Special Ed. 3<sup>rd</sup> graders. I gave a talk on Social Justice and Engineering. I attended Social Justice conferences. I watched presentations by high school students from Harlem at a Google Hackathon. I created an Excel program for a professional basketball coach on the Physics of a basketball shot. I went to the studio taping of BattleBots, which the title pretty much describes the essence – professional-grade remote-controlled robots fighting each other with flame throwers and buzz saws.

I could write in great length about each of these events. The 10-day trip to India, in particular, deserves much more elaboration. If you have a free 20 minutes and want to be inspired, please watch "Infinite Vision, the story of Aravind Eye Care System" <https://www.youtube.com/watch?v=hHLzsuAueEM> Aravind is an incredible case study of social justice and technology. In fact, Harvard Business School uses them as a case study of a group turning a business model upside down (another good video to watch is <https://www.youtube.com/watch?v=Jr70IrWM-n8>). The relevance to Cascadia is in the way that Aravind actively pursues the people not at that table, but who need their services the most. I was inspired thinking about how I could do more in reaching out to students who don't feel like they belong in higher education.

I look forward to presenting a 5-minute sabbatical report in person at a Board of Trustee meeting. I am aware that it isn't possible to condense a full year sabbatical into a few pages and/or 5 minutes and I will be leaving much out. What I want to make sure gets included is the acknowledgement of the power of having the space and time allowed by a sabbatical. Academics are fortunate to have this as a possibility. I so wish that every profession included sabbaticals as a matter of course. As I re-enter teaching, I feel the positive reverberations from this year of "not-teaching" and I sense that the rippling will long continue. Thank you.

Sabbatical Report  
Fall 2018  
David Bucci  
Cascadia College

I am very grateful to Cascadia College and its Board of Trustees for the opportunity to take a sabbatical during the Fall 2018 quarter. I invested my time in completely revising my First Year Composition (FYC) courses: English 101 and English 102. Not only did I replace both themes and all assignments, but I was also able to do a deeper dive into distanced learning modalities, both online and hybrid. This was the first opportunity I've had to seriously reconsider what and how I teach FYC courses since earning tenure.

In recent years, the English department has added required common assignments to both English 101 and 102. Those common assignments for English 101 included: a summary diagnostic, rhetorical analysis, more intensive reading strategies, and more collaborative peer reviews. English 102 included: research activities co-created with librarians, reading strategies for peer-reviewed scholarship, an annotated bibliography, and more collaborative peer reviews. Although I did my best to make those additions and adjustments while teaching, this sabbatical gave me the opportunity to more carefully assess those classes, to seek advice from peers and colleagues, and to more closely study the pedagogy behind Universal Basic Design and best practices for e-learning.

Although I've been addressing the skills underlying these common assignments throughout my time at Cascadia, these changes to the Course Outcome Guide were more prescribed and specific than the methods I'd used before. These new requirements pushed me to incorporate completely new readings and peer review exercises and to redesign all the major assignment prompts and rubrics in both courses. I hope the results of these changes are creating a more coherent rhythm and logic to my online and hybrid courses.

Aside from revising the mechanics of the courses' deliverables, I also changed the themes for the classes. My goal in changing these themes was to find course topics that would more specifically engage our young student population. Previous themes, like Multi-Modal Rhetoric and Art & Anarchy, were not immediately accessible to many students. Once students found their way into the topics, they were capable of thoughtful work that met all the Campus-wide Learning Outcomes, but it took a lot of effort to "sell" the students on those themes. To better engage our young student population, I shifted my English 101 theme to "Technology & Society" and my English 102 to "Superhero Studies." Although classes on smartphones and superheroes initially struck me as not very intellectually challenging, I've been surprised at how much thoughtful writing, in both popular and academic sources, has been done on both topics. These themes seem more immediately relevant to our young students' lives, and seem to have earned greater buy-in, strengthening student resilience when faced with the more complex tasks required for the new common FYC assignments.

Of course, I didn't make these adjustments in a vacuum. I met several times with colleagues both inside and outside of Cascadia. Multiple meetings with Tenured Faculty Dr. Jessica Ketcham helped me to redesign English 101 with new assignments I'd never considered before. Video presentations, action plans for different audiences, and the rhetorical analysis of social media messaging transformed my online English 101. The course is now more interactive and thoughtfully scaffolded than early versions. I also met multiple times with Dean Todd Lundberg, PhD for advice on both classes. Todd's advice on the pacing of hybrid course assignments was especially helpful.

