



March 10th, 2021

Dear Board of Trustees and Campus Community:

This month we take steps towards two of the most important functions of the Trustees: Budget and Tenure. We'll begin the budget season by reviewing timelines and information we know at this time. We'll begin the Tenure Review process by meeting with our two candidates this year. I enjoy this time of year in that we make important decisions about the future of our institution.

We are also making decisions about Fall and I will report more during the Board meeting. In summary, we are moving towards more in-person classes at a pace that seems reasonable, yet realistic of the changing dynamics. With so many unknowns, we want to provide the most stability possible for students, the institution, and the employees.

Beyond the important things on our agenda, it is spring time and I hope that instills a symbolic sense of hope in our community.

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

Campus

- ETeam Book Club
- DIA Planning Group
- Navigators Council
- Classified Co-Facilitator Meeting
- Monthly Foundation Meetings
- February All Employee Drop-in
- Coffee for 4 with new and classified staff
- Student Baking Event

Community / State

- Weekly WACTC President Meetings
- Bothell Chamber Board Meeting
- OneRedmond Board Meeting
- Joint Legislative Committee Meetings
- Redmond City Council 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 Executive Director of Equity & Inclusion, John Eklof:

E&I Townhall

The first E&I Townhall was a success. At its peak there were 60 participants. The Townhall explored accessibility, the disability rights movement, and how different aspects of identity intersect with ability. The next Townhall will occur in the spring. The topic is still being determined.

Affinity Groups

Two new employee Affinity Groups have started at Cascadia: the Asian Pacific Islander group and the Invisible Disability and Mental Health group. Affinity Groups are a critical piece to Cascadia's E&I work because they deepen the sense of belonging amongst employees and help spread awareness of these respective groups at the college.

Cascadia Scholars Program

The Cascadia Scholars Development Team has been working in building the foundational structures for the mentorship program. There are five subcommittees focused on different aspects of Cascadia Scholars:

1. Outreach and Recruitment
2. Funding
3. Structure Building/Program Development
4. Mentor Management
5. Curriculum

The subcommittees are working on their respective area of focus and will report out to the entire development team by the end of March on their progress.

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

2021-2022 Academic Schedule Development

Division Chairs and other faculty leaders are working closely with Deans and Executive Team members to plan a student-centered schedule for next academic year in spite of the unknowns and ever-shifting guidance. We're anticipating having more in-person options for students next year, and many look forward to being back in the classroom.

Student Financial Services Updates

- The **financial aid staff** has participated in four virtual high school nights for the Everett School District and may add in more events in the coming months.
- **CARES Funds:** Expending the balance of our first round of CARES funds to students who will enroll in spring quarter.
- **CARES II Funds:** Will begin to expend funds in spring quarter and allocate remaining funds to 2021-2022 academic year.
- **SNAP Extension of benefits:** Expands SNAP funds to students who have a zero dollar Expected Family Contribution (EFC) or are eligible for work study. We will be notifying students of this resource and how to apply if they meet these qualifications.
- **WA State Undocumented Student Relief:** The legislature recently approved this fund and grants are to be awarded to undocumented students and must be disbursed by June 30, 2021.

Student Advising & Support Services

- **Advising and Social Science faculty** hosted an information session where students could learn about career and degree options (February 25th).
- **Kris Panton (advisor)** hosted our first Running Start information Session of the year on February 25th and approximately 100 families attended over Zoom.

Workforce Education Services

- **Katie Rousso** participated in a multi-college outreach event on February 24th for dislocated workers. Over 350 participants attended the virtual event – Katie gave the welcome and hosted a breakout room for Cascadia after participants were given an explanation about Worker Retraining eligibility.
- **The Basic Food Employment Training (BFET)** program funded its first student pursuing an AIS (transfer) degree. Previously BFET could only fund students in Prof-Tech education programs but a rule change now allows us to fund SNAP/Food Assistance eligible students interested in transfer pathways.

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

Human Resources/Payroll

The HR Team facilitated the continued hiring processes for a Program Coordinator-Foundation Development, Fiscal Specialist 1 - Accounts Receivable and Director of Finance as well as started the work on the Director of Information Services search. This is in addition to hiring various important student and part time hourly positions, including a website marketing assistant encouraged by the Board of Trustees to help Outreach & Marketing focus on the essential work of increasing enrollment due to the lasting effects of COVID. We also have two new Associate Faculty hires for Spring quarter in high demand fields: Business/IT and Environmental Sciences.

In collaboration with the Office of Equity & inclusion, HR is continuing our “soft rollout” of the new Equity Advocate Hiring Program modeled after [Oregon State University's program](#) and have our first official Equity Advocate on the Director of Finance search. A HR Drop-In Session on what this new HR/E&I program is about and how to become involved is coming in April.

The Payroll Team managed the Annual Sick Leave Buyout Program this month. Since 1979, our state has had an Attendance Incentive Program for state employees. This statute allows for cash payment for a portion of their unused sick leave under specific conditions. Employees who opt to participate in the buyout will receive payment at 25% of the value of available leave. This year 56 out of 80 eligible employees opted into this program.

Information Services

February brought 339 new requests to the Information Services department, with 107 of them being from students. IS staff played a little catch up and resolved 349 requests (114 from students). Additionally, Information Services was able to complete the replacement of Cascadia's aging network firewalls. This project also included getting rid of some additional old routing technology that was limiting the campus's resources and replacing it with new switching equipment with redundancy. This project will help us to continue to protect campus data and resources from external threats and allow us to take advantage of more internet bandwidth. Thanks to Andrew Pederson for taking up this project and seeing it through to success.

Finance

Nothing new to report this month.

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

Communications/Outreach/Marketing



The team has been hard at work on the **Spring 2021 recruitment campaign**, utilizing all the information regarding Generation Z gleaned from the special session with Dr. Corey Seemiller. Gen Z students care that their work will make a positive difference in the world. The [What You Do Matters](#) campaign speaks strongly to this ideal with images and [videos](#) promoting relevant programs, services and opportunities available at Cascadia in a way that is current and relatable. The [Why Wait?](#) campaign for adult students suggests that there is no time like the present to pursue educational and career goals, and Cascadia is ready to serve them with classes and services offered virtually.

Through virtual office hours, high school visits, and college fairs the outreach team made 44 prospective student contacts. A new contact form was added to many pages on the website resulting in an increase in email inquiries, this month totaling more than 70.

Foundation

The Foundation Board Stage One strategic plan activities continue to make steady progress. The Board welcomed another member, Grete Schultz, who serves the community as a non-profit lawyer. Grete also served on last year's strategic planning task force.

