



February 12th, 2020

Dear Board of Trustees and Campus Community:

We have certainly had a full and interesting two months since we last met in Executive Session. We've had the winter holidays come and go, we've had a snow week, and the legislative session has started. In the meanwhile, we continue our preparations for ctcLink and our accreditation visit. And, if that's not enough, we are continuing to implement the Equity & Inclusion Plan as well as develop the Enrollment Management and Student Achievement sections of the Strategic Plan. It's a full load.

With regard to the Trustees' interests, I am working on coordinating meetings with each school district board, getting ready for my year as WACTC president, and representing the college and CTC system in Olympia. We will start budget writing soon; it will be another tight year. We will be prepping you for the accreditation visit over the next two months. And as far as ctcLink goes...it's a bit of a storm but the ship is holding together.

I look forward to seeing you at our meeting.

Meet and Greets

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 (7) 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
- Foundation Meeting w/ Alex Lee
- Foundation Quarterly Board Meeting
- Great Cascadia Bake Off
- Winter DIA

Community / State

- Five Star President's Meeting
- December WACTC Meeting
- December Bothell Chamber Executive Committee Meeting
- Centro Cultural Mexicano Community Roundtable
- East King County Chambers of Commerce Legislative Coalition Meeting
- January WACTC Meeting & Legislative Visit
- January Bothell Chamber Executive Committee Meeting
- Northshore School District: State of Our Schools Meeting

UWB

- UWB- Vice Chancellor for Planning and Administration Hiring Committee
- December Chancellor & President Monthly Meeting

- January 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:

Equity and Inclusion Council

The Equity and Inclusion Council has created a monthly newsletter for Cascadia employees. The newsletter covers what the Council has discussed over the course of the month, E&I related programming and events occurring throughout the month, and highlighting any historical/cultural holidays, events, or people that are either celebrated or honored during the month.

Equity Advocate

The Office of Equity and Inclusion is partnering with Human Resources to create an Equity Advocate role which will serve alongside a Search Committee through an entire search process, from reviewing the job description all the way to selection of the candidate. The responsibility of an Equity Advocate is to challenge patterns of bias and cognitive errors as well as promote equity and inclusivity in alignment with Cascadia values.

Work Study

The Office of Equity and Inclusion has hired its first work study student. Deja Harris, will work with the Executive Director of Equity and Inclusion on matters related to the E&I Plan, E&I Council, and serving on the Student Advisory Committee for Equity and Inclusion.

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

English Faculty Natalie Serianni presented a paper "Crossroads of Support: Helping Human Students Connect College and Life" at the January 2020 MLA conference in Seattle, on a panel themed Human or Student: Faculty Respond to the Real Co-Curriculum.

Guided Pathways co-leads Lyn Eisenhour and Gordon Dutrisac have identified four faculty members to work with them during the rest of Winter Quarter to help build faculty engagement around Guided Pathways and work on faculty-related areas of our pathways work plan. The four faculty members are Jessica Ketcham (English/Humanities), Megan Luce (Math), Garth Neufeld (Psychology), and Sharon Saxton (Math). Our five-year Guided Pathways work plan is due to SBCTC on March 2.

Students visit the Capitol: Erin Richards, Senior Faculty 2, 5 seniors from the BASSP program, and Stephan Classen went to the state capitol on Thursday, January 30th. We attended a hearing of the Senate Environment, Energy and Technology committee. We observed an hour of floor session in the House of Representatives which allowed students to learn about how the legislative process works and the role that floor speeches and votes can play. In the afternoon we visited with the Policy Director for the Secretary of State's office; students learned about the many steps the Secretary of State's office is taking to ensure the security of our elections as well as the other. We ended the day with meetings with the staff for Senator Derek Stanford and with Representative Shelley Kloba. In each meeting, the students talked about the legislation they will propose to make Washington state more sustainable (their final project for Erin's political science class).

Holistic Student Success Support

Hopelink is bringing their mobile food pantry to campus twice per month. Students, staff, and faculty have access to the program.

The Kodiak Cave Food Resource Center has started two programs: a new snack program where students can come in twice a week for a healthy and nutritious snack and a curbside pickup for a full grocery visit if students are short on time or need to plan a ride to pick up the groceries.

Making Transfer Work: The Student Advising & Support Services team attended UW Bothell's transfer advising workshop for community college advisors to review programs, admissions requirements, and university updates.

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

Finance

Finance has been working diligently to support our state auditors who are currently onsite for the Annual Financial Statement audit. The auditors are scheduled to be on site through the week of February 17th. In addition to the very important audit work, the Finance team has been dedicating tremendous amounts of time to the homestretch of ctcLink. Thanks to everyone on the team for stepping up to the plate and making numerous trips down to the State Board's office to keep up with all the conflicting ctcLink deadlines.