While revising my hybrid English 102, I met with Todd Lundberg, Tenure-Track English Faculty Tasha Walston, and librarian Dani Rowland. Todd's advice on how much work to assign and how to pace in-class vs. online activities was extremely useful in reconsidering the scope of the work in English 102. Tasha was an invaluable sounding board for finding a new theme for English 102. I doubt I would have gone ahead with Superhero Studies without inspiration from her thoughtful reflections on her Dystopian Literature theme. Since I was completely disposing of the class structure and assignment sequence from my old English 102, I met most frequently with my librarian Dani Rowland. Dani helped me consider the strengths of various approaches and helped me make sure I was working with a theme that gave students more points of entry than Art & Anarchy. We were pleasantly surprised to find that academic work on superheroes has not been limited to Media Studies. We found a great deal of interesting research connected to the theme in Child Psychology, Feminist Studies, History, Sociology, Criminology, Gender Studies, Cinema Studies, and Disability Studies. This seemingly juvenile theme was leading to more varied, current, and rigorous academic research than my previous theme. Students are now exposed to quantitative methodologies as well as qualitative. The redesign of the course also led to more extensive scaffolding of the quarter-long research project, helping students gain experience in long-range, larger-scale projects than in past versions of the course.

Outside Cascadia, I met with a long-time English professor from North Seattle College and a Seattle-district high school English and Language Arts teacher. These perspectives helped me norm the level of difficulty for my FYC courses by looking at assignments from another community college and discussing the needs and expectations high school students have when entering college.

As part of my sabbatical, I participated in Anne Tuominen's e-Learning Boot Camp. This was the first official training I've had in the pedagogy of distanced learning. Not only did I learn new ways to leverage the technology available in Canvas, this was also my first serious exposure to backwards course design, a major component of Universal Basic Design. Although the idea of backwards course design (where you start with the outcomes and design backward to an assignment) makes perfect sense from a distance, it was very difficult to implement. I imagine this approach works more smoothly in STEM-based courses that primarily work with quantitative assignments and concrete thinking. Finding ways to employ this pedagogy to the much more ambiguous, qualitative, abstract thinking required in the humanities is a challenge I'm continuing to work on. Since many of the assignments in the FYC program bundle a large number of learning outcomes into one deliverable, it has been a challenge to find ways to

scaffold each of those learning outcomes in a way that doesn't break the rhythm and momentum of the course. As a result, I had to jettison many assignments that were dear to my heart in service of slowing down and more purposefully scheduling every step of each assignment.

One of the most important ideas I learned from Anne's class was how to better craft my "social presence" in an online class. In the past, I made efforts to keep all my communications with the class, whether it was prompts and feedback or announcement and emails, as direct and concise as possible. I reasoned that it was hard to capture students' attention, so I should be as clear and on point as possible. However, instead of professional and concrete, this communication style can come across as cold or even harsh. To improve my social presence in my online classes and communications, I've begun including videos of myself describing the assignments in a cheerful voice while consciously smiling for the camera. I've also tried to use a more conversational writing tone in my announcements and emails with students. This has led to me offering more lenient submission policies and more personal interactions with students. This sort of engagement does not come naturally to me, but I see how much it puts students at ease and hopefully helps their learning.

While on sabbatical, the TILT design was introduced as a common requirement for all assignment prompts at Cascadia. As I redesigned all the prompts in both classes, I applied this new design, hoping students would better understand why they were doing each assignment and exactly how it would be accessed. As part of my redesign, I also updated all remaining and new course materials to be fully accessible and compliant with the Americans with Disabilities Act.

I'd like to thank the Board and College once again for this chance to focus on my professional development without the pressures of teaching and institutional duties. This was an invaluable opportunity to improve my course design to better engage students and create a more student-centered classroom.

# Sabbatical Summary Document

Christopher Gildow

Fall 2019

## Introduction

Sabbatical = spring quarter 2019.

Proposal = Investigate associations between text and image and their significance within visual art and visual communication.

Results = develop a body of creative work and a set of learning activities for students that respond to those investigations.

I visited museums throughout the Los Angeles area for two weeks starting in late March. Visits included Getty Center and the Getty Villa, The Hammer Museum at UCLA, the Broad Museum, the Huntington Library, The Norton Simon Museum and LACMA (Los Angeles County Museum of Art). I captured hundreds of images of artworks spanning pre-history to contemporary art and added the websites for all the museums to a list of external links available to my students. These links provide digital access to each museum's art collections.

