



January 13th, 2021

Dear Board of Trustees and Campus Community:

January is typically a slower month given the holidays that end the year. Classes started again on January 4 and, as expected, enrollment continues to be down. We are monitoring this and adjusting as necessary. We have also watched the reporting and recommendations about COVID and continue to put health and safety first for our employees and students. We will be receiving additional stimulus money in the next month and that will help us to use less reserves to get through this difficult year.

Thanks to the Trustees for staying active in your sub-committees, both with Finance and Strategic Planning. Besides the primary duties of delivering education and helping students succeed, these two topics are the current focus.

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

Campus

- ETeam Book Club
- DIA Planning Group
- Navigators
- Classified Co-Facilitator Meeting
- Monthly Foundation Meeting
- Door Entry
- Fall Quarter All Employee Drop-in
- Trajal Hospitality College Graduation
- Guided Pathways Coaching
- BOT Budget Subcommittee

Community / State

- Weekly WACTC President Meetings
- WACTC Executive Team Meeting
- Governor Inslee & College Presidents Meeting
- Bothell Chamber Board Meeting
- OneRedmond Board Meeting
- Tune In & Turn Up "Working Across the Aisles"
- Leadership Eastside Meeting
- 5-Star Consortium Meeting

UWB

- Chancellor & President Monthly Meeting
- Campus Safety Meeting
- VCPA Search Committee

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 Office of Equity & Inclusion, Lily Allen-Richter:

Student Advisory Committee for Equity & Inclusion

This group is growing! We've had more students within the group, reach out to their peers and bring them to these meetings. We are working on getting a more accurate list of members added to the website. We have been continuing our discussion on current events and have recently been focusing more on food equity. Two of the students in our committee (Deja Brown and Paige Williams) are partnering with Stephan Classen (Assistant Director of Sustainable Practices) to present at the Washington and Oregon Higher Education Sustainability Conference (WOHESC) in February. The students and Stephan will be hosting a Meet-up on *Building Equity and Sustainability Together on Campus through Food: Inspiring Student Leaders*. The committee will be hosting the same meet-up for Cascadia students in the coming months.

We are excited to have John back next week and catch him up on the many other projects emerging from the office of E&I.

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

[Supporting Student Success in Online Learning: Winter Quarter](#)

Last quarter a work group consisting of representatives from **advising, Workforce Ed., eLearning, and the Bock Learning Center** put together a series of services to support students in their online learning, which will continue into the winter quarter. New this quarter is a Canvas course that we will use to house this information, connect with students, advertise services, and post relevant materials (workshop recordings, session sign-up information, Zoom links, etc.). All winter-enrolled students have been automatically added. Members of this workgroup include **Lindsay Burke, Brandy Long, Anne Tuominen, Lisa Lyman, Neda Rabbanian, Bryan Fauth, Erika Miller, and Ericka Morales**.

Looking to the future: Collaboration with UW

David Ortiz, professor of Communication and Humanities, received a collaborative contract from the University of Washington American Indian and Indigenous Studies program. Cascadia is only the second of two colleges working with the department to develop and teach UW-designated AIIS courses at our campuses. Our goal is to create a more direct pathway to the UW AIIS program.

Student Success Services Fall Quarter Summaries

Kodiak Cave Food Resource Center

- Hosted 3 events, including a partnership with NWIC (Northwest Indian College) preparing a meal and talking about giving back to indigenous communities
- Created a blog to highlight special services, recipes and additional food resources
 - Average monthly blog views for Fall Quarter (September – December) = 267
- Student shopping trips:
 - Curbside pick up = 13
 - Deliveries (to residences within 10 miles of campus) = 24

Student Life Digital Marketing/Engagement

- Exceeded 700 followers on Instagram, with our top reels (mini videos) getting 3,119 and 2,527 views
- Kody's Newsletter averaged 389 views per week
- Created Kody's VIP List, a chance for students to sign up and receive occasional gifts in the mail. 47 students signed up in Fall Quarter.
- 10 text alerts about events/engagement opportunities sent to 226 people

- Student Life Canvas course changed to an automatic enrollment of students this year, which allowed us to engage with 2,223 students

Disability Support Services

DSS completed the fall quarter by sending out a satisfaction survey to students who receive accommodations. We were pleased with the results of the survey. The majority of students who participated in the survey reported they were “extremely satisfied” with services received from DSS. Students were particularly pleased with the updates we’ve made to our accommodation request forms which are now all fillable online forms. Below are some of the comments we’ve received:

- *“I’m so grateful for the support, it has been pivotal in helping me succeed through this challenging time”*
- *“I got what I needed and felt not judged. I also learned of a few resources which will definitely help in the future.”*
- *“Fi and Bryan are both wonderful and I’m grateful for their support.”*

Several students reported a desire to have more technology training provided through DSS. As we continue in the remote environment, we’ll explore new avenues to open up access to students using Assistive Technology.

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

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, 2021 in ctclick. We are currently recruiting for a Program Coordinator – Foundation Development Specialist and a Fiscal Specialist 1 in Accounts Receivable as well as interviewing for a Customer Service Specialist 3 – Enrollment Services position. HR recently supported the hiring of three part time Academic Advisors, one part time Environmental Health Science Coordinator (COVID support), two full time Academic Advisors with the following focus: 1) Veteran/Retention Specialist and 2) Guided Pathways Specialist and a full time Student Life Advisor. Payroll is working hard to master the complex ctclick 67-step payroll cutoff every two weeks as well the annual W-2 process and various in-depth data projects. Other current and upcoming HR/Payroll activities include assessing Associate Faculty benefits eligibility each quarter, facilitating employee relations with various teams, collaborating with the Office of Equity & Inclusion on reducing systemic racism in our recruiting/hiring & retention process and continuing to support an engaged and effective remote workforce during month 10 of the COVID-19 pandemic.

Professional Development: The annual 360-degree feedback process will soon be underway with a cohort of six Deans and Directors. The aim of the 360 is to provide insights for leadership development. The 360 process at Cascadia has gone through several iterations over the past decade. We used to rely on third-party vendors to administer long, costly surveys. While past surveys did yield useful insights, participants commented they were too corporate in nature and suggested we could scale the survey down to create something more meaningful to their work at Cascadia. The process was simplified in 2018 based on user feedback that only a few key, open-ended questions were needed to provide the desired information and insight. The new process has been held in high regard and will be repeated in 2021. The five open-ended questions to be completed by the cohort and their raters are as follows:

1. What does [name] do well that [name] should keep doing?
2. What should [name] change (do more or less of) to be more effective as a leader?

3. In what ways does [name] communicate and collaborate effectively? And in what ways could [name] be communicating and collaborating better? (Think about communication and collaboration within your area and across departments.)
4. What areas do you think [name] should focus on for growth/improvement?
5. Any other feedback that may be useful for [name]?