Development Specialist hiring is underway; the first new position for the Foundation in some time. The Program Coordinator/Foundation Development Specialist will serve as donor database administrator and provide administrative support to the Director and Board. The Board is also growing capacity by investing in new technologies to make the scholarships program more efficient. Accounting system and donor management system improvements are also being made.

With the support of many college offices, promotion for the spring scholarships cycle continued. Far fewer applications have been received thus far than are generally received by the end of February. And as the pandemic puts pressure on students, Foundation is expanding promotional activities and preparing contingencies for extending the deadline and altering our selection process if necessary.

International Programs

International Programs (IP) staff are making efforts on student retention and recruitment for Fall Quarter 2021. Marketing strategies include waiving the \$50 application fee for new international students who apply and enroll in 2021, re-assessment of the department's website to make it more user friendly, and increasing our presence for online marketing. Normally, February and March have been a very busy recruitment season, so staff are attending fairs virtually. IP continues to stay abreast of the federal government's new announcements for immigration policies relevant to international students in order to advise students with the most accurate and up-to-date information.

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, March 17th 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, March 17th 2021

4:00 p.m.

ZOOM

AGENDA

1. Executive Session

The Board will meet in a 1 (one) hour 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
6. 34.05 RCW; and/or
7. 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 (5:00pm)

3. CONSENT AGENDA

- Meeting Agenda
- Minutes from our last meeting – February 17th, 2021

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:
 - Aaron Smith, Customer Service Specialist 3- Enrollment Services
- Promotions – E-Team members will share staff promotions with the board.

6. INFORMATION ITEMS

- Capital Projects Update

7. DISCUSSION/PRESENTATION ITEMS

- Strategic Plan Overview
- Finance Workshop, Budget Council

8. RECOMMENDED ACTION ITEMS

- None

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, April 21st 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
February 17th, 2021**

**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

Haley Green, Christopher Gildow, Becky Riopel, Lyn Eisenhour, Deann Holliday, Erin Blakeney, Donna Sullivan, Kristina Young, Erik Tingelstad, Aaron Smith, Minerva Butler, Kathy Brown, Tasha Walston.

1. CALL TO ORDER

Chair Roy Captain called the meeting to order at 4:03 PM

2. CONSENT AGENDA

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

3. PUBLIC COMMENTS

No public comments for the agenda.

4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:

- Kanchana Kularatne, Academic Advisor
- Anna Tran, Academic Advisor

5. INFORMATION ITEMS

Faculty Focus: MoPAN (Museum of Pandemic Culture)

The Museum of Pandemic Culture is a collaborative online gallery of artwork, research, and writing, originally conceived by Professor Tasha Walston as a response from Humanities students to the pandemic, but—as 2020 progressed—widened to include issues such as politics, economics, mental health, globalism, climate change, and racial justice that were also touching students' lives. 'MoPan' lives on in 2021, with new student work appearing every quarter from many disciplines in Cascadia's Humanities division.

- Student-Led
- Collaborative
- Focus on integrated learning
- Public facing
- Meaningful

Comments/Questions:

- Thank you so much for sharing
- What is the lifespan of MoPan?
 - As long as it is relevant we will still keep it around. As long as people still find it meaningful we will keep it.

Enrollment Update

- State-supported enrollment in Winter 2021 is down 20/7% compared to Winter 2020.
- College in the High School Enrollment in Winter 2021 is down 41.4% compared to Winter 2020.
- Projected almost a million dollars deficit. We could land at 1.3 million dollars down.
- We are looking like we won't need to dip into reserves with the additional stimulus money.

Comments/Questions:

- Marty can bring additional funding information
- With the stimulus money we have received
- This downward trend, we need to think of a way to creatively reverse it. Is there a game plan that you all are working on?
 - Meagan and Kerry talked about how to support students more to get more of them back in the seats.
 - We have tried to understand our service area more.
 - We are marketing more aggressively
 - Student learning is also looking at different programming options too to help build the interest.
- Faculty and Leadership has done amazing to improve technology. It is a challenge for those who need to physical experience too.

6. DISCUSSION/PRESENTATION ITEMS

Generation Z

In addition to the PowerPoint Presentation the following notes are below:

- Most diverse generation: 49% non-white, immigrant, gender fluid, religiously unaffiliated
- Making a difference is more important than making money
- Financially anxious
- Support and believe in a freelance economy: 53% of the 57 million freelancers are Generation Z
- They want to be the someone to solve the problem

6. DISCUSSION/PRESENTATION ITEMS (Continued):

Generation Z (Continued)

- They care about the environment and human rights
- Volunteerism is not about one time opportunities but more engagement in an experience

Social Entrepreneurship

- Nearly half Gen Zers plan to start their own business

Learning Preferences

- Demonstrated – “show me something”
- Video-based – prefer to watch videos that are relatable to life experiences
- Experiential – need to be actively doing
- Intrapersonal – prefer to learn independently
- Social – everyone around me is interested and determined

Comments/Questions:

- How do you reconcile that 83% prefer face to face communication? When they don't have the skills to conduct that communication?
 - It is tough, Gen Z
 - Face to face for transaction needs. They are choosing when they want to do it.
- They like to learn independently, is the system going to make the changes to help with this?
 - What does a structure of a class look like to accommodate this new generation? You will need to be able to interact with other people. Maybe choosing your own group rather than assigning them?
- Great Job Becky, we've learned a lot.

7. RECOMMENDED ACTION ITEMS

Cascadia College Mission Statement

“We are the community’s college. We deliver accessible, equitable and superior educational experiences to inspire every person to achieve their educational and career goals.”

Chair Roy Captain asked for approval of the Cascadia College Mission Statement. Trustee Dr. Colleen Ponto made a motion to approve the Cascadia College Mission Statement and Trustee Dr. Meghan Quint. All in favor, no abstains.

Comments/Questions:

- Leaps and bounds from the last mission statement, outstanding.
- It represents a purpose, we are looking to inspire students to improve the community.
- I love it!
- One of the feelings the committee had, was that this should be representative of everyone involved with Cascadia.
- This doesn't diminish our values, they are still there, but just presented differently.

Expressive Activities

Chair Roy Captain asked for approval of the Expressive Activities Policy. Vice Chair Mike Kelly made a motion to approve the Expressive Activities Policy and Trustee Dr. Meghan Quint second the motion. All in favor, no abstains.

Comments/Questions:

None

8. REPORTS

Cascadia Events & Advocacy Board (EAB): Angela Tang, Advocacy Board Chair was present and doesn't have anything to add to her report. EAB voted to suspend the S&A fee development process 2020-2021 allocation. We will collect them and review it in Fall quarter.