## Museum Highlights

Exhibitions of note include *Allen Ruppersberg: Intellectual Property 1968 – 2018* at UCLA's Hammer Museum. Ruppersberg has spent the last fifty years exploring the interface of language and image filtered through the lens of mass culture.\*

\*Curatorial statement, Hammer Museum, UCLA

The artist is unrelenting in his use of text in dominating or supplementing his visual expressions: Photos with words scribbled across the images and around the perimeter of the frame, grainy black and white short films that overlay the scene with text, and commercially printed letterset posters that use phonetic spelling of words to create *The Novel That Writes Itself*. Other influential works include a forty-foot cut and pasted, hand lettered panel of the artist Robert

Rauschenberg's obituary in the New York Times and a room sized installation featuring checkerboard black and white floor tiles interspersed with words. Texts are suspended from the ceiling and drawings hang on the walls – The viewer / reader is totally submerged in a graphic visual experience.

In forcing the viewer to both look *and* read, Ruppertsberg changed the way we approach form and content in art.

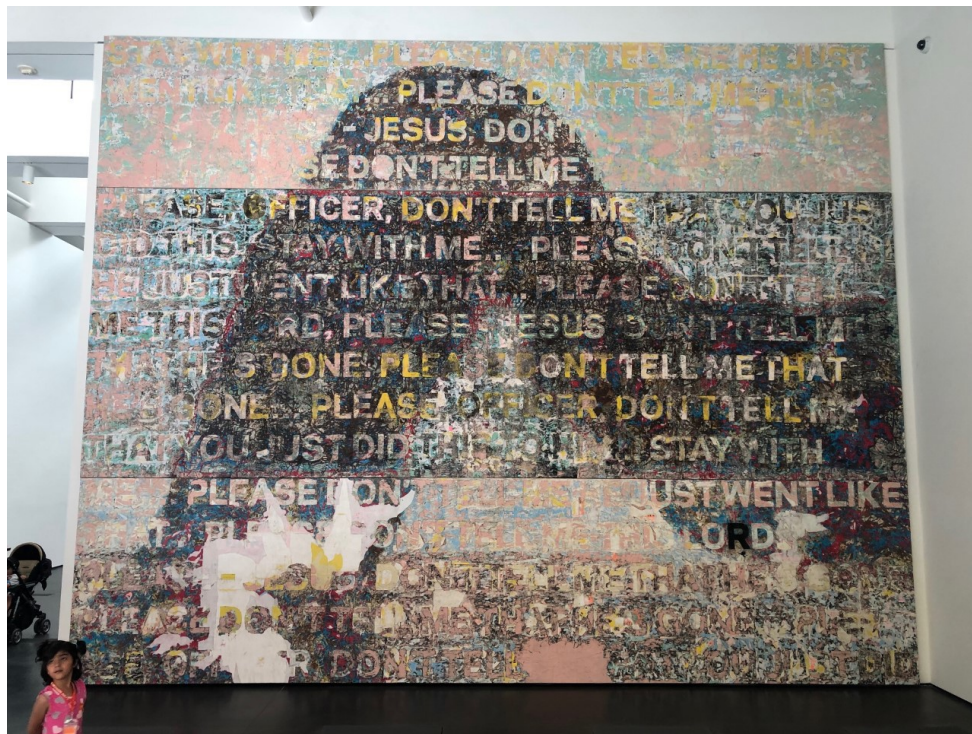


The Los Angeles County Museum of Art (LACMA) holds a huge Mark Bradford painting in its collection titled *150 Portrait Tone*. Through collage and paint Bradford recreates on canvas the



livestreamed pleas of Diamond Reynolds, girlfriend of Philando Castile, a black man shot by a St. Anthony, Minnesota police officer after being pulled over in 2016. It's a riveting painting in both the visual and textual senses; the sheer size of the canvas towers over the viewer and the unrelenting surprise, sadness and grief embodied in Reynolds' words painted and scratched across the canvas, including "Please don't tell me he just went like that", "Stay with me" and "Please officer, don't tell me that you just did that".

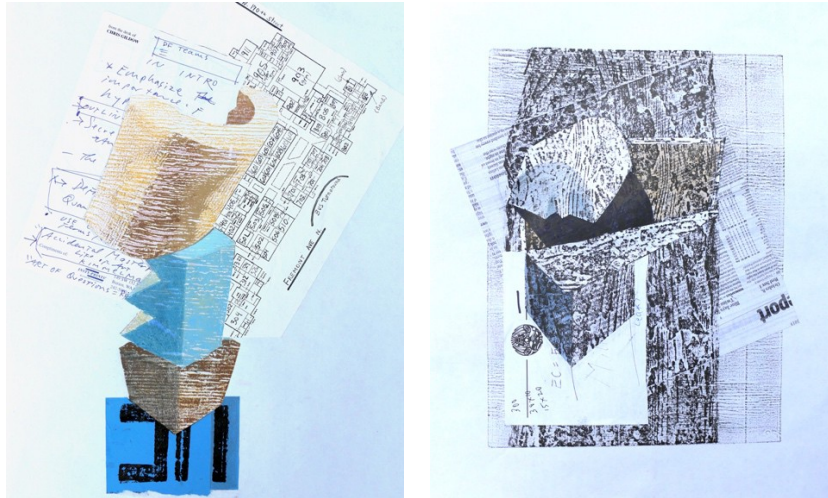
Bradford's work is a testament to the power of text as image as Reynolds' pleas pulse across the canvas, appearing and disappearing between complex areas of paint and collage.



