



September 16th 2020

Dear Board of Trustees and Campus Community:

This has been the most unique start of a Fall Quarter I think I have ever experienced in my career. We are working through COVID-related themes, racial and social justice themes, an economy that is not thriving, and some of the worst wild fires in 100 years.

In the grand scheme of things, it may seem that the world is not in order. If you'll allow me to share, I'd like to repeat a story I heard today at a Chamber of Commerce Luncheon. This story comes from the mom of two Cascadia students (one graduated) and a local business owner. During our pre-meeting chat she found out I was on the Zoom call. In front of the assembled business owners, she let me know that her son was a Running Start student last year and is a high school senior this year. She further let me know that he decided to go full time with Running Start this year. He let his mom know that Cascadia's transition to online learning seemed seamless, that the faculty handled it well, and that Cascadia's educational environment was far better than the high school environment at the moment. Needless to say, I was the proud President of a college that has done extraordinary work to make the best of our COVID environment.

Summer plans progressed well on all fronts. These last weeks before classes start are a mad scramble to get last minute details in order. And while there may be some hiccups, I venture to say that we are far ahead of many sister institutions in our preparedness.

In addition to COVID preparations, we moved forward many other areas of the college as you heard about last week at your retreat. Financially we're ready, we've done good marketing, our enrollment is picking up, and we have put huge efforts into our equity and inclusion work. We have had numerous faculty and staff work groups, strategic planning has continued, and ctcLink work continued to move painfully forward.

This month, given your recent status report from the executive team, there are no division reports in this letter. The campus community will hear about the State of the College on September 21, two days before your Board meeting. We'll provide supplemental reports from each of the divisions at the Board meeting.

Looking forward to seeing you in our first regular meeting of the year.

Meet and Greet

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

Campus

- ETeam Mini Retreats
- Bi-Weekly ETeam Drop-in Conversations
- Special BOT Meeting
- Special BOT Retreat
- Classified Co-Facilitator Meeting
- Foundation Year-End Board Meeting
- Concluded ETeam Book Club
- Navigators

Community / State

- WACTC Retreat
- Weekly WACTC President Meetings
- ACT Board Retreat
- SBCTC Retreat
- Bothell Chamber Board Meeting
- Northshore School District Superintendent Meeting

UWB

- Chancellor & President Monthly Meeting
- Campus Safety Meeting
- Sync up Meetings

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 INTERNSHIP

The Office of Equity & Inclusion has partnered with UW Seattle's School of Education to bring four undergraduate students to serve as interns for the Office of E&I. The interns will focus primarily on project development regarding the Cascadia Scholars Program, E&I resource hub, and institutionalizing a land acknowledgement for the college. Each intern brings a unique set of skills and experiences that will help advance Cascadia's E&I goals.

INDIGENOUS PEOPLE'S DAY

The Center for Culture, Inclusion, and Community will be hosting an Indigenous People's Day event on October 13th. The event will focus on the impact of COVID-19 on Native communities, decolonizing autonomy and community organizing, and the intersection of Potlatch knowledge with modern economics and politics.

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

THE LEARNING TECHNOLOGIES AND DESIGN TEAM: Anne Tuominen, Brandy Long, and Caroline Pew continued to provide outstanding professional development opportunities for faculty wishing to improve their skills in teaching remotely. After providing hundreds of individual consultations and group workshops in the spring, the team offered a Design Camp (for online course design), STEM teaching modules (offered in collaboration with the Math and Natural Science division chairs), pre-fall drop-in sessions, and more.

GUIDED PATHWAYS: Several work teams met over the summer. The Curriculum Pathways work group developed a program map template, and the Onboarding group analyzed the student onboarding experience (from outreach through College 101) to identify areas of improvement. The User Experience team is set to start collecting student feedback on terminology. The Guided Pathways co-leads also identified our top three priorities for the year, which have been submitted to SBCTC and are also being embedded in the college's Strategic Plan:

- Develop our core maps
- Identify the technology we need for dynamic mapping and integrated student support
- Develop a comprehensive onboarding plan for students to choose their meta major and program of study and to engage in career exploration

NATIONAL RECOGNITION: Political Sciences Faculty Erin Richards receives the [2020 APSA Community College Faculty Award](#). Erin also serves as the [Faculty Chair for Social Science](#). Congratulations Erin, this is well earned recognition.