Human Resources/Payroll

Collaborating closely with Student Learning & Success, HR is supporting the hiring processes for Full Time Tenure-Track Faculty in Math, Full Time Temporary Faculty – English Language Program, Director of Institutional Effectiveness, Assistant Director of Enrollment Services, and Academic Advisor - Retention and Completion Specialist. HR assesses benefits eligibility for roughly 100 Associate Faculty based on their percent of Full Time Equivalent (FTE) at Cascadia College and other state educational institutions. This quarter we added four (4) Associate Faculty members to benefits and three (3) Associate Faculty lost benefits due to lower FTE.

ctcLink Sprint 1 - Hire to Payroll and Sprint 3 - Payroll Processing, including Faculty Workload, are complete. Data Validation #4 is also done with minimal data conversation issues. Two members of the team went to a two-day Title IX training in South Seattle and are even better equipped to navigate the challenges of Title IX investigations.

Information Services

Shout out to Andrew Pederson for completing the implementation of Who's Next lobby management in Kodiak Corner. Students now have a much more user friendly way to check in for advising, financial aid and enrollment support services. Thanks to work done by C.J. DeHaas, Office 2019, Project 2019 and Visio 2019 are now available via a self-service portal from most Cascadia Employee devices. The portal is easy to use and allows staff and faculty to request these software applications be automatically installed onto their campus owned devices (without an in person visit from anyone in Information Services). For more information on how to use this service, employees can contact the Information Services Helpdesk.

Cascadia's old Sharepoint site, My.Cascadia was finally retired this month. Sandy Nelson oversaw the process and has been providing ongoing training opportunities for those needing assistance with My.Cascadia's replacement, go.Cascadia. Sessions are ongoing in CC2-170 on Tuesday afternoons from 2-4 pm through the end of February.

As a team, Information Services has received 377 requests for assistance since the start of winter quarter and have resolved or completed 408 requests. In the same timeframe, IS has received 34 calls for assistance in classrooms. This is a significant reduction in these types of calls since the same time period last year, when IS responded to 55 calls for assistance in classrooms.

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

Outreach/Marketing

The Outreach Team attended, hosted or offered 9 events in January, yielding 61 points of contact with prospective students, families, and counselors. This included trips to schools in Mukilteo, Duvall and Everett. Unfortunately, three events were canceled due to inclement weather. The team continues to push information out to students and the public including promoting special events such as the *Border Doors* exhibit in Redmond led by two Cascadia faculty members.

Design projects included production of weekly videos with captioning for the Great Cascadia Bake Off, promotional materials for spring registration, and a Mobile Apps Bear Selfie featuring Kody for marketing the MOBAS and certificate programs.

Foundation

Planning is ongoing for partnering with United Way of King County to develop strategies to increase student awareness of Benefits HUB and Emergency Grant programs. Foundation accepted a \$24,000 King County grant for student-led implementations of a Stormwater Management project. Foundation Scholarships season is in full-swing and applications are now being accepted.



Facilities/Capital Projects

The West Garage and Corp Yard projects are both on budget and on track for timely completion. The CC/UWB STEM 4 project is in the evidence gathering portion of the planning stage. Teams are being formed to undertake interior and exterior design. The Facilities team continues working with UWB to finalize a deferred maintenance plan for joint facilities and to address campus ADA requirements.

International Programs



Winter Quarter International Student Orientation welcomed 15 new international students. International Student Programs staff traveled to South Korea for student recruitment, and were busy awarding scholarships, conducting ctcLink testing, and participating in community cultural events. The IP team also convened representatives from over 40 colleges and universities from around the country for the International Transfer Fair, and hosted a fabulous Lunar New Year celebration including an exciting traditional Chinese drum and dragon dance performance.

We look forward to seeing you at the Board meeting on February 19th.

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, February 19th 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, February 19th 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 20th, 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
 - Student Learning – Transfer**
Katherine Horine, Administrative Assistant 3
- Promotions – E-Team members will share staff promotions with the board.

6. INFORMATION ITEMS

- Tenure Update – (EM)
- Recommendations for 2020-2021 Faculty Sabbaticals –(EM)
- ctcLink Update – (EM)
- Accreditation/Strategic Plan Update: Standards and Summaries – (KL)

7. DISCUSSION/PRESENTATION ITEMS

- 2018-2019 Post Sabbatical Presentations – (KL)
Dr. Chris Byrne (F) – Physics/Math
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

11. NEXT MEETING

- Next regularly scheduled Board meeting is Wednesday, March 18th 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

Cascadia and UW have a joint services agreement in which UWB oversees the employment, hiring, salaries, and benefits of the employees in these services while allowing Cascadia to co-manage their effectiveness. Cascadia receives a sum of funding by the legislature for salaries, benefits and COLA's for all community college employees. As many of Cascadia's services are provided by UWB employees on the joint campus, these employees are not considered in the allocation from the legislature or subsequently by the SBCTC.