Other museum collections of note include first editions of Chaucer's *Canterbury Tales* and the *Gutenberg Bible* at the Huntington Library and *Artful Words*, a large collection of calligraphy in illuminated manuscripts at the Getty Museum.

## Studio Work

On my return to Seattle I spent the next six weeks creating a body of work in my studio emphasizing text as image and incorporating text with images. My aim was to make seamless visual transitions between the two. Media included drawing, printmaking and collage.



## Teaching / Learning / Assessment: Learning Activities

Traditional modes of visual communication continue to evolve, encompassing post-modern visual arts, social media platforms, news broadcasts, digital publications and the graphic arts. These changes pose challenges as to how we communicate with each other and how they shape the culture of communication.

With this in mind, I've developed a set of new learning activities for students aimed at strengthening their understanding of visual communication and the exploration of form and content. These explorations include:

- Text and image in Graphic Arts and Pop Culture
- Access to visual communication resources through mobile devices in the classroom and studio
- Collaborative Research Project: Styles and their Influences
- How to Read Art: a visual communication approach to basic issues of description / analysis / context / meaning / judgement

David A. Shapiro  
Founding Faculty, Philosophy

## **Sabbatical, Fall 2018-Winter 2019 Report**

I am grateful to Cascadia for granting me a sabbatical in fall quarter 2018 and winter quarter 2019. The sabbatical gave me the opportunity to quite literally, experience a “dream come true,” bringing together my longtime professional and avocational interests in a manner that has, and will continue to enable me to grow as a scholar, teacher, and engaged member of my local and global community.

The seven months of my sabbatical (September 2018 through March 2019) can be characterized in terms of the metaphorical movements they embodied: **inward**, **upward**, and **outward**.

During September, the first part of my sabbatical, I journeyed **inward**; the key activity I undertook here was a 10-day Vipassana meditation course offered at the Damma Kunja meditation center in Onalaska, Washington, through the international Vipassana meditation society.

In October, the second part of my sabbatical, I journeyed **upward**; the key activity here was an 18-day “yatra” or pilgrimage to sacred sites and temples in the foothills of the Himalayas in northern India with a group of scholars and students of Indian philosophical and spiritual traditions.

From December through March, the third part of my sabbatical, I journeyed **outward**; I was granted a Fulbright-Nehru Professional and Academic Excellence Award through the US-India Educational Foundation to teach philosophy to young people (and educators) in the South India state of Karnataka; here I was able to extend the reach and influence of my pedagogical practices to students and teachers in a culture very different than my own.

Each of these three aspects or movements of my sabbatical have informed and enriched my teaching and learning at Cascadia; I have already been able to bring insights and learning from my experiences into the classroom at Cascadia and I am confident that I will continue to be able to do so as the experiences of my sabbatical continue to percolate within me and resonate with my experiences and responsibilities at Cascadia.

I will now say a bit more about each of the three movements of my sabbatical.

### **First, Inward: the ten-day Vipassana course:**

#### *Some Things I Observed During My 10-Day Vipassana Meditation Course*

As the first “event” of my two-quarter sabbatical in fall and winter of the 2018-2019 academic year, I attended a 10-day intensive residential course in the technique of Vipassana meditation at the Northwest Vipassana Center (Dammha Kunja) in Onalaska, Washington. Here is a

description of what Vipassana is from the organization's website:  
(<https://www.dhamma.org/en/about/vipassana>)

Vipassana, which means to see things as they really are, is one of India's most ancient techniques of meditation. It was rediscovered by Gotama Buddha more than 2500 years ago and was taught by him as a universal remedy for universal ills, i.e., an [Art Of Living](#). This non-sectarian technique aims for the total eradication of mental impurities and the resultant highest happiness of full liberation.

Vipassana is a way of self-transformation through self-observation. It focuses on the deep interconnection between mind and body, which can be experienced directly by disciplined attention to the physical sensations that form the life of the body, and that continuously interconnect and condition the life of the mind. It is this observation-based, self-exploratory journey to the common root of mind and body that dissolves mental impurity, resulting in a balanced mind full of love and compassion.