Cascadia Community College Federation of Teachers (CCCFT): David Shapiro, Tenured Founding Faculty was present and wanted to highlight the CCCFT bargaining team has agreed to extend the current contract for another year to June 30, 2022. We also have our MOU dispersant of our high-demand funds and is being voted on as we speak by the faculty membership. The vote closes on Monday, I would be surprised if it is ratified, we will be able to disperse that money this quarter and over the next few quarters.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Marah Selves, Administrative Services Manager was present and will hope to give an update at the next packet.

Chair and Individual Board Members Reports:

Nothing to report.

President's Report:

- As the risk management report comes about, we will bring it to the Board.
- Based on the conversation with Roy today, I have submitted my application to volunteer to be on the North Shore financial advisory committee.
- Tomorrow Eric will lead a cookie baking demonstration for the students.
- March and April, please have patience and space for Executive Sessions and Tenure coming up.
- Risk mitigation Agenda topic in April

9. OTHER BUSINESS/ANNOUNCEMENT

10. MEETING ADJOURNMENT

Chair Roy Captain adjourned the regular meeting at 5:29 PM

11. Minutes Approved and Adopted on March 17th, 2021

Roy Captain, Board Chair

Attest:

Dr. Eric Murray, President
Bdminutes021721

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:

Aaron Smith
Customer Service Specialist 3 – Enrollment Services

A Brief biography on Aaron 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

Aaron Smith – Customer Service Specialist 3 – Enrollment Services

In this position, Aaron will be a part of our Enrollment Services team, providing front desk service from Kodiak Corner to our wonderful student population.

Aaron comes to us with five years of experience in higher education, and has been employed in multiple roles during this time, most recently from North Seattle Community College. He shares a deep commitment to student services and has a passion towards helping others reach their academic and professional goals, as well as their personal ambitions. “I believe education to be a bedrock of civilization, and am proud to give back to such a lengthy and storied part of our identity as human beings.”

In his off-time, he enjoys social, artistic, and relaxing activities, ranging from spending time with his partner and numerous pets to exploring fantastic worlds through board, table-top, and roleplaying games. He also dedicates time to honing his skills as an artist and writer, when he is not reading books of numerous genres.

Cascadia College Board of Trustees

Information Items

Subject: Capital Projects Update

Justification:

To keep the trustees updated about our major capital projects

Background:

Overview:

This has been an extremely busy year for Cascadia in terms of capital projects and there are no signs the pace will slow over the next few years.

Completed Projects:

West Garage

The 600-stall project was completed on budget (\$30m state bond) and on schedule (August 2020). Because neither Cascadia nor UWB scheduled many in-person courses, we made the decision to keep the garage closed at this time. There is yet one unresolved issue in regards to lighting. Although the lighting was built to code and approved by the City of Bothell, neighbors have been upset that light from the garage spills into some of the adjacent homes and backyards. We have hired a lighting consultant to work with us to remediate the problem while still maintaining code compliance. The two institutions plan to repay the bond using parking revenues and garage reserves. The campus will not be at risk of non-payment as long as parking picks back up over next two years.



Looking at west toward garage from 110th Street behind CC3-Global Learning & Arts

Warehouse and Corp Yard

The project was completed in spring of 2021, and includes a two-story warehouse with storage, loading dock, mailroom, paint shop and recycling center All campus work vehicles and large

machinery is housed across the street from the warehouse in former surface parking lot. Cascadia is repaying UWB for its share of the \$5.74m project over 25-years at a fixed-rate using Minor Improvement funds allocated to Cascadia by the state.

Now Underway:

STEM 4

We have received the site permit and have applied for the foundation permit. The project is on target to break ground this summer to make way for a 3-1/2 story 82,000 GSF building that will house wet and dry chem labs, networking and computer labs, an integrated learning lab, general classrooms, faculty offices, student gathering and study spaces, and more. The project team has held a series of user workshops to collect feedback from instructors, students, and other stakeholders.

It has been fascinating to see the building start to take shape. Once the basic footprint was established, the next step was to lay out the interior spaces for labs, classrooms, restrooms, etc. The interior team worked with faculty, lab techs, and IT to discuss the details of each space down to specifics like type of tables and placement of podiums and screens. Likewise, they met with students and disability services to design the student work and gathering spaces. Simultaneously, another team worked on designing the building shell, landscapes, and hardscapes. The inspiration for the building exterior is the forest out of which STEM 4 will emerge.

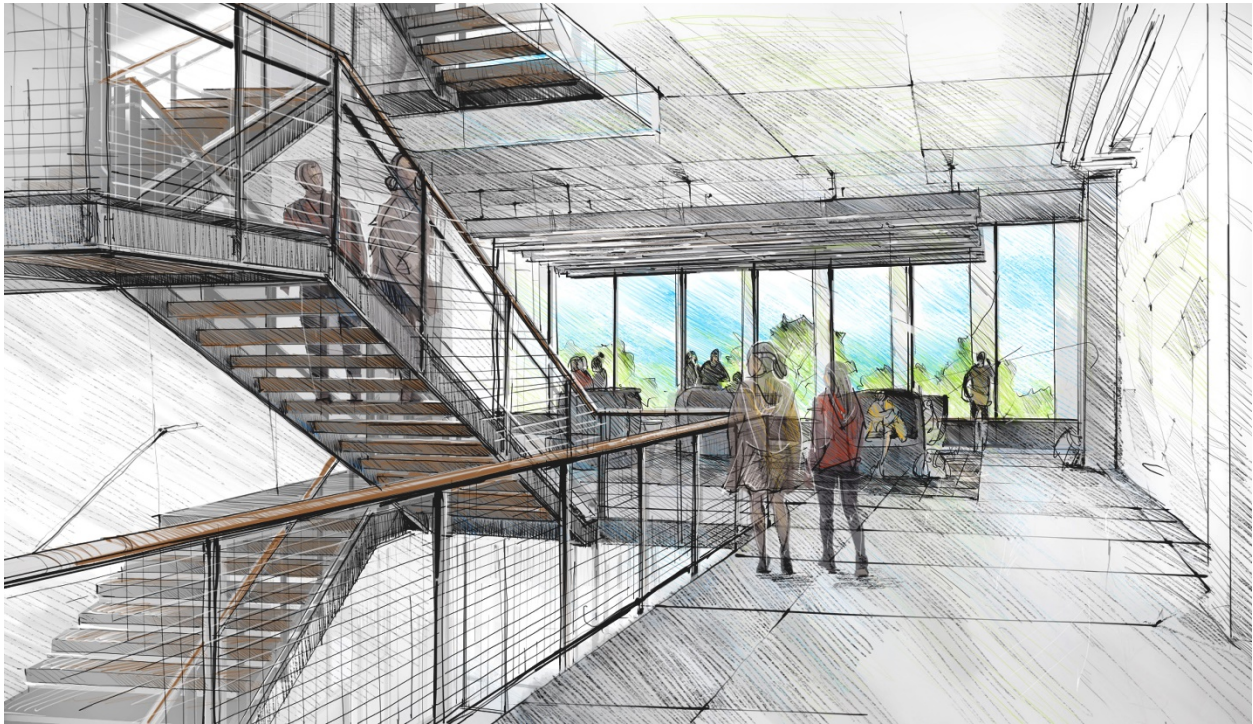
At this moment in time, the \$79.6m project (plus additional \$1.1m split by CC and UWB) is trending 2% over budget. This is not a surprise at this stage of the process, nor is it a daunting amount. We have a \$5m design/build contingency and \$1.3 owner contingency that is expected to cover any overages, and the team is very closely monitoring the contingencies. STEM 4 is aiming to be open to students beginning Fall of 2023.