Information Services

Fall Quarter was busy as ever for the Information Services Team who received over 1,500 new support requests from students and staff, including 96 requests to borrow equipment. Students accounted for about half of those requests with questions about their Cascadia network accounts, help with ctcLink and borrowing laptops (81 of the 96 requests were for laptops for students) as their top reported needs.

In addition to the day to day ticket work, Information Services was able to wrap up work on some large projects within the month of December including:

- Implementing a new, more secure, password policy that also allows employees and students to retain a password for an entire year (instead of just 90 day).
- Implementing a new endpoint management solution that provides the college with a significant savings over the previous tools being used for the same purpose. This tool is what allows for new software installation, keeping applications patched with the latest security updates and antivirus protection and has been designed with remote support in mind.
- Refreshing Cascadia's entire virtual infrastructure (this supports the Views and the bulk of Cascadia's servers) including upgrading to faster storage. The completion of this project is expected to result in improved performance for many of Cascadia's technology services and also allowed Information Services to implement some additional security measures to protect campus data.

Finance

It's astounding when thinking about where Team Finance was at this time, last year. We were deep into UAT testing and all the homework to accomplish to get ready for launch. This past month, the fruit of the past year's labor is being seen. Processes that once stalled us are now distant memories and we are firing on all cylinders. Billing, collecting, paying, receiving... team Finance is showing cohesion in levels that we have been working towards for the past year. We have developed a campus wide process for procurement and billing, and have upcoming training for Travel & Expense and Budget Management. We are near completion of our Financial Statement and have given the school a snapshot of our year end expenditures. Great things are ahead and the unity of the team is what is allowing this to happen. Thank you Team Finance and thank you Campus for your understanding and support.

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

Outreach/Marketing/Communications



ENROLL NOW

WINTER QUARTER CLASSES START JANUARY 4

WWW.CASCADIA.EDU/WINTER2021

The winter supplemental campaign has commenced, leading potential students to the [Winter 2021 enrollment page](#). Work has begun on campaigns for spring, summer and fall.

Updates were made regularly to the [Welcome Back \(Readiness\)](#) and [Coronavirus](#) information webpages and content from various regional health entities was shared via social media. Messaging focused on encouraging health and safety during the holidays.

The Outreach team participated in various virtual events, co-hosted financial aid drop-in sessions, and collaborated with other institutions on a virtual college fair. Three International Programs staff members were trained to support marketing/outreach efforts.

Facilities/Capital Projects

Healthy Campus updates continued on a weekly basis. The **Winter Quarter Re-Entry Plan**, along with plan highlights and an updated mask-wearing guide was shared and posted to the website and go.Cascadia. Over 20 employee volunteers signed-up again to serve as Door Monitors and a **new PT Emergency Health & Safety Coordinator, April Jahns**, was hired.

While the **West Garage** project is complete, a **lighting consultant** is being hired to address neighbor concerns. The **CC2 Boiler replacement project** is in early stages. **STEM 4** is progressing in design phase.

Foundation

The **Cascadia Giving Team Annual Campaign** – the Foundation’s fall **employee giving** campaign – kicked off December 1 and wrapped December 31. This year’s campaign sought to raise funds for students at risk of dropping out due to an urgent financial crisis. In addition to making a gift, all employees were invited to join in a massive digital game of *Two Truths and a Lie*. Colleagues had fun getting acquainted with each other while supporting students in need. **The campaign raised \$8,527 – which will support up to 50 additional students.**

The Foundation’s Board approved to fund an **Administrative/Development Specialist position** to take on much of the day-to-day clerical activity, donor database management, and staff support. The position will initially be funded by the Foundation, with the college looking to financially support the position in its next budget.

INTERNATIONAL PROGRAMS

International Programs hosted a series of virtual events during the International Education Week (IEW) in late November. The annual IEW is a joint initiative of the U.S. Department of State and the U.S. Department of Education, and every year IP promotes programs and activities that prepare Cascadia students for a global environment. This year’s events were led by Lisa Lyman, Assistant Director of IP, and included **NAFSA’s virtual seminar** examining the outcome of the 2020 U.S.

election and its impact on international education, diplomacy and engagement with the world, an **Information & Discussion Session with ELP Faculty** “Teaching Our International Students with Awareness”, **World Flag Trivia Game**, **Resume Workshop**: Highlighting Your Global Experiences, virtual **Study Abroad Fair**, and **Photo Contest** with the theme of “community”.

Respectively submitted,

Eric



Board of Trustees Meeting Agenda
Mr. Roy Captain, Chair
Mr. Mike Kelly, Vice Chair
Ms. Janet McDaniel
Dr. Meghan Quint
Dr. Colleen Ponto

Regular Meeting
Wednesday, January 20th 2021
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 20th 2021
4:00 p.m.
ZOOM**

AGENDA

1. Executive Session

The Board will meet in a fifteen 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 (4:15pm)

3. CONSENT AGENDA

- Meeting Agenda
- Minutes from our last meeting – November 18th, 2020

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:
 - Allyson Long, EH&S and Emergency Specialist
- Promotions – E-Team members will share staff promotions with the board.
 - None

6. INFORMATION ITEMS

- Tenure Updates (EM/KL)

7. DISCUSSION/PRESENTATION ITEMS

- Sabbatical Presentations (KL)
- Monthly Finance Report: 20-21 (ML)

8. RECOMMENDED ACTION ITEMS

- Extension of President's Contract
- Designated Agent for Emergency Funds

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, February 17th 2021

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 18th, 2020**

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

BOARD OF TRUSTEES

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

EXECUTIVE STAFF

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

Alan Smith (AAG) present.

Lily Allen-Richter (recorder) present.

AREA REPRESENTATIVES

CCCFT Representative – David Shapiro, Senior 2 Tenured Founding Faculty present.

Student Representative – Angela Tang EAB Advocacy Chair present.

WPEA Representative – Marah Selves, Administrative Services Manager present.

AUDIENCE

Becky Riopel, Lyn Eisenhour, Deann Holliday, Sara Gomez Taylor, Haley Green, Erin Blakeney, Donna Sullivan, Kristina Young and Michael Horn

1. Executive Session

The Board will meet in a fifteen 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, chapter34.05 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

Chair Roy Captain called the meeting to order at 4:15 PM

3. CONSENT AGENDA

Chair Roy Captain asked for approval of the consent agenda Vice Chair Mike Kelly made a motion to approve the consent agenda and Trustee Dr. Colleen Ponto seconded the motion. Hearing no objections, the trustees approved the consent agenda.

4. PUBLIC COMMENTS

No public comments for the agenda.

5. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:

None

6. INFORMATION ITEMS

Campus Social Connection Project

- Guiding Philosophy
 - Leadership on campus, from the executive team to the governance groups to the individual work groups, are collectively concerned and wanting to support all constituents in the campus community, i.e., faculty, staff, administration, students, and campus partners.
 - The impacts of multiple traumas, including on-going health, governmental, and race issues, require inspiration and activities from college leaders. However, these issues also require resiliency, ingenuity, and self-care by each individual member of the college community.
 - Success in this trauma-inspired moment comes from continued good will towards others despite the lack of traditional opportunities to demonstrate this.
- Emerging Issues
 - We hope to collaboratively manage these issues:
 - Displacement of emotions onto others due to world and personal circumstances, causing disruption to the workplace.
 - Polarizations regarding multiple issues showing up in the workplace and interpersonal interactions.
 - The physical workplace as we know it becoming less and less familiar, and the positive behaviors we exhibit on campus becoming more difficult to sustain in the online environment.
 - And, when employees return to campus, the knowledge that adjustment and re-orientation to not only the physical environment but also to our social practices must be appreciated.

Comments/Questions:

- Guiding Philosophies Trauma inspired moment. People are experience trauma similar to a school shooting, so we applied it to this particular resource.
- I am all for your communication efforts and just caution about using emotional driven words which could allow or evoke for more emotion.

Campus Safety Update

- Allyson Long was just hired this week, so she will be supporting us in the Emergency Management Role. We will introduce her at the Board meeting in January.

Comments/Questions:

- Surveying people to find out where we are with our thinking about having an armed officer on campus. The formal relationship will be decided June 2021. Another responsibility of this group is to inform others of the safety and security on the campus.

7. DISCUSSION/PRESENTATION ITEMS

Monthly Finance Report: 1st Quarter Finance Update

- Student goals should influence the scheduling, sequencing, and availability of courses.
 - Customize resources to ensure employee and student success.
 - Reduce institutional barriers.

7. DISCUSSION/PRESENTATION ITEMS (continued)

- Recognize that **people** are our most valuable resource.
 - Create sustainable and meaningful workloads.
 - Retention of high quality faculty is important to student success.
- Impacts
 - Enrollment is down.
 - International enrollment continues to decrease.
 - Review of the BASSP program for sustainability.
 - Running Start enrollment remains strong.
 - Find creative ways to repurpose positions (within contractual and budget guidelines).
 - SBCTC Colleges enrollment down 12-25% (Cascadia -13.5%).

Comments/Questions:

- Mike and Janet reviewed this information previously and they both feel pleased with what is happening thus far.

Draft Strategic Plan Review

- What we have accomplished
 - Focused on what matters most:
 - Equity & Inclusion
 - Guided Pathways: leading with equitable outcomes for all students
 - Strategic Enrollment Management
 - Reconsidered our mission:
 - Introduced the review at Convocation and collected initial ideas
 - Institutional Effectiveness Council (IEC) organized the initial
 - Integrated Board of Trustee feedback
 - IEC synthesized the data
 - Discussed and drafted mission statements at the October DIA
 - Developed master plan document
 - Constructed a narrative draft
- Work in progress
 - IEC narrowing feedback on mission statement development

Comments/Questions:

- Ongoing engagement, highlight the Board's responsibilities.
- What can the Board have influence over?
- Doing a better job on how we are resources our plan
- All students
- This current academic year is a "grey" year. We are starting a new plan
- One of the Board's actions is making sure the funding formula we have supports the action of the plan.
- This is a "live" document, it will be changed every year.
- Mission Statement work will be the Board responsibility
- Thank you Kerry thorough and good report.
- The structure is great, it will set you up well for the next 7 years.
- What ways are you looking at by ways in change management?

Marketing

- Our challenge this year is to boost enrollment in a climate of ambiguity.
- We received the following information based on enrollment reports, advertising and website analytics and surveys:

7. DISCUSSION/PRESENTATION ITEMS (continued)

- Enrollment is down at all community colleges and up at four-year institutions.
- Running Start is not down.
- Large increase in traffic to website
 - ads resonated
 - good channel mix
- Conversion rate was low
 - landing page didn't deliver
 - not ready to take the next step
 - no leads to follow
- Winter Campaign is going to focus on 16-24 year olds

Comments/Questions:

- We have one person in enrollment services who is the transition coach who does orientation, there hasn't been the bandwidth to add more support.
- Do we have a text to chat option? We don't but it could be something we can explore.
- Conversion from website visits to enrollment. We don't have a CRM so we don't have a handy way to track that information.
- We are coaching people on the phone to encourage them to apply. It takes 3 minutes and doesn't cost anything.
- I believe the Board was in favor of a CRM. Kerry's group of Guided Pathways is working on a CRM.
- Great work Meagan, we are in a new emerging world order and there are many unknowns. Let's give some money to this effort.
- Eric would like to move \$50,000 from reserves to help the marketing effort.
- The Board is really interested in doing that, let's do it right.
- Just like a customer, we need to keep our students.

8. RECOMMENDED ACTION ITEMS

Transforming Lives Nomination

Chair Roy Captain asked for approval of the Transforming Lives Nomination of Alexis Brandt. Vice Chair Mike Kelly made a motion to approve the Transforming Lives Nomination of Alexis Brandt and Trustee Dr. Meghan Quint second the motion. All in favor, no abstains.

Congratulations to Alexis!

Comments/Questions:

All the recipients did a great job.

9. REPORTS

Cascadia Events & Advocacy Board (EAB): Angela Tang, Advocacy Board Chair was present and doesn't have anything to add to her report.

Cascadia Community College Federation of Teachers (CCCFT): David Shapiro, Tenured Founding Faculty was present and wanted to highlight the "High-Demand" monies bargaining section of his report. We are grateful for more funding, but it is only for certain faculty. I also wanted to highlight the response to the executive order, Eric stood up for us and his special letter response was very much appreciated.

Food Drive for Cascadia Food Pantry: <https://charity.gofundme.com/o/en/campaign/cascadia-aft-6191-and-wpea-365-food-drive>

10. REPORTS (continued)

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report:
Marah Selves, Administrative Services Manager was present and also wanted to add information about the food drive.

Chair and Individual Board Members Reports:

The biggest ask was us to call our legislators Overall Cascadia was present and made certain everyone knew we were there.

President's Report:

We are moving along with the design for the STEM building. What is a word or a symbolic name to show this building is a bride between Cascadia and UWB.

Update with the 5-star consortium for Continuing Education. All personal programming has dropped off (watercolor, etc.). We are moving forward with the grant development process and we will continue to meet each month.

Lake Washington Superintendent. We walked away with some really great ideas. They affirmed how we are working with them intimately. We have

11. OTHER BUSINESS/ANNOUNCEMENT

12. MEETING ADJOURNMENT

Chair Roy Captain adjourned the regular meeting at 5:56PM

13. Minutes Approved and Adopted on January 20th, 2021

Roy Captain, Board Chair

Attest:

Dr. Eric Murray, President

Bdminutes111820

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:

Cascadia & UWB
Allyson Long, EH&S Manager and Emergency Specialist

A brief biography on Allyson is attached.