The scientific laws that operate one's thoughts, feelings, judgements and sensations become clear. Through direct experience, the nature of how one grows or regresses, how one produces suffering or frees oneself from suffering is understood. Life becomes characterized by increased awareness, non-delusion, self-control and peace.

While I had taken to telling people before going that I was heading out on a ten-day silent meditation "retreat," I think the experience is better described as an "advance." It was a very serious, and intellectually, emotionally, and physically challenging experience. I found it quite profound and moving and expect to continue practicing the technique in my life as I go forward with every expectation that it will contribute to my living more happily, harmoniously, and peacefully. (Of course, we will see about that; it's easy enough to make that claim as I write this just two days after returning. But the technique is nothing if non-dogmatic; S.N. Goengka, who brought the technique to the West in the latter part of the 20<sup>th</sup> century emphasized the scientific nature of Vipassana and consistently stressed that one should not accept it on faith, but rather on the tangible benefits that practitioners can witness in their own lives and the lives of others.)

The course was taught at the Northwest Vipassana Center, which is located on a rural property in Onalaska, about 10 miles outside of Centralia, Washington. It is a lovely, if rather Spartan facility; it looks sort of like a cross between a summer camp and a very minimum-security detention center. (And, in fact, given the strict guidelines of the course, which include absolutely no contact with the outer world, it is a bit like being in a kind of jail; students have joked that the course is ten days in "meditation prison.")

For the duration of the course, all students agree to follow five precepts:

1. to abstain from killing any being;
2. to abstain from stealing;
3. to abstain from all sexual activity;

4. to abstain from telling lies;
5. to abstain from all intoxicants.

Additionally, for the first nine days, students observe “Noble Silence,” which means silence of body, speech, and mind. Any form of communication with any fellow student, whether by gestures, sign language, written notes, etc., is prohibited. Moreover, as a particular challenge to someone who is a lifelong journal-writer and who maintains a regular daily yoga asana practice, no reading or writing materials are permitted to be brought to the course, and no one is allowed to do yoga or engage in any physical exercise besides walking.

And there’s no intoxicants, either; you can’t even have a beer or glass or wine with your meals, which, by the way, are only two a day, breakfast at 6:30 AM and lunch at 11:00.

Essentially, you get up at 4:00 in the morning, start meditating at 4:30 and with only a few breaks for rest, instruction in the technique, and those two small meals, meditate with your eyes closed in a group setting, or on you own, until 9:00 at night, at which time you go to bed in preparation for getting up again at 4:00 the next day and doing it all over again, for ten days in a row.

I had lots of time to think (and not-think) during the course; all kinds of ideas, mundane and “profound,” came into and out of my mind; numerous “revelations,” personal and/or “universal” arose in my consciousness and passed away; I became aware (and/or unaware) of myriad thoughts, feelings, and sensations of many types over the ten days. I resolved to recall many with varying degrees of success; in any case, I offer below those which have stuck with me, as well as others that occur to me in writing this.

By no means do I suggest that these observations represent objective truths about the Vipassana course; rather, I set them down as a way of recording and reflecting upon my own subjective experience, which, as subjective accounts of experience are wont to be, are particular to an individual at the time and in the place they are offered.

- I am a naturally quite fidgety fellow; I find it hard to sit still. I dislike intensely being restrained in any way; I prefer to be able to shift my position or get up and move around when I feel even a little physically uncomfortable, which happens to me a lot, especially when sitting. I always try to take the aisle in movie theaters and prefer to sit in the back at meetings so I can stand up at will. Not being permitted to do this is a huge challenge for me during sitting meditation. An idea arises in my mind that this aversion to being still is a product of my very earliest experience as a newborn infant. I have no idea whether this is actually the case, but it feels so true emotionally that it’s hard for me to entirely reject it.
- There is no fully comfortable position to sit in anyway. No matter how many times or in how many ways you adjust, modify, or prop up your posture, there will always, sooner or later, be something about it that causes discomfort. So, you may as well assume a single relatively comfortable pose and just stick with it.
- When you are annoyed by other people, there’s no doubt (as the Vipassana technique reminds us) that it’s you yourself who are causing you be annoyed; the other person is

just behaving—perhaps ignorantly or mindlessly or even maliciously—but oh, my gosh, when that young woman in the meditation hall nearby me wouldn't stop cracking her knuckles all through one group sitting after another, it was all I could do not to break Noble Silence and yell at her to please, please, please stop being so annoying and cut it out! And while I know that the technique is meant to help us develop greater compassion for others, I have to admit that when she left the course and disappeared on the fifth day, I couldn't have been more delighted. Or less annoyed.