Illustration of STEM 4 looking north from Crescent Path



Illustration of STEM 4 looking south from Crescent Path



Sketch of interior stairwell

Husky Village

While this is not a Cascadia project, this project has (positive) impacts for us. UWB will operate the ground lease for Husky Village, while a private company will develop and own the buildings. Having just received a go-ahead from the Board of Regents, the project is aiming to break ground this fall for what will become 1,000 student residences (700 dorms and 300 apartments)

700 student dormitories, student dining, and offices. Husky Village's three buildings will be centered around a quad, with a path that connects a bus stop on Beardslee (an adjacent project to be developed by the city and Sound Transit) to the main campus promenade. Cascadia students will be given the opportunity to rent dorms and apartments after they've been offered to UWB students. All students (and employees) will be able to take advantage of the food options. The construction will take place in two phases with the first building(s) opening in Winter 2023 and the final opening by Fall of 2024. Due to the overlapping timelines, we will need to synch construction activities and coordinate lay down areas.

Note: Husky Village and CC5 will share a storm water pond (as opposed to an underground cistern) to be located in the area between the sports field and the North Garage.

Anticipated Future:

CC5

Although it is not yet a done deal, present indications are that Cascadia will receive its pre-design funding for CC5 this summer. Currently referred to as Cascadia Gateway, the 61,600 GSF will sit on the stretch of grassy hill north of CC2 and will become the new hub for student services, plus classrooms and offices.

Note: Both the Husky Village development and CC5 have implications for our current transit station. We are working with all three transit agencies, the City of Bothell, the ST3 Team, and Washington Department of Transportation to develop short-, medium- and long-term solutions to maintain excellent service to our campus.

Discussion:

Meagan Walker, VP of External Relations and Planning will be available to answer any questions the Board may have on this topic.

Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: Cascadia Strategic Plan

Justification:

The Northwest Commission on College and Universities' (NWCCU) Standards for Accreditation supports the organization's mission to accredit institutions of higher education on a seven-year cycle by applying evidence-informed standards and processes to support continuous improvements and promote student achievement and success.

The NWCCU standards begin by requiring institutions to articulate their purpose through a mission statement and planning process that demonstrates fulfillment of that mission (see Appendix A: NWCCU Standard).

The Board of Trustees' role is to approve a college strategic plan.

Background:

Work on the new strategic plan began almost two years ago as work around Equity & Inclusion was planned and launched, followed by Guided Pathways. Strategic enrollment management work began shortly thereafter. These three domains of work became known as our strategic chapters. Early work was presented throughout the last year.

With the adoption of a new mission statement, the strategic work has been refocused to better represent mission fulfillment. The components and layout will be reviewed.

Accompanying documents:

- Presentation
- Strategic Plan

Discussion:

The Trustees are asked to review the proposed model for our strategic plan, evaluating it against the NWCCU rubric (Appendix B) for quality and alignment to the standards.

Kerry Levett, VPSLS, and Michael Horn, Director of Institutional Effectives, and leads for strategic domains (John Eklof, Lyn Eisenhour, Meagan Walker, and Erin Blakeney) will be available to respond to questions.

Appendix A: NWCCU Standard 1.B.
Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

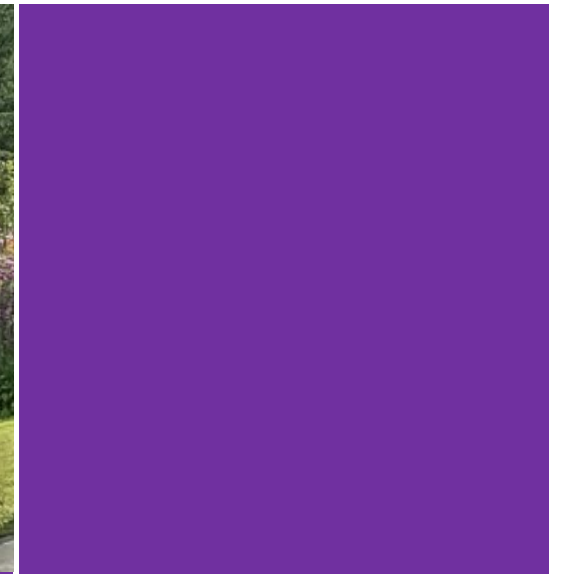
1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Appendix B: NWCCU Standard 1.B.2 Rubric

CRITERION	Initial	Emerging	Developed	Highly Developed
1.B.2. The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness	There is recognition of case need for quantitative and qualitative data, indicators, and analysis in planning and institutional effectiveness structures.	The institution has established core theme or mission fulfillment objectives, indicators, and goals. Standardized data are accessible at both unit and institutional levels. The institution uses applicable quantitative and qualitative data to improve effectiveness in some areas.	The institution assesses progress toward achieving its mission fulfillment objectives over time, using longitudinal data and analyses. Both standardized and program-specific data and performance measures are used to inform unit planning, program review, and institutional plans.	Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.

FULFILLING OUR MISSION

Master Edition (3.9.32)
Cascadia College
Strategic Plan Overview
2021



We are the community's college. We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals.