On any other community college campus in Washington, those costs are anticipated by the legislature and reflected in additional funding for employees and/or services, AND tuition is adjusted to assist with those costs. Cascadia is the exception to this paradigm in that Cascadia's costs increase without the parallel revenue increases.

The administration of Cascadia College wishes to pursue a legislative request supported UWB and the SBCTC to rectify this funding situation. After consultation with UWB, the college President will present the Trustees a draft letter to the SBCTC and to our local legislators pursuing such a request. All of these materials will be ready to review at the January meeting.

President Murray will continue to work with the Trustees on the letter to State Board in anticipation for the legislative visits 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:

Roy Captain, Board Chair

Attest:

Dr. Eric Murray, President

Bdminutes101619

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:

Student Learning

Jacqueline Webb, Office Assistant 3: Curriculum and Scheduling

A brief biography on Jacqueline is attached

Student Learning

Katherine Horine, Administrative Assistant 3: Transfer

A brief biography on Katherine 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.

Katherine Horine, Administrative Assistant 3: Transfer

Katherine comes to us with a breadth of work experiences, including positions as a program coordinator for international programs at Montana State University, as a CSR and Marketing coordinator at an insurance company, and as the Program Director of Operations at a ski school. Additionally, she has an MA in Spanish Education and BAs in Spanish and Global Studies from Appalachian State University. Katherine will be working primarily with me in our efforts to support Student Learning: Transfer. This includes assisting the dean position but also the area faculty, lab techs, and related committees. Her experience in marketing, budgeting, and operations management will be used.

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. Azizeh 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: Recommendations for 2020-20201 Faculty Sabbaticals

Justification:

The Trustees have delegated the authority to approve yearly faculty sabbatical requests to the College President. This item updates the Trustees on those decisions and the activity of the faculty.

Background:

The College has had the ability in recent years to set aside money for faculty sabbaticals from the revenues generated by the International Programs division of the college. The current year sabbaticals (2019-20) were written into the operating budget. Next year's sabbaticals will be funded out of "reserves".

What is a "sabbatical reserve?" Over the last 5 years, the college has set aside \$90,000/year for sabbaticals. In the last few years, those dollars have not been entirely spent. Each year, excess dollars from the \$90,000 are put into a reserve. Currently, the money saved equates to enough "reserves" to fully fund one more year of sabbaticals..

The current eight sabbatical requests have been approved, for a total of \$75,000. Eight requests are a lot for one year, but we have spaced them out over the year so as not to have a huge impact on any one quarter. The attached chart will indicate each faculty member, their discipline, the number of quarters of sabbatical and a brief summary of their activity.

This topic is being revisited with the faculty union. During tight fiscal times, the reserve helped fund sabbaticals. That reserve will run dry before enrollment picks up again. In that case, there will be no operating dollars or reserves to fund sabbaticals. The contract recognizes that sabbaticals can only be funded when institutional resources allow. Further, administration will review with the union the number and timing of sabbaticals each year so that we don't have a huge absence of tenured faculty in any given quarter.

Faculty Sabbaticals

Faculty	Discipline	Qtrs Away	Summary
Gail Alexander	ETSP	1	Prepare for and obtain two sustainability credentials offered through International Society of Sustainability Professionals (ISSP) and develop her community engagement skills by completing a training in the Pomegranite Method.
Dr. Lindsay Custer	Soc Sci	1	Contemporize Gender and Society course materials; develop the IL component of the Contemporary Japan course; reengage with specialization: Feminism in Japan, publish; push academic comfort zone to renew love of teaching
Marc Hyman	Bus	2	Complete Data Science coursework recommended by the Institute for Management Accountants (IMA) that will satisfy continuing education requirements for Marc's CMA license.
Mohan Raj	Nat Sci	2	Complete an OER text for Linear Algebra engineering classes.
Sadie Rosenthal	Nat Sci	2	Complete training in photography to create a free lab manual for Cascadia students; complete scholarly studies in Biology pedagogy, particularly with multimedia supports and resources; present at a scholarly conference.
Midori Sakura	Nat Sci	2	Stanford 4-7 week scholarly collaboration on Environmental science; Envs 120 curriculum update using IL principles, research in Japan on soil; update general earth science knowledge; create video series on soils and geology
Dr. Brian Bansenauer	BIT	3	Research and writing a book on teaching as a generative activity, building connections between area businesses and our MoBAS program, including the continued development of his own App Building skills
Dr. Peg Harbol	Nat Sci	3	Conduct chemical research with a local university; review successful undergraduate research programs; collaborate with Cascadia lab techs and faculty to plan an experiment-based general chemistry approach infused in the curriculum,

Cascadia College Board of Trustees
Information Items

Subject: ctcLink Update

Justification:

This endeavor has an impact on campus business continuity and finances. The Board should be aware of its impact.

Background:

The President will provide an oral review of the status of this project since December.