- Hawks really do turn lazy circles in the sky and if you find yourself in a place where there are no other forms of entertainment, can entertain you by doing so for as long as you choose to sit there watching them.
- Pain is a sensation in the mind that you can observe and when you do so, with equanimity, you notice that it's by no means a static feeling. The pain in my quadriceps, for example, that arises after thirty minutes or so of sitting with folded legs, dances around ceaselessly. It's like the readout on an audio equalizer; different aspects of it rise and fall at different instants; it scintillates like the sparks of a fire in the night sky.
- The quality of a meditation session is not to be measured by how much your body hurts during it or whether you are able to consistently feel the flow of subtle vibrations all around your body. In fact, there are no "unsuccessful" sessions; each time you meditate you learn (or unlearn) something; each is intrinsically valuable in its own right.
- S.N. Goengka's voice and accent sounds, at first, remarkably like that of the classic movie actor, Bela Lugosi, playing Dracula. When he said, in the first of our meditation periods, "Become aware of your own respiration," I thought he was saying "Become aware of your own desperation;" "Oh, man," I said to myself, "this is gonna get dark."
- Developing awareness of the natural breath is hard; as soon as you begin developing awareness of it, it doesn't feel natural anymore.
- There's a way in which observing yourself is like watching a movie of yourself; but then you notice that there's a third observer, the one observing you watching the movie; and there's a fourth observer watching that third observer, and so on and so on and so on.
- I see a lot of overlap between the Vipassana meditation technique and the Yoga philosophy found in Patanjali's Yoga Sutras. Both begin with moral guidelines and then proceed to offer a means of observing the mind through the experience of the bodily field. In a monograph entitled "Brahmanism, Buddhism, and Hinduism," Lal Mani Joshi of Punjab University argues that Buddha was strongly influenced by the culture and philosophy of Sramanism, "that culture of ancient India in which spiritual and more 'exertion' (srama) was the dominant ideal; its teachers were ascetics called Sramanas or Munis who believe in moral karma and practiced concentration and austerities. It was a mixture of atheistic anti-ritualistic, ascetic and pluralistic idealologies." "Buddhism," Professor Joshi concludes, "was more nearly related to this Sramanic stream of thought which had its origin in prehistoric times."
- It's fascinating to spend ten days with a group of people with whom you don't make eye contact or speak to. You make up all sorts of stories about them, most of which prove to be more interesting (or, at least, interesting in different way) than they turn out to be when you finally get to talk to them and hear their stories first-hand.
- Going to bed at 9:30PM and getting up at 4:00AM is apt to inspire some very strange dreams; meditating for an hour and a half at 4:30AM is apt to give you plenty of time to review their substance and meaning as you sit.

- The world goes on just fine without you checking in on it obsessively on the internet; ten days without news—even baseball and football scores—is a luxury to which everyone should avail themselves from time to time.
- You eat slower and eat less when you eat without talking or reading while you chew.
- At some point, your meditation bench may appear to you as a kind of torture device, something that ought to be outlawed by the Geneva Conventions.
- Day 5, in the morning, when you realize that you still have longer to go in the course than you’ve already completed, can really be a low point, especially if your body is aching and even more especially, if you make a bad breakfast choice that involves tahini on dry toast crumbled into unsweetened oatmeal.
- Discipline is not the same as dogma. The Vipassana course is very disciplined; there are rules and guidelines one is required to follow if taking the course seriously. On the other hand, one is not told to do these things just for the sake of tradition or form. Consistently, the message is to try it out for yourself and see what happens. If you can’t sit without changing your position for an hour, just examine how long you can go before you absolutely must move. And then, next time you sit, see if you can go a little longer, and so on. It’s not “do this because I said you should;” it’s more like, “do this to see what you learn about yourself.”
- When Goengka draws out the word “love,” in Metta meditation, he evokes R&B singer Barry White; this is apt to lead you laugh as hard as you have ever laughed in your life, the joy just overflowing like a fountain from the tips of your toes out through the top of your head. You might even, like I did, laugh so hard that your meditation teacher delicately asks you later if everything is all right.

### *A Few Reflections Almost a Year Later*

- I have continued to meditate regularly, on nearly a daily basis, usually for about an hour in the evening. I’ve found the practice to be very centering, comforting, and clarifying for one’s consciousness.
- I have consistently brought mindfulness exercises into the classroom at Cascadia. I begin all my classes these days with a short “exercise in consciousness” related to the day’s topic, in one way or another.
- I have explored a number of different mindfulness techniques, not just Vipassana, with students and have found that really, by and large, appreciate the mindfulness exercises; I can state, unequivocally, that the exercises do put students in a state of mind that helps them be more receptive and open to the learning process that follows.