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Introduction: Our Mission and Identity and Identity

Our Mission

Like many community colleges Cascadia has a broad mission to serve our community defined by our service district. Our new strategic plan puts a focus on what matters most within that broad mission. This fall (2020) as a community we are exploring our mission to consider whether the current language resonates with what matters most. To some extent, we have spent the last two years identifying what matters most to us: the success of our students and employees, with a special emphasis on ensuring the success of systematically non-dominant* students and employees. This focus aligns with our long-standing values: *Cascadia College believes that every person's background, which includes identifiers such as ethnicity, gender, religion, sexual orientation, and ability, helps enrich the lives of others when an environment is conducive to the expression of that identity. It is our deep commitment to provide a space where diversity, equity, and inclusion thrives and leads to social justice, another important concept on our campus. Our culture seeks and supports diversity, equity, and inclusion. We firmly believe everyone's history contributes to the collective success of our community.* Further, our focus aligns with our supporting agencies, SBCTC, and the NWCCU.

We are the community's college. We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals.

College Outcomes

Our College outcomes guiding our strategic plan center all of us on what matters most:

- **Increase student success**
- **Increase student and employee diversity**
- **Increase equity outcomes for our students and employees**

Our College

Purposefully founded twenty years ago as a learning organization, Cascadia College aims to be a place where all stakeholders, from students to Trustees, are engaged in generative and adaptive learning. This current 20th milestone year challenges the College to embrace change while remaining grounded in our roots. Assessing mission fulfillment and institutional effectiveness is ingrained in every part of the College and the college truly aims to transform lives through our educational approach.

Overview of the Strategic Plan Components

Our three strategic outcomes are expressed through a set of objectives and initiatives designed to move the college forward to meet our outcomes. The components of the plan are detailed and defined below:

		PLANNED WORK			INTENDED RESULTS	
	Mission Outcome Alignment	Objective	Initiative, Activity, Program	Owner(s)	Performance Indicators	Measure: Long-Term Outcomes
Definition	<i>Identifies which of the three strategic outcomes this work addresses.</i>	<i>Objectives broadly capture what we want to accomplish.</i>	<i>A specific strategy or program that will deliver the intended result.¹</i>	<i>The Initiative Owner is responsible for coordination, communication, and ensuring results.</i>	<i>Key Performance indicators (KPIs) are used to understand how an Initiative is progressing.² These can be Outputs³, which are direct products of activities, and/or Formative⁴ process indicators.</i>	<i>The results, outcomes⁵ of the overall goal of the Objective.</i>
Example	<i>Increase equity outcomes for students</i>	<i>To close the equity gap for under-represented, historically marginalized (URHM) students in STEM programs.</i>	<i>Enhanced STEM training for faculty</i>	<i>STEM dean</i>	<i>Number of teachers who received STEM training</i>	<i>Percentage of URHM students who have completed a STEM-related program within 2 years, relative to systemically non-dominant students.</i>

¹ Strategic initiatives are the means through which an organization translates its goals and visions into action. Strategic Initiatives are not "business as usual," they are the few critical projects that are key to improving delivery on its mission.

² Key Performance Indicators (KPIs) are the indicators of progress toward the intended result. They help you understand the gap between current accomplishments and the ultimate goal. KPIs monitor progress and allow for making mid-course corrections when needed. These can be helpful for improving the program and for completing periodic quarterly or annual reports.

³ Outputs are the direct results of program activities. They are usually described in terms of the size and/or scope of the services and products delivered or produced by the program. They indicate if a program was delivered to the intended audiences at the intended "dose." A program output, for example, might be the number of classes taught, meetings held, or materials produced and distributed.

⁴ Formative indicators help you to improve your program, measuring program activities and leading indicators (precursors or predictors of future success). These indicators are used to answer questions: Are we reaching our target population? Are our participants satisfied with our program? Is the program being run efficiently?

⁵ Outcomes are specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities and which are often expressed at an individual level.

The Plan: 2021-2022

ACCESSIBLE

MISSION OUTCOME	OBJECTIVE	INITIATIVE, ACTIVITY, PROGRAM	OWNERS	PERFORMANCE INDICATORS	MEASURE: LONG-TERM OUTCOMES
1. Increase student success 2. Increase student diversity 3. Increase equity outcomes	Create student accessible curriculum	Complete initial mapping work	Guided Pathways Committee	1 st 15, 30, 45 credits Student registration	Decrease time to complete
		Collaborate with External Relations to design a web application that connects areas of interest with academic plans and maps	Guided Pathways Committee	1 st 15, 30, 45 credits Academic plan completions Student confidence	Decrease time to complete
1. Increase student success 2. Increase student diversity 3. Increase equity outcomes	Create a stronger student support network	Develop a plan for intrusive and culturally relevant advising	Guided Pathways Committee	Increase for systemically non-dominant students: Progression Rate Retention Rate	Increase completion
		Implement and market expanded BFET program	SEM	Increase in BFET program	Increase enrollment
		Implement CRM software to better communicate with prospective and current students	SEM	Increase in the conversion of prospective to enrolled students	Increase enrollment
		Implement CRM software to better communicate with prospective and current students	SEM	Increase in the conversion of prospective to enrolled students	Increased enrollment

EQUITABLE

MISSION OUTCOME	OBJECTIVE	INITIATIVE, ACTIVITY, PROGRAM	OWNERS	PERFORMANCE INDICATORS	MEASURE: LONG-TERM OUTCOMES
1. Diversify students and employees 2. Increase equity outcomes for students and employees	Create a sense of belonging and establish a support network	Launch the Cascadia Scholars Mentorship Program	Cascadia Scholars Development Team	1 st 15, 30, 45 credits	Increase retention and completion rates amongst systemically non-dominant students
		Establish employee affinity groups	EDEI, HR	Employee retention	Increase <ul style="list-style-type: none"> • Hiring • retention rates among systemically non-dominant employees
1. Diversify employees 2. Increase equity outcomes for employees	Ensure an equitable starting point for employees	Remodel the hiring process through an E&I lens	EDEI, HR	Employee demographics Employee year-by-year retention rates	Increase hiring and Retention of systemically non-dominant employees
		Implement the Equity Advocate program for hiring committees	EDEI, HR	Candidate demographics for semi-finalists and finalists	Increase hiring of systemically non-dominant employees
1. Increase equity outcomes for students and employees	Connect with Indigenous Community	Co-create a land acknowledgment with Indigenous Community	Land Acknowledgment Task Force, EDEI	Progression & retention rates	Increase <ul style="list-style-type: none"> • sense of belonging • Indigenous students and employees • Retention of Indigenous students & employees
1. Increase student success 2. Increase equity outcomes for students	Guarantee an equitable starting point for students	Conduct an English and Math placement and success data review	Guided Pathways Committee	Initial placement levels by placement source	<ul style="list-style-type: none"> • Completion rate of program level Math & English at 45 credits (disaggregated)
		Translate BEdA program materials into additional languages	SEM	Increase in BEdA enrollment	<ul style="list-style-type: none"> • Increased enrollment in BEdA