Cascadia College Board of Trustees
Information Items

Subject: Accreditation/Strategic Plan Update: Standards and Summaries

Justification:

This information is presented to the Board to keep them up-to-date on our progress towards accreditation renewal.

Background:

In preparation of our peer-review visit in April, summaries of each of the accreditation standards are provided highlighting strengths, vulnerabilities, and opportunities. These documents are for informational purposes and question raising. Dr. Kerry Levett, Vice President for Student Learning and Success, and Meagan Walker, Vice President for External Relations and Planning will be available to answer questions.



Self-Evaluation Standard 1 Summary

Standard 1.A: Institutional Mission

Strengths

- Broad engagement in the 2012 revision of the mission

Opportunities

- Reconsidering this mission through campus community-wide conversations as we enter a new accreditation cycle

Standard 1.B: Improving Institutional Effectiveness

Strengths

- Comprehensive strategic plan with completed goals
- Planning directly linked to allocation of resources such as through Budget Council proposals

Vulnerabilities

- Director of Institutional Effectiveness vacancy
- Delayed launch of Institutional Effectiveness Committee
- Data links “break” because of ctcLink implementation

Opportunities

- Emerging strategic plans refocusing the College’s work: Equity & Inclusion, Strategic Enrollment Management, and Student Achievement
- Creating greater local ownership of strategic plan implementation at the operational unit level

Standard 1.C: Student Learning

Strengths

- Cascadia’s curriculum is clearly built upon our student learning outcomes from the course to the program (degree level)
- A history of strong faculty engagement in assessment of student learning

Vulnerabilities

- Lack of a systematic process for assessing program quality and implementing improvements based on findings

Opportunities

- Continuing development pre-pathways assessment through the work of the Current Assessment Committee while concurrently confirming working processes
- Improving curricular transparency for students through comprehensive pathway/programming mapping through Guided Pathways

Standard 1.D: Student Achievement

Strengths

- Tremendous self-service data built around common student achievement indicators (retention, completion, etc.) through Tableau.
- Newly created Student Achievement Framework integrating equity indicators within the common indicators.

Vulnerabilities

- Lack of baseline data for the Student Achievement Framework due to departure of Director of Institutional Effectiveness and the transition to ctcLink

Opportunities

- Developing internal and external transparency of student achievement with equity-minded outcomes by creating new data dashboard
- Implementing the Equity and Inclusion plan to assist in mitigating equity gaps

Self-Evaluation Standard 2 Summary

Governance, Resources and Capacity



Standard 2.A: Governance

- The college's relationship to the State Board of Community and Technical Colleges and the WACs and RCWs to which we adhere.
- Role of the Governor-appointed board of trustees.
- Cascadia's shared governance model (councils, assemblies, and committees) designed to allow for decision-making across all employee groups.

Standard 2.B: Academic Freedom

- Academic freedom in a community college context encourages faculty to pursue academic interests outside the college and gives latitude in creating course curriculum to meet course outline guides.

Standard 2.C: Policies and Procedures

- Tools used to communicate policies and procedures, especially around academic programs, student rights and responsibilities, admission and placement, and confidentiality of student records.

Standard 2.D: Institutional Integrity

- Communication channels used to notify constituencies about our mission, academic programs, services, grievances, conflicts of interest.
- Cascadia's policies and practices for addressing grievances and conflicts of interests.

Standard 2.E: Financial Resources

- The college's policies for managing budgets, reserves, investments, and debt. Processes for financial planning.

Standard 2.F:

- Human Resources hiring and employment policies, bargaining agreements, evaluations, and opportunities for professional development.

Standard 2.G:

- Programs and services utilized to support student learning with a focus on equity – includes financial aid, scholarships, technology and software, Bock Learning Center, and advising.

Standard 2.H:

- Library resources and services provided via UW Libraries for supporting student and faculty.

Standard 2.I:

- A safe and accessible environment that supports the college's academic programs and student learning. Existing and planned facilities and technology infrastructure and their maintenance; accessibility, safety and security, and emergency preparedness.

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. Four reports are attached for the Board's review.

Background:

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

Some faculty members have chosen to give a brief presentation to the Board on their sabbatical experience:

David Shapiro (F) – Philosophy
Dr. Chris Byrne (F) – Physics/Math

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.

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 20th 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 the 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 10th 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 7th 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.