### **Second, Upward: the 14-day “Yatra”**

In October, I took part in the Ashtanga Yoga Yatra 2018, organized by Robert Moses, an internationally-recognized scholar of India theology and philosophy. The “yatra” or pilgrimage, included 6 days of yoga practice on the banks of the Ganges River in Rishikesh, India, and then an 8-day trek to sacred sites and temples in northern India and the foothills of Himalayas. Here is a description of the event from the Namarupa site:

**Yatra** The ancient Puranas of India are huge volumes containing stories of the makings of the universe as well as thrilling tales of innumerable gods and goddesses. Countless places mentioned in these ancient texts are fully alive today and are important places of yatra (pilgrimage). There are temples at these places and within their sanctums worship of the resident gods and goddesses is performed daily. These places where the sacred stories unfolded are called tirthas; the confluences of sacred rivers are called prayags.

**Tirtha** is a place of crossing over and most literally refers to river fords. It also refers to a spiritual crossing place, where the divine is more easily intuited or experienced. Daily, vast numbers of yatri (pilgrims) visit the sacred places to have darshan of their favorite gods or goddesses. Darshan is both seeing and being seen by the deity. It is a source of spiritual renewal.

**Prayag** is a confluence of rivers, usually two, sometimes more—as in the case of the most famous prayag, at modern day Allahabad, where the Ganga, the Yamuna and a third river, the unseen Saraswati, meet. Prayags are places of particularly powerful spiritual influence where pilgrims go to bathe away their sins, purify and heal their bodies and minds, pray for their ancestors, perform rituals, and possibly meet saints who frequent the prayags. We will travel as pilgrims and bathe in two of five famous prayags. Water is purifying on so many levels: physically, emotionally, mentally and spiritually. It has been recently discovered that water molecules have a ‘memory’\* that carries the vibrations of sounds (prayers) and even thought waves along with its flow from source to ocean. (\*Aerospace Institute in Stuttgart, Germany)

**Temples** There are Five Kedars, places sacred to Lord Siva in the Garwhal Himalayas. The Pandavas were seeking darshan of Lord Siva to request absolution from their sins committed during the Mahabharata War. Siva was hiding from them at Guptakshi in the form of a bull, Nandi. Bhima saw him but Nandi dove into the earth, whereupon Bhima caught hold of his tail in Kedarnath and Nandi’s hump is now worshipped there as a Jyoti Lingam. His arms appeared at Tungnath which we will trek to. Other Kedars are too remote to reach on this yatra. We will also visit Kalimath, a Sakthipeeth where Kali is worshipped as a Sri Yantra, Triyuginarayan where Siva and Parvati got married and a havankund has been burning for three yugas and lastly Kartik Swami, the only temple to Siva’s son Kartikeya in North India. All these temples are situated in places of power and natural beauty.

It was an amazing experience throughout. I learned an immense amount of India philosophy and theology, which I can bring to my teaching at Cascadia. And I broadened my cultural understanding of the world through an immersion in cultural and spiritual practices that were unfamiliar to me. Doing so gives me a great deal of empathy for students who are similarly immersed in ways of being that are new and different to them.

### **Third, Outward: Fulbright Grant**

I was awarded a Fulbright-Nehru Professional and Academic Excellence grant through the U.S-India Educational Foundation from December 2018 to April 2019 to teach and do research in Mysore,





India in conjunction with the University of Mysore; the title of my grant was “Cross-Pollinating Philosophy for Children in the U.S. and India.”

I had the great good fortune of working with educators and students in the South Indian states of Karnataka, Tamil Nadu, and Pondicherry to undertake philosophical reflection and inquiry in classrooms, public and professional workshops, and numerous informal settings. It was an amazing experience—culturally, intellectually, and personally—which continued to reinforce my abiding commitment to Philosophy for Children and my deep conviction that doing philosophy with young people is one of the most powerful ways to engage students (and teachers) in meaningful learning experiences for everyone involved.

It’s difficult to make generalizations about a country so diverse as India (I probably should revise my grant title to “Cross-Pollinating Philosophy for Children in the U.S. and Eight Classrooms in Four Locations in Three States in Southern India), but I can say unequivocally that, wherever I went, I observed a great hunger among Indian educators and students for the sort of interactive student-centered approach to learning that characterizes P4C.