OER (OPEN EDUCATIONAL RESOURCE) DEVELOPMENT: Several math faculty worked over the summer to adopt OER (Open Educational Resource) course materials instead of a traditional (and expensive) college textbook for Cascadia's Calculus math sequence of MATH&151, MATH&152 and MATH&163. The savings to our students will be approximately 75K annually. Kudos to Steve Yramategui, Julie Buktenica, Srividhya Venkatraman, Cindy Bea, Tinia Hansen and Megan Luce for making this happen.

STUDENT FINANCIAL SERVICES was able to award all summer quarter students eligible for financial aid in our new ctcLink system. The ctcLink system continues to push the staff to think outside the box about the processes that existed so clearly in Legacy. They are continuing to learn more and more about the system and are revising procedures so that they work with PeopleSoft and continue to serve students well. They have been busy processing student awards, learning the new system, and responding to student emails and meeting with students during virtual zoom drop in sessions.

DSS completed a CAS Standard Review earlier in the summer (CAS is the Council for the Advancement of Standards in Higher Education). The process began with DSS staff conducting a self-evaluation of the department followed by a visit from a representative of Lake Washington Technical College to conduct a separate evaluation. The two evaluations were compared to determine strengths and areas of improvement. Overall DSS obtained a lot of positive feedback. Areas of improvement included replenishing equipment (i.e. ergonomic chairs, auxiliary aids) and building a plan to measure the effectiveness of services offered. An action plan was built based from the information gathered and it will guide DSS as we head into the new academic year.

STUDENT LEADERS: Thirteen students participated in student leader training with the Student Life staff. The students are looking forward to planning events and other engagement opportunities for students to feel connected to Cascadia whether on campus or remote.

THE ENROLLMENT SERVICES AND STUDENT ADVISING staff have been extremely busy over the summer months helping students with course selection and getting registered for classes. They have had about 200 phone calls/emails per day, four of zoom room virtual drop in sessions each day, four virtual CORE (orientation) sessions each week, while also doing individual student virtual appointments. They have also been learning and teaching students how to use our ctcLink system.

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

HUMAN RESOURCES/PAYROLL

No new updates this month due to vacations. HR and Payroll continue to troubleshoot ctcLink issues and are working closely with SBCTC to resolve those issues.

PROFESSIONAL DEVELOPMENT

In aligning with the current events in the US and the world, a series of overwhelm and trauma informed workshops will be offered to the campus community. In addition, campus affinity groups are encouraged to increase employee retention, promote an inclusive work environment, increase employee satisfaction and morale, foster learning and development, and provide support. Affinity Groups are voluntary associations of people who have common interests such as shared identity, characteristics, or life experiences. Affinity Groups are intended as a space for people to come together to experience a kind of connection that supports their well-being in the workplace, and that

gives them space to dialogue, learn, be in community, process campus and community situations, and propose actions that would create a more positive, inclusive, and equitable campus culture.

INFORMATION SERVICES

Information Services is preparing for equipment pick-ups for fall quarter with multiple pick-up days and times scheduled to accommodate student schedules. IS is also working hard to put supports in place for faculty and students during fall quarter for both in person classes and remote learning.

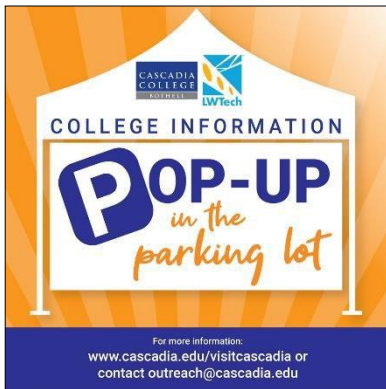
FINANCE

Finance has successfully loaded the new budget into the ctcLink system and continues to gain ground lost during the ctcLink conversion and year end closing.