Promotions:

Any promotions will be shared by the respective VP.

Discussion:

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

New Employee Bio

Allyson Long, EH&S and Emergency Specialist

Allyson Long started her career in Biotech as a laboratory assistant by volunteering to join the emergency response team and manage biohazardous waste, and immediately loved the customer service component of the operations side. She continued to work in the Biotech industry after pursuing her MS in Occupational Health & Safety, and then joined the EH&S Research Safety Department at UC San Diego. In addition, she became an active sustainability and zero-waste advocate. Allyson enjoys camping, horticulture, and sci-fi movies (especially John Carpenter) and has three awesome black cats dubbed the *Ninja Posse Cuddle Club*.

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:

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

- Kathleen Brown – Art
TRC Chair: Robyn Ferret

- Tasha Walston – English
TRC Chair: Robyn Ferret

Tenure Timeline:

March 17, 2021: The Board will have a **1 hour 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, 2021: The candidates' portfolios will be available online for the Board to review.

April 21, 2021: 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 19, 2021: The Board will have an **action item for the two 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.

TBD: 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
Discussion/Presentation Items

Subject: 2019-2020 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 2019-2020 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:

Natasa Kesler – Biology
David Ortiz (F) – Communication
Dave Dorracague – Basic Skills

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.

Post-sabbatical report, Kesler

Summary of activities:

- Learned to use Adobe Captivate software to improve course content
- Completed multi-week course “*Inclusive Teaching: Supporting All Students in the College Classroom*” from **EdX** platform for education and learning
- Created podcast for Anatomy & Physiology Cascadia students

Podcast Info And Stats

NAME

Major hormones

Hormones, general info and pituitary gland

Recycling of Hemoglobin components

Review of Blood's Formed Elements

Review of blood composition

Structure of the heart wall

Blood flow thorough heart



A&P on the Go

Brief reviews of Ana

Available on 7 platf

[View publ](#)

Plays ⓘ

1,118

All-time

Estimated audience ⓘ

23

Based on recent episodes

Sabbatical 2020

David Ortiz

Founding
Faculty

Communication
and Media
Studies



Due to the Pandemic and Travel Ban...

I CHANGED MY SABBATICAL PLANS FROM VISITING
WASHINGTON D.C, TO STAYING IN WASHINGTON STATE

NEW SABBATICAL PLAN



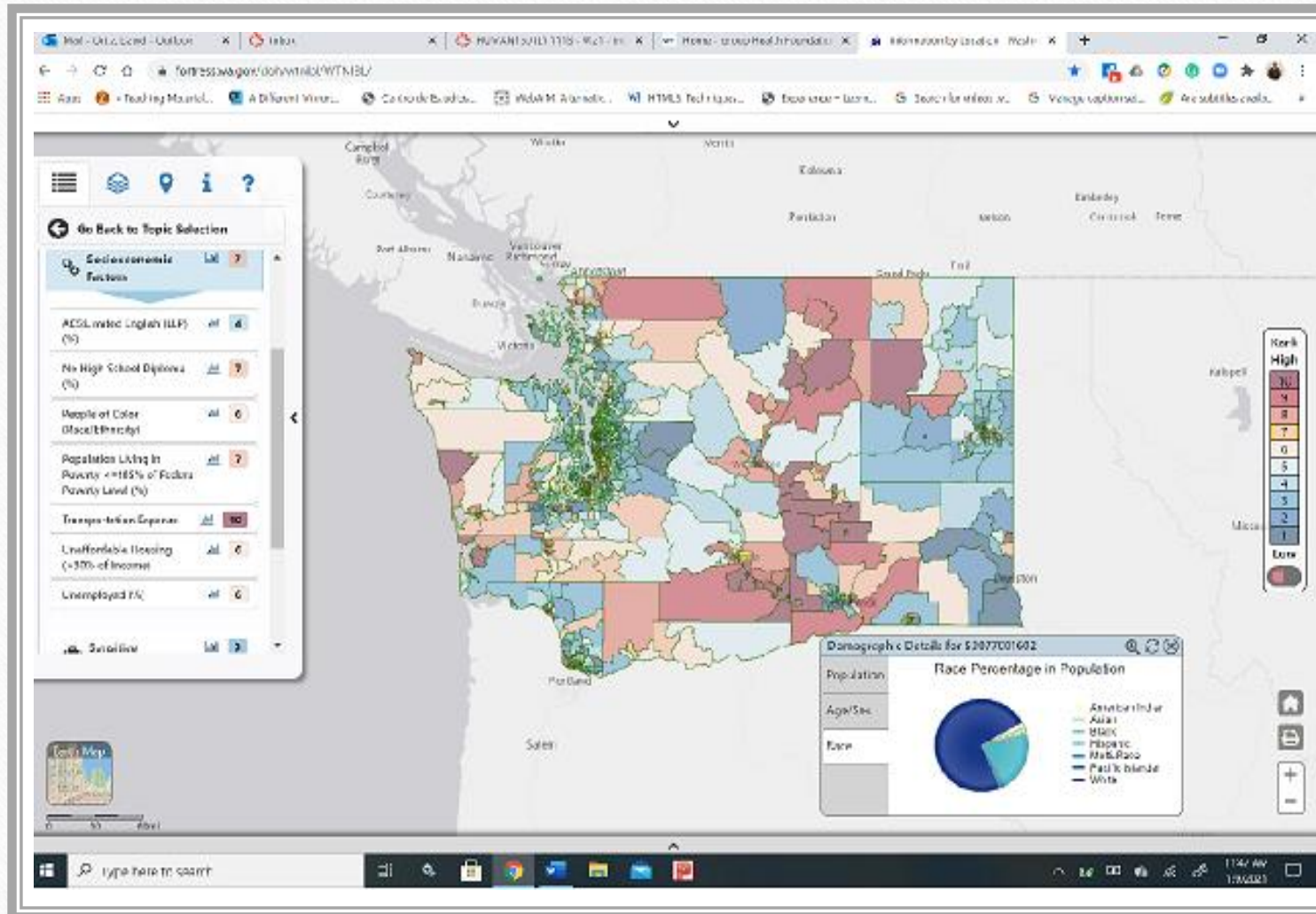
- WORK WITH THE GROUP HEALTH FOUNDATION TO DISTRIBUTE \$10,000



- DEVELOP NEW COURSES FOR THE COLLEGE



- ENGAGED IN ONLINE PROFESSIONAL DEVELOPMENT ACTIVITIES



LEARNED HOW TO USE THE WA HEALTH DISPARITIES MAP

TO AWARD \$10,000 TO THE LATINO COMMUNITY FUND OF YAKIMA, WA

NEW CASCADIA COURSES

American Indian and Indigenous Studies (AIIS) and Humanities

AIIS 102: Introduction to American Indian Indigenous Studies

Course Description:

- Introductory course in American Indian / Indigenous Studies (AIIS) provides students with essential perspectives and narratives focused on the direct experiences and cultural heritage of Indigenous People of North America.