India received her independence from England in 1947, but the educational system is, I believe, still colonized by a traditional British model of instruction. In all the classrooms I visited, students sat at long benches while teachers presented information, often simply by reading from state-assigned textbooks; students copied the material by rote and prepared to present it back on high-stakes government-sanctioned tests that will, in no small part, determine their futures, both in education and ultimately, their careers.

That said, in all of those classrooms, with students as young as “Lower Primary” (ages about 6 and 7) to as old as “Higher Secondary” (ages about 17 or 18), students, given the opportunity to philosophize, did so eagerly, enthusiastically, and with real philosophical insight and acumen.



I led a number of philosophical exercises and activities and students dived right in. They especially, in my experience, loved any sort of competitive activities. In a 10<sup>th</sup> standard class, for example, we played the “Reasons Game,” where participants try to identify a claim from the reasons that support it and the excitement was palpable, with

cheering and applause for correct answers from team members. With a group of 7<sup>th</sup> standard

students, we played a charades-type game to illustrate philosophical concepts and you'd have thought it was the finals of the Cricket World Cup to see how competitive the players were.

Educators embraced the theory and practice of P4C, as well; I was the keynote speaker at four different one to two-day conferences focused on philosophical reflection and inquiry, which brought together, all told, several hundred university professors, graduate students, and classroom teachers to explore the ways in which P4C can foster student engagement. Two of those are publishing the proceedings so that the papers presented can reach a wider audience, in India and elsewhere.

I thank Cascadia for its support in making my Fulbright grant possible, and I look forward to many more opportunities to continue the cross-pollination of P4C here in the US and in India and beyond.

**Cascadia College Board of Trustees**  
**Discussion/Presentation Items**

**Subject:** Monthly Financial Reporting

**Justification:**

To ensure financial transparency with the Board of Trustees.

**Background:**

The first of regular updates provided to the Board to keep the governing body up to date on the Colleges' budget/finances.

**Discussion:**

Martin Logan, VP for Administrative Services & HR will be available to answer any questions the Board may have on this item.

# Cascadia College Board of Trustees

## Action Items

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

**Justification:** One of the three central responsibilities of the Board is to approve the president's contract. This step is a part of that process.

**Background:**

The Board met in December and on January 8 to determine the president's evaluation and contract changes. This formalizes and ends the process.

**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 2020 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
Captain			
Kelly			
McDaniel			
Ponto			
Quint			



***Cascadia Events & Advocacy Board (EAB)***

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

***Cascadia College***

***Meeting Date: January 15<sup>th</sup> 2020***

Student Life ended Fall quarter with some great events. Around 160 students stopped by to get a Kodiak-branded tumbler during EAB's WYSIWYG (What You See Is What You Get) event on November 27th. Our next WYSIWYG will be on the first day of Winter quarter and is a part of our welcome week schedule. To end the quarter, EAB held our annual De-Stress Fest on December 4th. 200 students took a break from finals to enjoy fleece blanket making, DIY air plant holders, Perler bead crafts, collaging, and painting. The Kodiak Cave, Cascadia's food resource center, provided a hot chocolate bar and make your own trail mix station during the event.

Cascadia Kodiaks are excited to take on the New Year and Student Life has been hard at work planning events to welcome students into Winter Quarter, including the Involvement Fair for students to learn how to get involved in many programs campus including clubs, intramurals and the ARC.

The Events and Advocacy Board (EAB) will be hosting the Textbook Accessibility Program (TAP) again on January 8th and January 9th and I will share more information about it during the Board of Trustees meeting. This quarterly program offers students the opportunity to save money by borrowing their required textbooks from EAB's collection. Many students and professors also donate books for the benefit of our community, helping to build this resource.

A "Politics and Pastries" event is being planned to provide students information about the primary election happening in February. In addition an additional series will happen to help connect students with their legislative representatives on salient issues.

Finally, I am looking forward to meeting legislators alongside Dr. Murray on January 22nd when we visit Olympia.

Many thanks!

Appreciatively,

Aarushi Sahai, EAB Advocacy Chair



**Cascadia Community College Federation of Teachers  
Local 6191, AFT  
*Report to the Board of Trustees  
Cascadia College  
Meeting Date: January 2020***

- ❖ Faculty spent their Winter break with family and on various activities to improve their classes holding inclusion, equity, and accessibility as priorities.
- ❖ Faculty are engaging in discussions on Open Educational Resources (OER), Guided Pathways, accreditation, scheduling, and Program Assessment in various committees and hallways.

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 2020***

WPEA members are getting back in the flow of a New Year and quarter and are excited to see faculty, staff, and students back on campus after the holidays.

Thank you,

Marah Selves, M.Ed, Administrative Services Manager