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

OUTREACH/COMMUNICATIONS

The webpage [Cascadia Coronavirus](#) was reconfigured to provide a more succinct page flow and to include the Re-entry Plan. A new page was created for [Readiness](#), to welcome students, employees and visitors back to campus and providing them with information such as parking, face covering requirements, and health attestations.



The Outreach team are working to meet department goals despite the challenges presented by the current public health environment.

Three college information parking lot pop-ups with Lake Washington Institute of Technology. Cascadia has partnered with the 5-Star group plus Skagit Valley College to complete five virtual fairs this fall, with the first fair scheduled for Tuesday, September 15. An online video presentation was created for the Fall Counselor event typically held in person.

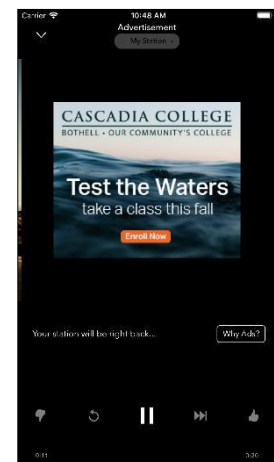
“Connect with Cascadia” videos are resulting in a more substantial online presence. Featuring Program Coordinators who are themselves either current or former Cascadia students speaking earnestly with viewers, the posts provide information on topics such as Getting Started, Self-Care, and Synchronous versus Asynchronous classes.

MARKETING

The “Career Reboot” campaign for Professional/Technical programs was completed resulting in over half a million impressions on Facebook and over 200,000 unique visitors to the college’s website.

The “Test the Waters” campaign targeting gap year and displaced adult learners is running on Pandora while Google, Facebook and Instagram ads ask potential students to consider Cascadia as they analyze their future and/or as the alternative to gap year travel plans that have been put on hold.

Geeta Sadashivan (Cascadia Faculty) is pursuing her love of design, and this summer joined the External Relations team to learn the graphic and web design efforts for Cascadia. Her contributions were so valuable that she was recently contracted to continue collaborating on the Annual Report to the Community.



INTERNATIONAL PROGRAMS

International Programs hosted kayaking and trail walking by Bothell Landing as outdoor Summer Quarter activities for international students. Approximately thirty-five students, staff and faculty attended while practicing social distancing. IP staff are preparing to welcome new international students virtually and support both academic and technological needs as their academic journey begins remotely. Marketing staff are scheduling participation in multiple virtual fairs to meet prospective students this fall. Cascadia's application for recertification for the SEVIS system was recently approved by the Department of Homeland Security. This recertification allows us to continue enrolling international students at Cascadia.

FOUNDATION

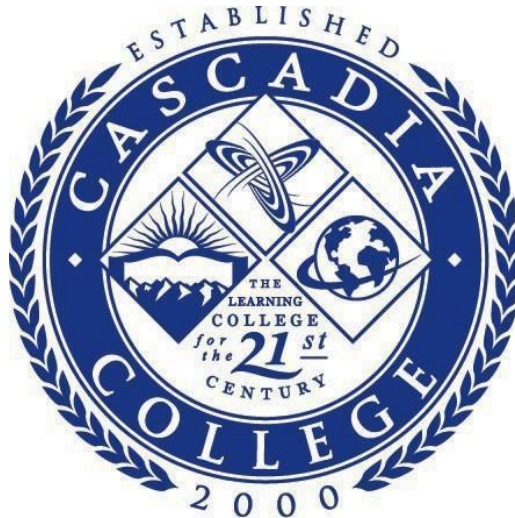
2019-2020 was another solid, but modest, year with continued gains in program output. Financial pressure on students from the COVID-19 crisis, resulted in a spike in Aroha Emergency grants. Spring quarter represented 75% of all emergency grants awarded last year. By year end, awards totaled more than three times the amount of the previous year. Plans for scholarships was exceeded as well. The impacts of COVID-19 are being addressed as strategic planning continues.