HUM 135: Cultural Resilience in Times of Crisis

Course Description:

- Introductory course in cultural resilience that provides students with a historical examination of past periods of social strife and natural turmoil. The course offers opportunities to exam one's own disaster response and those promoted by cultural groups.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Presentation on
Targeted Universalism

COVID Testing Site Visit
SVC Mount Vernon, WA

Online Environmental
Engagement Workshop
CAL-EPA

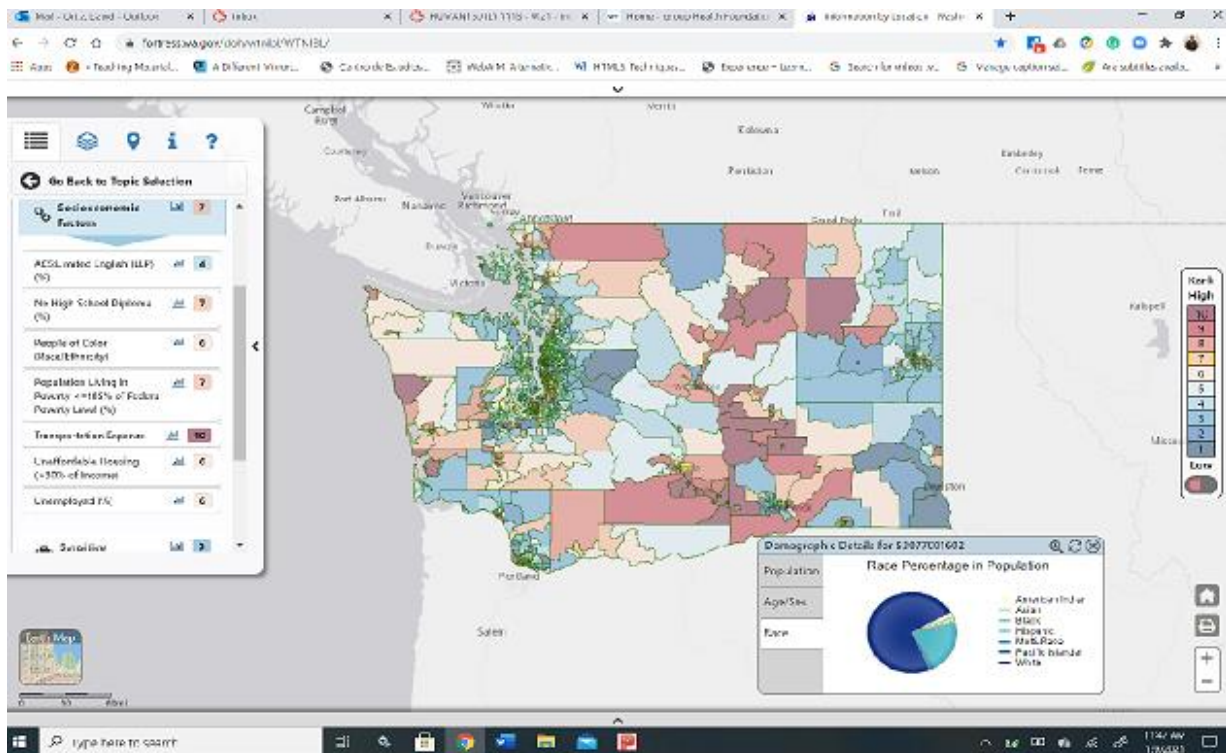
Sabbatical Report
Spring Quarter 2020
David Ortiz: Founding Faculty

Faculty sabbaticals provide opportunities to develop new courses, develop professionally, and to create and promote student-centered teaching and learning best practices. While my 2020 faculty sabbatical initially pursued professional development opportunities in Washington D.C., the emergence of a global pandemic that triggered an economic recession prevented travel to Washington D.C. to conduct field research at the Smithsonian National Museum of Natural History, the National Museum of African American History and Culture, National Museum of the American Indian, and the National Holocaust Museum. The Newsum, a contemporary museum displaying historical media artifacts closed shortly before the start of the national pandemic. Visiting and researching the media artifacts displayed at the Newsum was part of my initial sabbatical plan. Due to the spread of the Corona COVID-19 outbreak, I was forced to change my sabbatical plan. The new sabbatical plan consisted of community engagement, the development of new courses for the college, and several professional development online activities.

Early in March of 2020, I realized the need to pivot and seek other opportunities to fulfill my Sabbatical goals. I decided to discover new opportunities for community engagement residing in my position as the Chair of the Communities of Color Coalition (C3). In 2001 I joined a non-profit called “The Communities of Color Coalition.” The 501 c3 non-profit focuses on promoting racial equity and social justice. Within a year, I became the “Chair” of the C3 Executive Committee and became the public voice and one of the strategic organizers for the non-profit.

Throughout March and April of 2020 while the COVID-19 pandemic was raging throughout the United States, The Communities of Color Coalition was awarded a \$25,000 rapid COVID-19 Development Grant from the Group Health Foundation^{viii}. While serving as Chair of C3 I was also serving on a subcommittee for the Governor’s [Environmental Justice Task Force](#). While on the subcommittee, I was introduced to the “[Washington State Health Disparity Map](#).” The Health Disparity Map is an interactive online tool that allows users to scan the entire State of Washington pinpointing specific communities and view health care disparities such as environmental health disparities, environmental exposures, environmental effects, social-economic factors, and sensitive populations.

I along with other C3 members used the Health Disparity Map to determine which organizations in each geographic area in the state needed financial support. In addition to utilizing the Health Care Disparity Map, [Washington Health Care Authority](#) dashboard was used along with other resources.



Washington Health Disparity Map and Scanning Tool

Assistance from the [Washington State Commission on Hispanic Affairs](#) was instrumental in assisting C3 in narrowing down the prospects of viable candidates for financial assistance. It was decided to support the [“Latino Community Fund”](#) in Yakima, to receive the first installment of \$10,000. The Latino Community Fund of Yakima was starting a food assistance program for fruit packers. The C3 decision-making process for selecting community organizations to receive financial assistance is captured in the [Environmental Task Force Report](#) to the Governor.

“As a non-profit, the Communities of Color Coalition (C3) used the EJ mapping tool to assist in the distribution of monetary funds provided by a COVID-19 Rapid Development Grant. The EJ mapping tool assisted in identifying critical community needs in Yakima, Bellingham, and Seattle. Most non-profits do not have an in-house research department dedicated to collecting and interpreting environmental, health, social, and economic disparities data. Your map provided us with a vital tool and opportunity to improve our engagement efforts and review data visually to help support communities in need.” - David Ortiz, C3 Chair (May 2020) [p.61].