Sabbatical Fall 2018-Winter 2019: Inward, Upward, Outward

DAVID A. SHAPIRO

FOUNDING FACULTY, PHILOSOPHY, CASCADIA COLLEGE

EDUCATION DIRECTOR UNIVERSITY OF WASHINGTON CENTER FOR PHILOSOPHY FOR CHILDREN

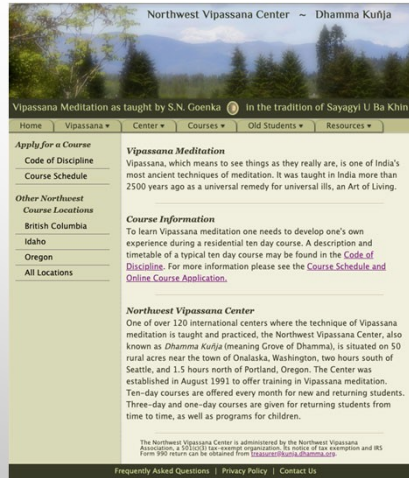
FULBRIGHT-NEHRU PROFESSIONAL AND ACADEMIC EXCELLENCE SCHOLAR 2018-2019

THREE “MOVEMENTS” OF MY SABBATICAL

- **INWARD:** 10-DAY VIPASSANA MEDITATION COURSE; SEPTEMBER, 2018; ONALASKA, WA
- **UPWARD:** 16-DAY “YATRA;” OCTOBER 2018; TEMPLES AND SACRED SITES, DELHI, UTTAR PRADESH & UTTARAKHAND, INDIA
- **OUTWARD:** FULBRIGHT-NEHRU PROFESSIONAL AND ACADEMIC EXCELLENCEAWARD, DECEMBER 2018-MARCH 2019; UNIVERSITY OF MYSORE, KARNATAKA, INDIA

INWARD

- 10-DAY VIPASSANA MEDITATION COURSE; SEPTEMBER, 2018; ONALASKA, WA



UPWARD

- 16-DAY "YATRA;" OCTOBER 2018; TEMPLES AND SACRED SITES, DELHI, UTTAR PRADESH & UTTARAKHAND, INDIA







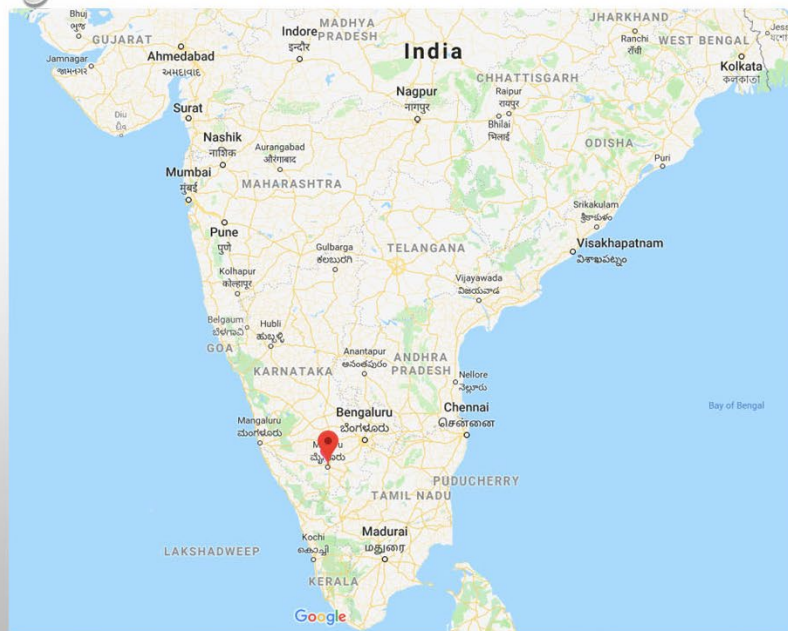
OUTWARD

- FULBRIGHT-NEHRU PROFESSIONAL AND ACADEMIC EXCELLENCE AWARD, DECEMBER 2018- MARCH 2019; UNIVERSITY OF MYSORE, KARNATAKA, INDIA



“CROSS-POLLINATING PHILOSOPHY FOR CHILDREN IN INDIA AND THE US”

Fulbright-Nehru Professional and Academic Excellence Teaching
and Research Scholar December 2018 - April 2019
University of Mysore, Mysore, Karnataka



(SOME OF THE) SCHOOLS VISITED

- PARIVARTHANA SCHOOL AND COLLEGE, SIRIANGAPATNA, 7TH AND 8TH STANDARD
- SRIKANTESHWARA VIDYA SAMSTHE, MYSORE, 9TH STANDARD
- RAMAKRISHNA VIDYASHALA, MYSORE, 8TH STANDARD
- REGIONAL INSTITUTE OF EDUCATION DEMONSTRATION SCHOOL, 10TH STANDARD
- SRI AUROBINDO FOUNDATION AFTER-SCHOOL PROGRAM, PONDICHERRY, MIXED AGES
- VILLAGE SCHOOL, DODDAPALIA, KARNATAKA, 5 AND 6 YEAR-OLDS
- CONVENT SCHOOL, ANVESHANA FOUNDATION SCHOOL, KARNATAKA, MIXED AGES