SUPERIOR EDUCATIONAL EXPERIENCES

MISSION OUTCOME	OBJECTIVE	INITIATIVE, ACTIVITY, PROGRAM	OWNERS	PERFORMANCE INDICATORS	MEASURE: LONG-TERM OUTCOMES
1. Increase student success 2. Increase equitable outcomes	Ensure Student Learning	Collaborate with assessment committee and VPSLS to ensure alignment of work	Guided Pathways Committee	NA	Increase: <ul style="list-style-type: none"> • Progression • Retention • Completion • SLO attainment
1. Increase student success 2. Increase equitable outcomes	Supporting Students toward Completion	Increase number of students receiving financial awards	SEM	Number of students receiving financial aid	Increase: <ul style="list-style-type: none"> • awards for all students • awards for systemically non-dominant students.
		Plan a series of advisor-faculty summits	Guided Pathways Committee	1 st 15, 30, 45 credits	Increase student referrals
		Develop a new Satisfactory Academic Progress policy to provide more support for students on academic probation.	SEM	Progression rate for students who earn a quarterly GPA of less than 2.0	Increased completion
		Deepen shared understanding of how faculty and advisors work with student interventions	Guided Pathways Committee	Progression Rate Retention Rate	Increased completion

Acronym Glossary

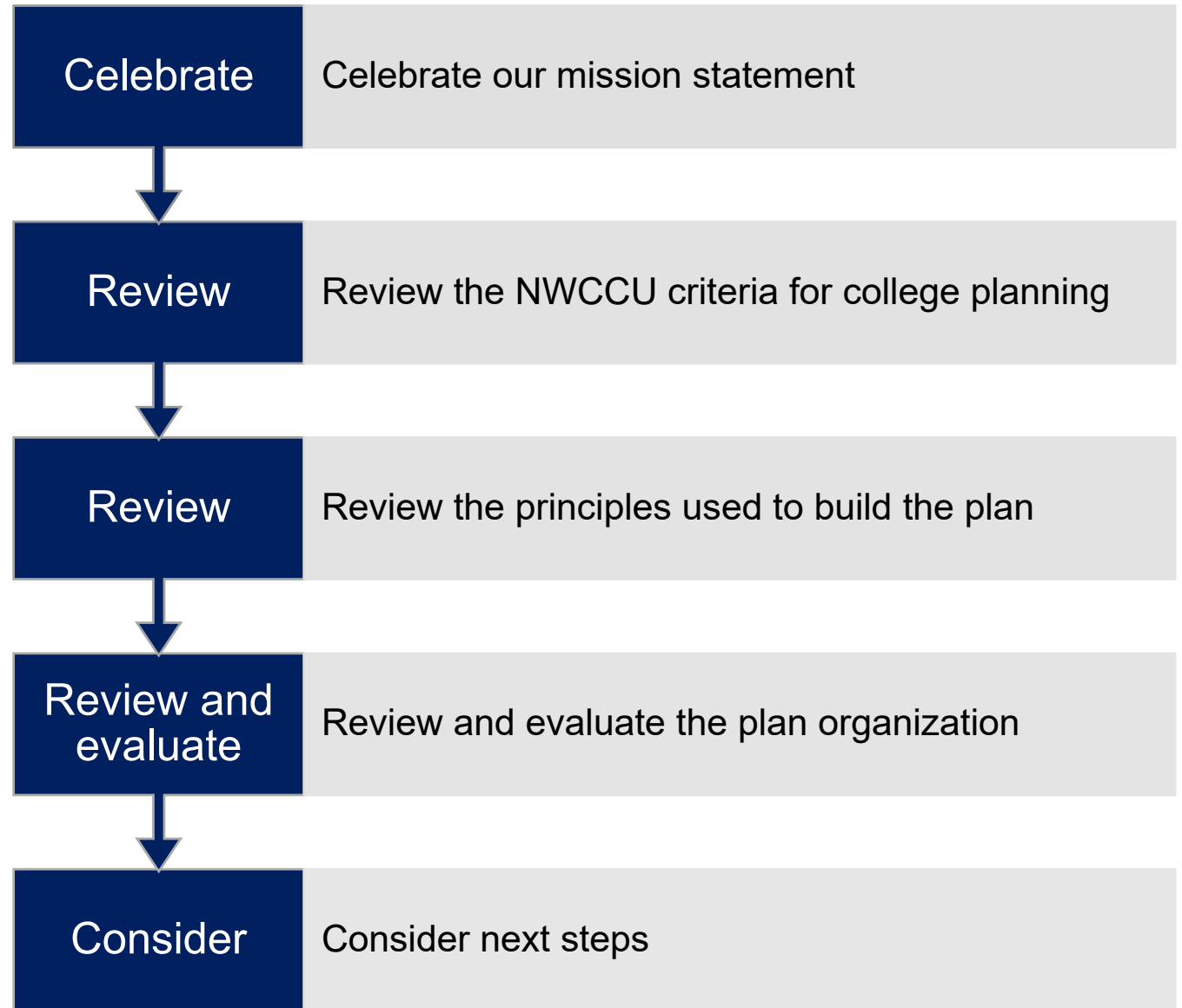
BEaA -Basic Education for Adults
BFET- [Basic Food Employment & Training Program](#)
EDED- Executive Director of Equity & Diversity
E&I Council – Equity and Inclusion Council
SEM – Strategic Enrollment Management
SLC – Student Learning Council
SLO – Student Learning Outcome
VPERP – Vice President for External Relations & Planning
VPSLS- Vice President for Student Learning and Success



Our journey toward mission fulfillment

Strategic Plan Update
Cascadia College
March 2021

Overview



Cascadia College's Mission Statement

**We are the community's college.
We deliver accessible, equitable,
and superior educational
experiences to inspire every
person to achieve their
educational and career goals.**



NWCCU's College Planning Criteria

Criteria to demonstrate Mission Fulfillment

The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.

Target

The institution assesses progress toward achieving its mission fulfillment objectives over time, using longitudinal data and analyses. Both standardized and program-specific data and performance measures are used to inform unit planning, program review, and institutional plans.

Aspiration

Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.

Guiding Principles for our Planning



Focus on what matters most for demonstrating mission fulfillment.



Accept that planning is a living process: The plan is evolving and will continue to evolve.



All of our work is important, not all of our work is strategic.