I believe to fully actualize our efforts at the college toward equity and social justice, a new set of Cascadia courses need to be developed. The new courses can further engage students and faculty alike in promoting and fostering equity and social justice. In May I approached Todd Clark from the [“American Indian and Indigenous Studies \(AIIS\)”](#) program at the University of Washington to help develop AIIS courses for the Cascadia. I was granted a \$2,000 stipend to develop two basic AIIS courses for Cascadia. During the winter quarter of 2021, I plan to submit to the Student Learning Council (SLC) the following AIIS courses. The two AIIS classes are part of a larger offering of Cascadia AIIS courses that transfer directly into the UW AIIS program.

AIIS 102: Introduction to American Indian Indigenous Studies

Course Description:

Introductory course in American Indian / Indigenous Studies (AIIS) provides students with essential perspectives and narratives focused on the direct experiences and the cultural heritage of Indigenous People of North America. Topics covered in the interdisciplinary course include the scope of the AIIS field of study, the rich diversity of the Indigenous People of North America, Tribal Sovereignty, State and Federal Treaties defining tribal self-determination and Tribal Power Movements in the 21st century. Moreover, the course covers the historical use of institutional power against tribal communities in North America as tribal communities pursue equity, social justice, and self-reliance. Additionally, students learn how individuals, communities, and societies/cultures are impacted by these systems and explore strategies for equitable change (EDP).

AIIS 103: The Indigenous Pacific Northwest

Course Description:

This course introduces students to the origins, histories, and cultures of the diverse Indigenous peoples of the Pacific Northwest, specifically the coastal communities of the west of the Cascades. The course emphasizes traditional Indigenous cultures and communities prior to European contact, including significant events through the advent of treaty-and -reservation-making periods, and further investigate contemporary Indigenous society through tribal sovereignty and community-based issues such as the “fish wars” and the revitalization of the canoe journey. Students will explore content largely presented through Indigenous perspectives that include both historical and contemporary narratives of struggle and self-reliance. Moreover, the course covers the historical use of institutional power against tribal communities in North America. Additionally, students learn how individuals, communities, and societies/cultures are impacted by these systems and explore strategies for equitable change (EDP).

The 2020 pandemic showcased the many shortcomings of our social safety net and community resilience. The following Humanities course is just one effort toward assisting students in managing a future state-wide or national crisis.

HUM 135: Cultural Resilience in Times of Crisis

Course Description:

An introductory course in cultural resilience that provides students with a historical examination of past periods of social strife and natural disasters. The course offers opportunities to exam one’s own disaster response and those promoted by cultural groups. The course allows students to develop proactive strategies for learning more about health and safety practices for enduring both natural and human-made disasters. Moreover, the course covers the social and historical use of laws, regulations, and practices that protect and, in some cases, defer some groups from receiving the full benefits of recovery and the rebuilding of communities. Additionally, students learn how individuals, communities and societies/cultures are impacted by these systems and explore strategies for equitable change (EDP).

Focusing on the development of new courses for the college allowed me to target my professional development activities to further gather materials and resources to design courses that benefit students during this period of social change and cultural revitalization.

During the spring quarter of 2020, I attended the following online conferences, workshops, and presentations:

April 21	Presentation on Targeted Universalism	North Sound ACH
April 28	Skagit Valley College COVID Testing	Skagit Valley Health Dept.
June 2-4	Online Environmental Engagement: Building Our Skills Together	Calif. EPA
June 17	Dr. Gallagher presents on Trauma Informed Care through an Indigenous Lens	North Sound ACH
June 30	Collaborating with the new Indigenous and Native American Studies Program	UW AIIS Program: Todd Clark

The sabbatical opportunity allowed me to pursue professional development pathways by, creating new courses, and further engage communities to integrate more authentic student learning activities and assessments into my college courses. All sabbatical activities are now embedded or will be embedded in future Cascadia courses under my supervision.

Respectfully Submitted.

David Ortiz

Founding Faculty

Cascadia College

Winter 2020 Sabbatical: Redesigning Upper-Level ESL Canvas Courses

Dave Dorratcague

What I Did ...

- 'flipped' courses
- realigned assignments to current COGs
- TILTed assignments (Transparency In Learning and Teaching)
- made courses accessible

What I Learned ... (“And so, it began ...”)

- “I’ve got skills.”
- “Flippin’ easy!”
- (time + effort)⁴
- But suddenly!

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Monthly Finance Report: 20-21

Justification:

To ensure financial transparency with the Board of Trustees.

Background:

Regular updates are provided to the Board to keep them up to date on the Colleges' budget/finances. This month the current spenddown report is included to give you an update on the status of all of the college's budgets. Due to COVID, we are currently underspent similar to last year at this time.

Discussion:

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

**Operating Budget vs Operating Expense FYTD
12/30/2020**

Budgeted Amount	Expenditures to Date	Encumbrance	Remaining Amount	Percent Spent	Percent Remaining
\$ 24,063,875	\$ 11,369,931	\$ 1,547,487	\$ 11,146,456	54%	46%

BA1213
Funds Associated with Operating Expense
001- State General

Org Code	Program Title	Budgeted Amount	Expenditures to Date	Encumbrance	Remaining Amount	Percent Spent	Percent Remaining
010	Instruction	\$ 6,994,862	\$ 3,310,806	\$ -	\$ 3,684,056	47%	53%
040	Academic Support Services	\$ 1,649,704	\$ 796,655	\$ -	\$ 853,049	48%	52%
060	Student Services	\$ 2,844,972	\$ 1,234,071	\$ 550	\$ 1,610,351	43%	57%
080	Institutional Support	\$ 2,746,445	\$ 1,308,432	\$ -	\$ 1,438,013	48%	52%
090	Operation and Maintenance	\$ 164,428	\$ 77,498	\$ -	\$ 86,930	47%	53%
Total		\$ 14,400,411	\$ 6,727,462	\$ 550	\$ 7,672,399	47%	53%

08A- Education legacy T	Program Title	Budgeted Amount	Expenditures to Date	Encumbrance	Remaining Amount	Percent Spent	Percent Remaining
060	Student Services	\$ 41,913	\$ 19,926	\$ -	\$ 21,987	48%	52%
Total		\$ 41,913	\$ 19,926	\$ -	\$ 21,987	48%	52%

149- Operating Fees Account		Budgeted Amount	Expenditures to Date	Encumbrance	Remaining Amount	Percent Spent	Percent Remaining
010	Instruction	\$ 5,008,633	\$ 2,397,606	\$ 842,261	\$ 1,768,766	65%	35%
040	Academic Support Services	\$ 622,630	\$ 175,562	\$ 195,893	\$ 251,175	60%	40%
050	Libraries	\$ -	\$ 571,284	\$ -	\$ (571,284)		0%
060	Student Services	\$ 377,689	\$ 30,678	\$ 17,967	\$ 329,044	13%	87%
080	Institutional Support	\$ 978,030	\$ 168,101	\$ 196,684	\$ 613,245	37%	63%
090	Operation and Maintenance	\$ 2,634,568	\$ 1,279,312	\$ 294,133	\$ 1,061,123	60%	40%
Total		\$ 9,621,551	\$ 4,622,543	\$ 1,546,937	\$ 3,452,070	47%	44%