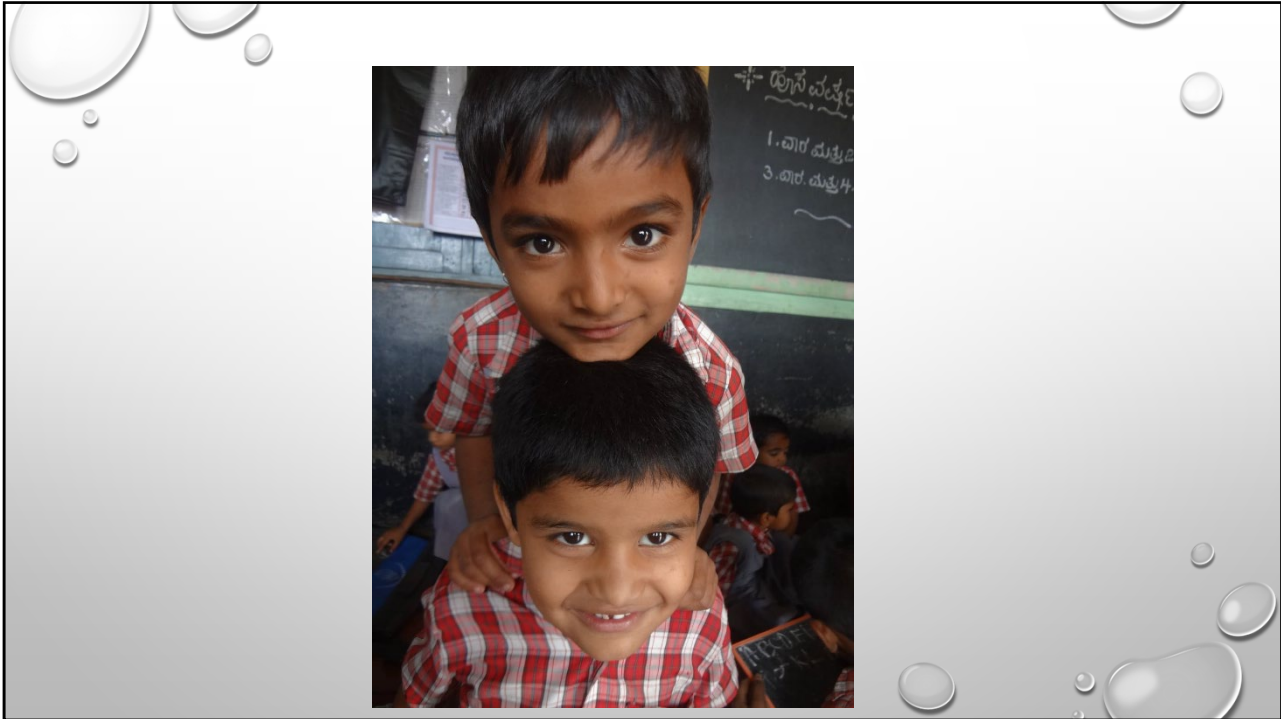








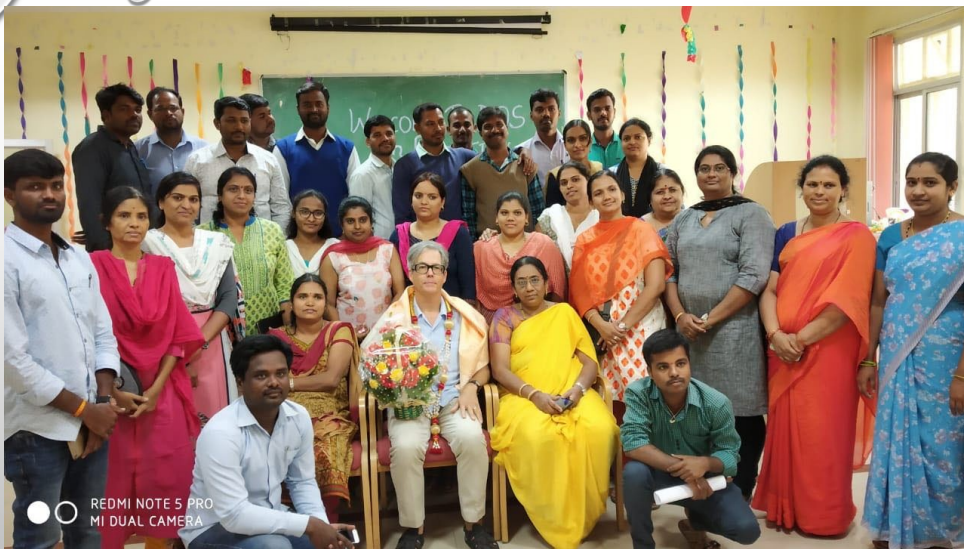






(SOME OF THE) WORK AND WORKSHOPS WITH EDUCATORS

- UNIVERSITY OF MYSORE, DEPARTMENT OF STUDIES IN EDUCATION
- UNIVERSITY OF MYSORE, ONE-DAY INTERNATIONAL WORKSHOP ON "PHILOSOPHY OF TEACHING"
- UNIVERSITY OF PONDICHERRY, ONE-DAY WORKSHOP ON "PHILOSOPHY FOR CHILDREN: A PEDAGOGICAL APPROACH"
- BKS VIDYA SAMSTHE, HASSAN, ONE-DAY INTERNATIONAL SEMINAR ON "PHILOSOPHICAL INQUIRY AND REFLECTION AS A STRATEGY FOR STUDENT ENGAGEMENT"
- REGIONAL INSTITUTE OF ENGLISH, UNIVERSITY OF BANGALORE, BANGALORE