Our Strategic Plan Components



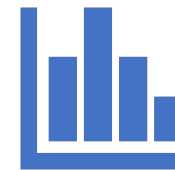
College Outcomes



Strategic objectives



Planned Work

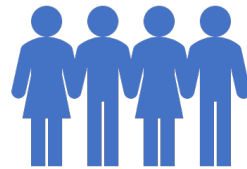


Intended Results

College Outcomes for Mission Fulfillment



Increase student success



Increase our diversity



Increase equity outcomes for our students and employees



Toward mission fulfillment

Focus on Mission Core

- Access
- Equity
- Superior Educational Experiences

Each Experience Phase Identifies Work

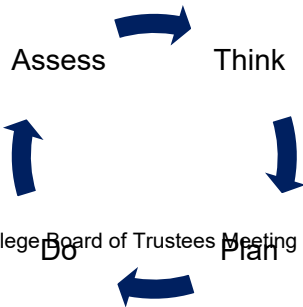
		Planned Work			Intended Results	
	Mission Outcome Alignment	Objective	Initiative, Activity, Program	Owner(s)	Performance Indicators	Measure: Long-Term Outcomes
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Sample Layout: Accessible

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		Plan a series of advisor-faculty summits	Guided Pathways Committee	1 st 15, 30, 45 credits	Increase student referrals

Next Steps

- Confirm funding for work to demonstrate resource alignment towards mission fulfillment.
- Complete our data network, starting with baseline data.
- Identifying regional and national peers.
- Codify an annual continuous improvement planning process:



Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Finance Workshop, Budget Council

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 we are providing a Budget Council update including the budget development timeline and the various categories of how budget decisions are being made at Cascadia.

Discussion:

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

BUDGET COUNCIL UPDATE

March 17, 2021

BUDGET SOURCES 101

- With our current state of continued mandated funding by the Legislature and multiple rounds of stimulus funding from the federal and local level, we have attempted to capture the various categories of how budget decisions are being made at Cascadia
- Information will be discussed at first budget council meeting, March 30, 2021

BUDGET SOURCES 101

Budget Sources 101						
Budget Type	Fund Source	Earmarked	Advisory Responsibility	Decision Making Authority	Examples	
Repair & Replace	Reserves	No	Budget Council --> Executive Team	President / BOT		
One Time Only Items *	Reserves	No	Budget Council --> Executive Team	President / BOT		
Yearly Operating Expenses *	State	No	Budget Council --> Executive Team	President / BOT		
Mandated Expenses	State	No	Executive Team	President / BOT		
High Demand Salaries	State	Yes	CCCFT/Administration (Bargaining Team)	President via MOU		
Stimulus (CARES, etc.)	Federal	Yes	Executive Team	President		
Guided Pathways	State	Yes	Guided Pathways steering-committee	VPSLS / President		
Capital Improvements	State	Yes	Facilities Director	VER&P / President		
	* These items should include expenses to further the Strategic Plan.					

BUDGET COUNCIL TIMELINE

DATE	PROCESS	BOT ACTIONS
March 11 through April 16	Develop and Post Campus Budget Requests	Presentation on Reserves & Repair/Replacment Plans APRIL BOT MEETING
	Comment and Feedback Period	
Tueaday, March 30	Budget Council Meeting #1	
Friday, April 16	Budget Requests Due	
Tuesday, May 4	Budget Council Meeting #2 Budget Request Presentation to Budget Council	Review 1) One-Time-Only Purchase Requests, 2) Repair & Replacement Requests, 3) 1st Draft of College Budget MAY BOT MEETING
Friday, May 28	Budget Council Meeting #3	
Wednesday, May16		Adoption of Budget by BOT JUNE BOT MEETING

ONE TIME ONLY EXPENSES

- Marketing
- Foundation Staffing
- Equity & Inclusion
- Repair & Replacement



**Cascadia Events & Advocacy Board (EAB)
Report to the Board of Trustees
Cascadia College
Meeting: March 2021**

Dear Trustees,

Near the end of Fall Quarter, EAB sent an open letter to faculty sharing various concerns about online learning on behalf of Cascadia students. Around the midpoint of Winter Quarter, a follow-up survey to this letter was sent out to students to receive further feedback on their academic experience. 31 responses were received through this survey which gave a variety of insights into the specific changes that students noticed in their learning experience. Some key themes in these student responses were about increased opportunities for collaboration in addition to professor flexibility. However, lack of motivation and stress are continuing challenges for students.

In an effort to encourage conversations about current events with students, a weekly Canvas discussion called "Let's Talk Series: Black Lives Matter" was started this quarter. Our Social Issues and Inclusion Coordinator, Nikky Nguyen, posted a weekly discussion to Canvas that focused on different topics from black owned businesses to bookshelf diversity. To encourage student participation, any student who contributed to the weekly discussions received a prize.

The Dessert with Dr. Murray event was extremely successful, with 24 students coming to the event. Students learned how to bake sugar cookies with Cascadia's president while he answered their questions. There was an overwhelmingly positive response from students who enjoyed meeting him and receiving his advice. The goal of this event was to foster a sense of community at Cascadia during a time where students may feel disconnected and was achieved.

For International Women's Day, we hosted a movie showing of *The Color Purple*. Students were given 48 hours to access the film and were able to discuss it with their peers on Discord and Canvas. EAB's addition of Discord into our social media platforms was an effort to encourage networking and connections in the Cascadia community. This instant messaging and digital distribution platform, gives students a casual space to chat with their peers. It will be student run, with EAB members moderating the conversations with the written community guidelines. For Spring Quarter, we hope to host events outside of the typical Zoom format in an effort to reduce the Zoom fatigue that has come with the online modality. These events will be more focused on hands-on events that students can complete in their own time. Advocacy work will also be a priority in our programming, with plans to start an Advocacy Question of the Week.

Sincerely,
Angela Tang
EAB Advocacy Chair

Cascadia Community College Federation of Teachers Local 6191, AFT



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

❖ “High Demand” MOU ratified

CCCFT members ratified the Memorandum of Understanding we negotiated with the College for the disbursement of the funds allocated by the Washington State Legislature in 2019 Senate Bill 2185 which appropriated \$20 million dollars (Cascadia’s share \$308, 014) for so-called “High Demand” program faculty salaries.

The vote was 47 in favor, 9 opposed.

Statement from David A. Shapiro
Founding Faculty, Philosophy, Cascadia College
President, Cascadia Community College Federation of Teachers

March 9, 2021

Dear Cascadia Board of Trustees and President Murray,

I would like to offer some thoughts to the Cascadia BOT, the campus community, and the Washington State Legislature about 2019 House Bill 2158, which appropriated \$20 million dollars for so-called “High Demand” program faculty salaries. The admirable aim of this legislation was to establish, to the extent possible, “salaries that are comparable to industry professionals, and no less than the average salary identified by the college and university professional association for human resources or a similar organization.”