**Operating Budget vs Operating Expense FYTD
Jan-20**

Budgeted Amount	Expenditures to Date	Remaining Amount	Percent Spent	Percent Remaining
\$ 22,546,002.00	\$ 10,992,759.45	\$ 11,124,685.00	35%	63%

BA1213
Funds Associated with Operating Expense
001- State General

Org Code	Program Title	Budgeted Amount	Expenditures to Date	Remaining Amount	Percent Spent	Percent Remaining
010	Instruction	\$ 9,401,417.00	\$ 4,549,800.45	\$ 4,851,617.00	48%	52%
040	Academic Support Services	\$ 1,856,688.00	\$ 1,051,741.00	\$ 804,947.00	57%	43%
060	Student Services	\$ 2,626,674.00	\$ 1,499,992.00	\$ 1,126,682.00	57%	43%
080	Institutional Support	\$ 2,635,076.00	\$ 1,503,447.00	\$ 1,131,629.00	57%	43%
090	Operation and Maintenance	\$ 157,111.00	\$ 93,247.00	\$ 63,564.00	59%	40%
Total		\$ 16,676,966.00	\$ 8,698,227.45	\$ 7,978,439.00	56%	44%

08A- Education legacy T Program Title	Budgeted Amount	Expenditures to Date	Remaining Amount	Percent Spent	Percent Remaining
060 Student Services	\$ 225,660.00	\$ 22,159.00	\$ 203,501.00	10%	90%
Total	\$ 225,660.00	\$ 22,159.00	\$ 203,501.00	10%	90%

149- Operating Fees Account	Budgeted Amount	Expenditures to Date	Remaining Amount	Percent Spent	Percent Remaining
010 Instruction	\$ 193,981.00	\$ 124,143.00	\$ 63,614.00	64%	33%
040 Academic Support Services	\$ 623,938.00	\$ 201,148.00	\$ 331,292.00	32%	53%
050 Libraries	\$ 1,082,794.00	\$ 468,775.00	\$ 614,019.00	43%	57%
060 Student Services	\$ 275,854.00	\$ 36,867.00	\$ 236,264.00	13%	86%
080 Institutional Support	\$ 894,748.00	\$ 332,702.00	\$ 427,625.00	37%	48%
090 Operation and Maintenance	\$ 2,572,061.00	\$ 1,108,738.00	\$ 1,269,931.00	43%	49%
Total	\$ 5,643,376.00	\$ 2,272,373.00	\$ 2,942,745.00	39%	54%

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 6 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, 2026 for the college president's annual contract renewal and approve the 2021 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			



**2020 Addendum to Presidential Contract
Between
Cascadia College District 30
and Dr. Eric W. Murray
January 20,2021**

On motion duly adopted by the Board of Trustees at an open public meeting on January 20, 2021, the Presidential Contract between Cascadia College District 30 and Dr. Eric W. Murray, dated June 1, 2010 ("Contract"), is hereby amended as set forth in this 2021 Contract Addendum.

II. Appointment

The second sentence of Article II of the Contract ("Appointment") is modified to read as follows: "This appointment shall run from July 1, 2018, through and including January 31, 2026 subject to extension as provided herein.

V. Salary

Article V of the Contract ("Salary") is modified to read: "The annual salary of the President shall be \$264,689.00, subject to whatever periodic increases may be provided by the Board during the term of this contract for exempt administrative staff."

The TERMS AND CONDITIONS of this appointment are hereby accepted by:

Roy Captain, Chair
Cascadia College Board of Trustees

Date

Dr. Eric W. Murray, President
Cascadia College

Date

**Approved as to Form:
AAG Alan Smith**

Cascadia College Board of Trustees

Action Items

Subject: Designated Agent for Emergency Funds

Justification:

The purpose of the attached document is to designate authorized representatives to obtain federal and/or State Emergency or Major Disaster Assistance funds.

Background:

These representatives are authorized to execute all contracts, certify completion of projects, request payments and prepare all required documents for funding requirements.

Action:

The Board of Trustees approve Marty Logan, Vice President for Administrative Services and Human Resources as the designated representative, and Meagan Walker, Vice President for College Relations and Advancement as the alternate to obtain federal and/or state emergency or disaster assistance funds on behalf of Cascadia College.

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: January 2021**

Dear Trustees:

As we start Winter Quarter, this is a summary of some EAB Fall Quarter highlights. We held 7 virtual events with 4 cross campus collaborations. We also had a solid student turnout for our 2 “take and make” events where 213 students participated. One of which was our end-of-quarter distress fest, led by our Health and Wellness Coordinator, Kasey Lee. Students were sent a stuffed animal kit as well as information about Cascadia’s resources, such as the Health and Wellness Resource Center (HaWRC). Cascadia Student Life was also successful in working to engage students through our various social media platforms. There were a total of 8 Instagram takeovers by EAB members and 4 Canvas discussions posts.

Right before the Thanksgiving break, EAB sent an open letter to faculty sharing various concerns about online learning on behalf of Cascadia students. Feedback was collected from students about their learning experience through a campus-wide survey, conversations with campus club leaders, and comments shared by students in the Student Life Canvas course. Faculty council responded to the letter, affirming the commitment of the Cascadia community to moving forward together during this tumultuous time and we are looking forward to continuing this discussion. The open letter and the faculty response is attached at the end of this report for reference.

Furthermore, there are some upcoming events planned for Winter Quarter. On January 21st, we will be having an Involvement Fair, led by our Clubs Coordinator, Rola Eltantawy. This is an opportunity for students to engage with clubs and organizations on campus. Each club will have a space to promote themselves and all students that attend will receive a prize. There will also be an event led by our Health and Wellness Coordinator, Kasey Lee. This will be a trivia event hosted through Kahoot, focusing on questions around sustainability, pollution, and climate change. The goal of this event is to bring attention to sustainability, one of Cascadia College’s core values.

Sincerely,
Angela Tang
EAB Advocacy Chair

November 2020 Open Letter to Faculty

Dear Cascadia Faculty,

We, the Events & Advocacy Board, as the voice of students, write to you during this time to share some reflections on the quarter. Spring quarter presented all of us with a sudden shift to remote learning, nonetheless, we persevered as a community. We experienced a Fall quarter full of unexpected challenges as we continue to navigate online classes during a pandemic, a turbulent political landscape, and an uprising against racism and police brutality.

While we are all adapting to a new way of learning and teaching that has tested the mental health and well-being of students, faculty and staff, this pandemic has continued to bring to light the inequities faced by students as we continue to learn from unequal (and sometimes inaccessible) environments.