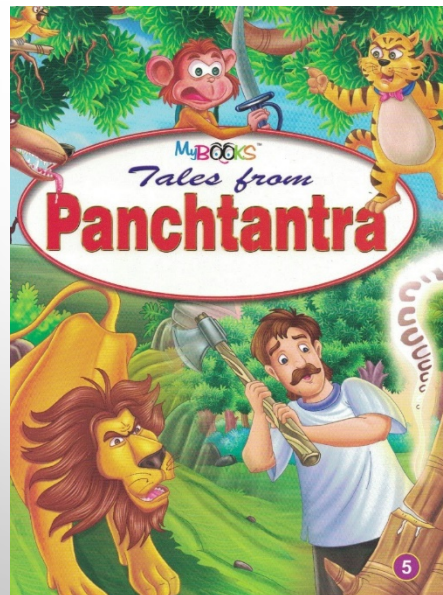


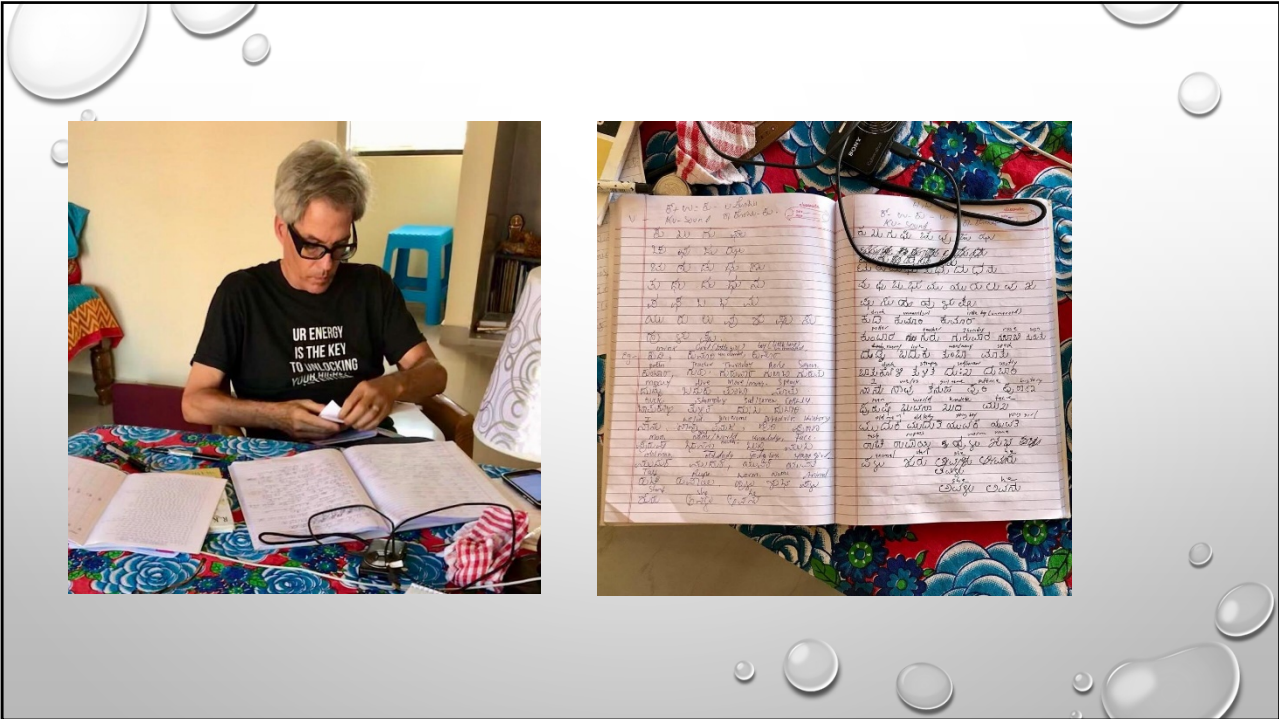
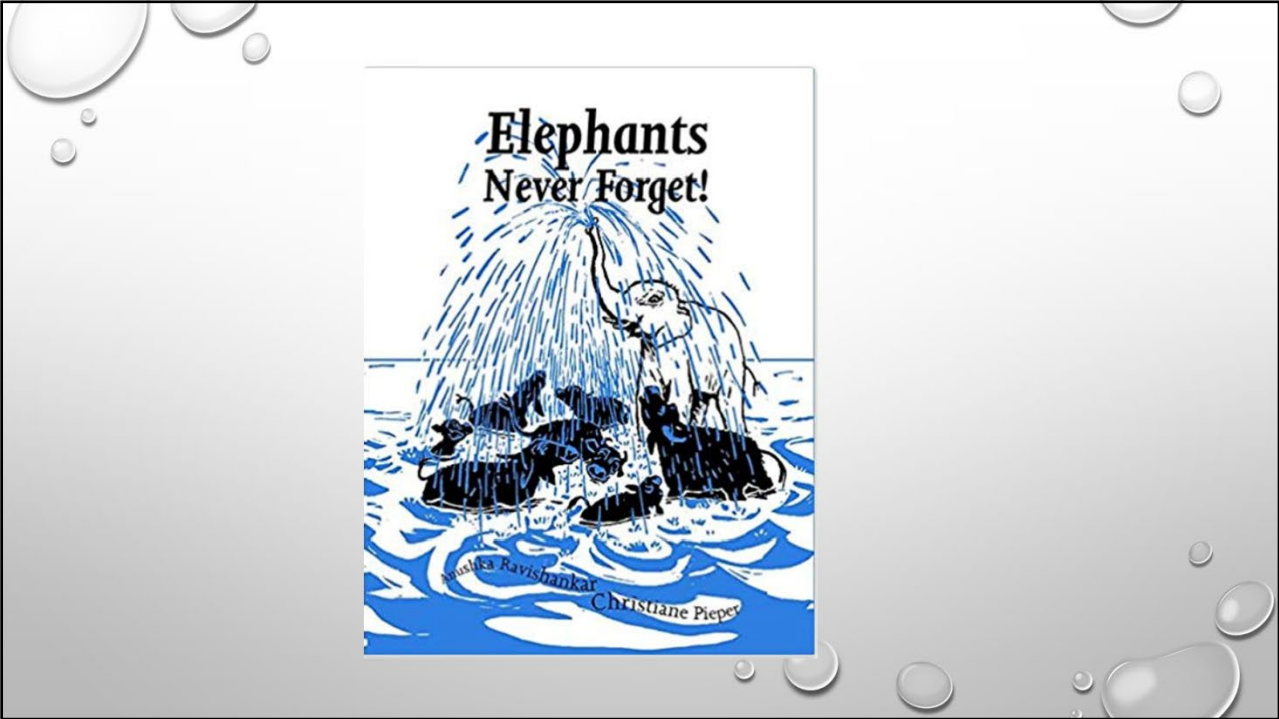