Speaking personally, and as a member of the American Federation of Teachers Local 6191—The Cascadia Community College Federation of Teachers—I applaud the Washington State Legislature for a bill to increase faculty salaries, but at the same time, I would like to go on record as stating my unequivocal dismay at and rejection of the way in which this bill has singled out certain disciplines as being more valuable than others and which has resulted in some faculty at Cascadia (and around the state) receiving more money for doing the same job as their colleagues—a clear violation of the basic equitable principle of equal pay for equal work.

As a faculty union, we have just completed about a one-year long process of negotiating how Cascadia’s “high demand” funds are to be disbursed, in keeping with the legislative constraints of SB 2158. It is a great credit to Cascadia faculty (both who are eligible and not eligible to receive these funds), that we were able to do so with a minimum of divisiveness among our college community. But this does not mean that faculty—eligible and non-eligible—do not feel pain, frustration, and even anger at the way “high demand” funds have been required to be allocated.

The idea that some professions are “worth more” than others and that therefore, educators who teach in those professional areas deserve greater compensation, is not only misguided, patently false, and inconsistent with the day-to-day reality of higher education, it is also hurtful to faculty across the institution, and perhaps most importantly, disrespectful of students studying and learning in those undervalued fields.

The issue is particularly poignant as Cascadia, where one of our guiding principles and core values is integrated education. A student pursuing a degree at Cascadia, in whatever field of study they have chosen, will take classes in STEM fields as well as in the Humanities, Arts, and the Social Sciences. In many cases, they will take these classes together, in “Learning Communities” that combine STEM and non-STEM disciplines.

Therefore, to somehow contend that the STEM teaching component of this integrated education experience is “higher demand” than the learning which takes place via literature, philosophy, political science, history, sociology, fine art, foreign language, communication studies, psychology, and other non-STEM fields makes no sense whatsoever; to be honest, it’s entirely ludicrous.

A student who graduates with a degree from Cascadia has had the benefit of a holistic approach to learning, one which results in a well-rounded education, not just in technical skills, but in what it means to be a well-rounded human being in the complex society in which we live. And that entails a comprehensive curriculum that includes and equally values all the fields of study it comprises.

Additionally, there are practical considerations that make the allocation of funds specified by SB 2158 deeply problematic.

Most importantly, the effect of the bill will have consequences contrary to its main goal, which is to retain faculty.

To begin with, it's unlikely that the amount of money that the bill allocates to faculty in the "high demand" fields will, in fact, be sufficient to retain those faculty should they be looking outside of higher education for employment. Case in point: at Cascadia, eligible fulltime faculty will be receiving something on the order of a maximum of \$8000 additional compensation. Certainly nothing to sneeze at, but not nearly enough to make up the difference between what, for example, a college Information Technology teacher earns and what that same Information Technology teacher, should they go to work as a Systems Analyst at Amazon would earn. In fact, there's an argument to make that the entire \$300K dollars that Cascadia received from SB 2158 should be given to just one faculty member in Information Technology; then, they, at least, would be making a comparable salary to their peers in industry.

Consequently, if more money is supposed to be the main reason that a faculty member in one of the eligible fields isn't leaving higher education to go work in industry, then the additional salary that faculty member will receive as a result of SB 2158 will be woefully inadequate to keep them.

Further, SB 2158 will almost certainly result in faculty who are not eligible to receive funds leaving higher education. The bill not only fails to retain these faculty, it will drive them to find jobs outside academia, jobs that will pay them, contrary to the assumptions of SB 2158, significantly higher salaries than they earn as college teachers.

Point being: the reason that faculty in higher education have gone into higher education isn't primarily money; it's the passion for our subject matter and for sharing this subject matter with students in ways that enhance their lives as learners. Compensation matters, of course, but it matters above all for the message it communicates. And if that message is that some disciplines matter less than others, the effect is deeply damaging to the entire project of higher education, for faculty and students alike.

Finally, it's important to note that the funding model embedded in SB 2158 is consistent with a broader devaluation of the Humanities, Social Sciences, and the Arts, in general, which is demoralizing and dehumanizing for any number of reasons. Perhaps above all is that the great technical achievements made possible through the STEM disciplines—for example, telecommunications, vaccines, space travel—are empty without the humanizing collaboration of their non-technical counterparts.

As my own STEM colleague, Dr. Chris Byrne, asked so insightfully, "What good is building communication devices if we don't know how to communicate? What's the point of medical

breakthroughs if we don't understand how to live a life worth living? Why explore distant planets if we aren't able to create a just and equitable society here on planet Earth?"

We must find a way to equally value all academic disciplines because we are all part of a greater good, each of us contributing in our own vital way.

Consistent with this is a much smaller, but perhaps more practical point. Leaders of the very industries considered "high demand" by SB 2158—notably computer science and medical technology, seen as the ongoing economic drivers of our region—consistently say that what they are really looking for in new graduates are so-called "soft skills," the very sort of collaborative, critical thinking, and creative mindset fostered best by the study of the disciplines not eligible for HB 2158 funding. The irony here would be humorous were it not so devastating.

With all of this in mind, I would like to conclude by saying, that as a founding faculty, a union member, in my role as President of the Cascadia Community College Federation of Teachers, as a citizen of the state of Washington, as a professional educator with over two decades of teaching in higher education, a philosopher, a humanist, and someone who cares deeply about my colleagues and above all the students whom we serve, I appeal to the Washington State Legislature as a whole, and especially the legislators who sponsored and supported SB 2158, as well as our College President Eric Murray and our Cascadia Board of Trustees for whatever influence you may have, to please reconsider the constraints on the allocation of SB 2158 "high demand funds" going forward.

Should the monies in 2019 SB 2158 be continuing beyond fiscal year 2020-21, I implore you, with all my heart, to remove the current constraints and make this funding available to all faculty, in all disciplines. For the good of students, faculty, and higher education as a whole, it's the only fair, equitable, practical, and *human* course to take.

Thank you,

David A. Shapiro
Founding Faculty, Philosophy, Cascadia College
President, Cascadia Community College Federation of Teachers



Washington Public Employees Association

UFCW Local 365

Report to the Board of Trustees

Cascadia College

Meeting Date: March 2021

WPEA has ratified their 2021-2023 contract! Major updates include updates to that added remote and telework language, including a remote policy to be in place by December 31, 2021. Additionally, there was added language to include PPE as a tool/equipment to be provided by the employers, and updated language to gender neutral terms. Contract was voted on by members and ratified to take effect July 1, 2021

Thank you,

Marah Selves, M.Ed, Administrative Services Manager