Feedback was collected from students about their virtual learning experience through a campus pulse survey, conversations with Erin Blakeney, Dean for Student Success with Student Life and campus club leaders, and comments shared by students in the Student Life Canvas course. There were some common themes and in the hopes of improving the virtual experience for Winter Quarter, we want to share them and help look for possible opportunities for change.

We recognize that faculty have also been presented with many unforeseen challenges of remote teaching – some without much prior experience. Students have appreciated the empathy and flexibility many have shown.

In spite of this new experience being exceptionally challenging, some students have said it has increased their time management skills and required them to become more flexible.

With the hope of improving student success in Winter Quarter, we have compiled some key feedback from students on what they would like instructors to keep in mind and/or provide to support them for the remainder of the year to help make the most of their educational experience.

Asynchronous Classes

Some students appreciate the flexibility to set their own schedules to complete work and not worry about technology access at a certain time during the day, whereas others struggle with the sense of learning on their own rather than from an instructor or classmates. One phrase heard several times was, “I feel like I’m studying to pass, not studying to learn,” meaning the focus was on the short-term goals of the next paper, quiz or exam rather than on the long-term retention of information. Without personal interaction, it is hard to see the bigger picture or concepts.

In addition, students are asking for more clarification of what they should expect from asynchronous classes related to deadlines, learning and engagement. Not all students understand what it should be like since they can only compare it to what they experienced during in-person or synchronous classes.

Of specific concern are the STEM classes being taught asynchronously. Many students shared the complexity of the content makes it exceptionally difficult to understand in what is seemingly a self-guided course structure. If it is possible to revisit the completely asynchronous structure of these courses we think it would really improve student success within STEM.

Communication

Communication between faculty and students is critical, even more so when they can't walk up and ask a question after class, talk to a teacher in the hallway, or stop into an instructor's office. Some virtual office hours are available, but students shared that they are inconsistent and very limited. They also referenced long delays in hearing back from instructors about questions or concerns via email. Offering consistent, weekly open office hours would be extremely beneficial. As some instructors offer this, we continue to encourage all faculty to provide open office hours at a variety of dates and times. This will be more inclusive to students who have a difficult schedule to work around.

Students have also expressed concerns about the lack of transparency from their instructors regarding grading criteria and clarity of assignment expectations. In one instance, students spoke about discovering on Monday (immediately following an exam) 3 assignments due that week. If classes were in person would 3 assignments and an exam be expected within the same week?

If faculty would be willing to provide weekly announcements about those expectations for the week and assignments that need to be accomplished, students would appreciate this gesture greatly as it relieves some stress about missing a deadline. As previously mentioned, faculty and students are both working in difficult environments with many distractions and this minor addition would ensure faculty and students are on the same track to accomplish the same goal of student success.

Accommodations

Similar to faculty and staff, students are also working from home surrounded by distractions, family obligations and, p with technology/connectivity issues. Taking classes in general can be stressful for students, but this unfamiliar environment brings an entirely new set of barriers to overcome. While virtual classes have taken away the challenges related to transportation to campus and parking, poor/strained wifi signals, and power outages have made engagement and meeting deadlines exceptionally challenging, especially with limited or no public wifi solutions in some areas.

This is a time where it's especially important to be considerate of the work-life balance when giving assignments. If possible, releasing the class syllabus before the quarter starts (preferably a week prior) will give students the chance to plan out the assignment dates and provide a better understanding of how their quarter will look.

Even with these scheduled due dates, flexibility continues to be important. As students face internet issues or other challenges from being at home, please consider making exceptions if possible. If you notice an assignment hasn't been turned in, instead of jumping to penalize the student and close the opportunity for them, check-in with them. They are mentally and emotionally overwhelmed with what is happening in our world and local community.

Something else that was noted to be helpful was having consistent due dates. An example of this challenge is some asynchronous courses have a due date that seems to only be relevant for synchronous classes (i.e. Wednesdays at 2 PM), where a consistent deadline of 11:59 PM due time for all assignments would better ensure student success and reduce confusion and late assignments.

Teaching

Students *want* to be taught. In a time where interaction is limited to a video screen (which isn't even possible for asynchronous classes), students want to still feel connected to their instructors. With most courses, it's important to have some type of face-to-face time with students. While Khan Academy and YouTube videos are great additional resources, the majority of a class shouldn't be a redirection to these videos. Especially when coupled with limited office hour availability from instructors, this has been causing some students to feel the burden of having to teach themselves.

In the end, the goal is to support student success in classes and we know this has been a challenge for faculty and students. It's important to continuously look at what is working and what isn't. Together we can move forward and make improvements to better navigate during these unprecedented times.

Thank you for reviewing these concerns and considering some of the proposed solutions.

Sincerely,

Events & Advocacy Board
Angela Tang, Advocacy Chair
Dahlia Bergen, Programming Chair
Rola Eltantawy, Clubs Coordinator
Safa Jamal, Advocacy Coordinator
Angelina Offin, PR & Outreach Coordinator
Kasey Lee, Health & Wellness Coordinator
Nikky Nguyen, Social Issues & Inclusion Coordinator
Tori Chen, Arts & Entertainment Coordinator

Cascadia Community College Federation of Teachers Local 6191, AFT



*Report to the Board of Trustees
Cascadia Community College
Meeting Date: January 2021*

❖ **Winter quarter 2021**

CCCFT members are busy with the start of Winter quarter 2021. We continue to accept the challenges of creating meaningful and engaging learning experience for all our students under the ongoing pandemic conditions that faculty, staff, and students facing.

❖ **“High-Demand” Monies Bargaining**

We’re getting closer to an MOU that will govern the distribution of the “high-demand” monies; it is our intent to have that hammered out without delay so that eligible faculty can begin receiving their additional compensation as soon as possible.



Washington Public Employees Association

UFCW Local 365

Report to the Board of Trustees

Cascadia College

Meeting Date: January 2021

The WPEA stewards and administration are still in conversations about PPE and suspended operations during the remote world. We are asking that the Board of Trustees work with the administration to establish an action plan ASAP. As of 7:23 am on 1/13/2021 ~560,000 people across Washington were without power with Snohomish, King, and Pierce counties being the hardest hit. It was communicated that students, staff, and faculty were expected to attend or conduct business as usual as much as possible.

I put together some of the outage numbers that were most likely to affect students, staff, and faculty:

COUNTY	Approx. Number Served	Approx. Number Affected	% Affected
Whatcom	57,706	10,330	17.90%
Skagit	37,871	20,153	53.21%
Snohomish	154,993	85,103	54.90%
King	739,764	160,351	21.67%
Pierce	220,558	72,757	32.99%

Data collected at 9:01:00 AM 1/13/2021 from <https://poweroutage.us/area/state/washington>

Thank you,

Marah Selves, M.Ed, Administrative Services Manager