CROSS-POLLINATING INDIAN LITERATURE

- TRADITIONAL INDIAN STORIES FOR CHILDREN
- CONTEMPORARY INDIAN CHILDREN'S LITERATURE
- TRANSLATING KANNADA CHILDREN'S LITERATURE FOR USE IN THE US





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. 3rd 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.

Chris Byrne, Ph.D. Sabbatical Report



Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Monthly Financial Reporting

Justification:

To ensure financial transparency with the Board of Trustees.

Background:

Part of a series of regular updates provided to the Board to keep up to date on the Colleges' budget and finances.

Discussion:

Enrollment projections, audit results, and current status of the budget will be discussed. Marty 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: February 2020

Cascadia Student Life started winter quarter with some great events. EAB's Winter Welcome week WYSIWYG was on the first day of winter quarter, January 6th which provided 575 students the opportunity to start off the quarter strong with the support of our team. We also held our annual Textbook Accessibility Program (TAP) on January 8th and January 9th which allowed students to save \$1,500 on class textbooks. After some initial delays with this quarter's Involvement Fair due to the snowy weather, EAB and CEOs were able to help around 150 students get connected to a variety of communities and resources on campus, while also giving them the chance to unwind with Boba tea & pizza on January 15th.

The next week, on January 23rd, EAB held a Super Smash E-sports Multiplayer Tournament in the ARC, students challenged each other for the grand prize trophy, while professional coaches were on-site to help train them. Cascadia's Annual Lunar New Year Event was on January 28th, where students had the opportunity to see Lion dancers perform and enjoy a large selection of cultural activities performed by Cascadia and UWB clubs. EAB's Politics and Pastries event is being planned for February 18th to provide students relevant information about the primary election and to answer local legislative questions as well.

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: February 2020***

- ❖ Faculty participated in the Winter quarter Day of Inquiry and Assembly (DIA) discussing equity, inclusion, and guided pathways. The professional development activities resulted in reflection on teaching and assessment.
- ❖ 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: February 2020

WPEA had a member meeting on February 5, 2020. We discussed the Public Records Request, which included some very personal information, and the process it is taking, discussed how to protect ourselves from potential online identity thefts, and what it means this summer during our bargaining season. We also answered questions about the current contract and if there was anything that needed clarification now that we are mid-way through the current contract.

Thank you,

Marah Selves, M.Ed, Administrative Services Manager