Steady progress was made on strategic planning over spring and summer. The Strategic Planning Task Force identified the qualities, skills, experience, and connections a larger and more engaged board would need to be successful. At the Foundation Board's year-end meeting, key goals for each phase of a five-year plan were agreed upon and a work plan for the rest of this year was finalized.

Continuing the theme of "Belonging at Cascadia," this year's Annual Report to the Community will feature some of the college's amazing faculty, celebrate the Eva Gordon bequest, and introduce the college community to a few scholarship recipients. This year's edition will be an important tool for the foundation as Dr. Murray and the Foundation Board begin recruiting new board members.

Respectively submitted,

Eric



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

Regular Meeting
Wednesday, September 23rd 2020
4:00 p.m.

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

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

**Wednesday, September 23rd 2020
4:00 p.m.
ZOOM**

AGENDA

1. CALL TO ORDER (4:00pm)

2. CONSENT AGENDA

- Meeting Agenda
- Minutes from our last meeting – June 17th 2020

3. 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.

4. NEW EMPLOYEES/PROMOTIONS

- Introduction of New Employees/Promotions:
 - Kristina Kellerman, Temp Full-Time Faculty English Language Program (ELP)
 - Madison Collins, Director of the Activities & Recreation Center at Cascadia/UW Bothell
- Promotions – E-Team members will share staff promotions with the board.
 - No promotions to discuss
- Introduction of new EAB members – (BR)
 - Advocacy Chair – Angela Tang
 - Programming Chair – Dahlia Bergen
 - Clubs Coordinator – Rola Eltantawy
 - Advocacy Coordinator – Safa Jamal
 - PR & Outreach Coordinator – Angelina Offin
 - Social Issues & Inclusion Coordinator – Nikky Nguyen
 - Arts & Entertainment Coordinator – Tori Chen
 - Health & Sustainability Coordinator – Kasey Lee

5. INFORMATION ITEMS

- Zoom Platform – (EM)

6. DISCUSSION/PRESENTATION ITEMS

- Monthly Finance Report – (ML)
- Strategic Plan – (KL)
- ctCLink Update – (ML)

7. RECOMMENDED ACTION ITEMS

- 2020-2021 Election of BOT Chair and Vice Chair (1st Read/Action) –(EM)
- 2020-2021 Legislative Action Committee BOT Rep (1st Read/Action) –(EM)
- STEM 4 (1st Read/Action) – (MW)
- Title IX (1st Read/Action) – (ML)
- Expressive Activities (2nd Read)

8. 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

9. OTHER BUSINESS OR ANNOUNCEMENTS

10. NEXT MEETING

- Next regularly scheduled Board meeting is Wednesday, October 21st 2020

The facilities for this meeting are free of mobility barriers. Interpreters for hearing-impaired individuals and taped information for visually impaired individuals will be provided upon request when adequate notice is given.

**Minutes
Regular Meeting
Cascadia College Board of Trustees
June 17th, 2020**

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

BOARD OF TRUSTEES

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

EXECUTIVE STAFF

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

Alan Smith (AAG) present.

Lily Allen (recorder) present.

AREA REPRESENTATIVES

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

Student Representative – Aarushi Sahai, EAB Advocacy Chair present.

WPEA Representative – Marah Selves, Administrative Services Manager present.

AUDIENCE

Donna Sullivan, Erik Tinglestad, Erin Blakeney, Kristina Young, Lyn Eisenhour, Erika Miller, David Berner, Michael Horn, Erica Almeda, Azizeh Farajallah, Seraphine Shen-Miller, Deann Holliday, Lyn Eisenhour, Becky Riopel, Kris Harrell, Abi Shimono, Cameron Carpenter, Charles Sapien, Chris Byrne, Dianne Fruit, Gene Taylor, Maiko Luckow, Huda Sarhan, Jacqueline Webb, Jeff Stephens, Joanna Muir, Julia Williams, Katherine Horine, Kim Jones, Laura Hedel, Martin Nunez, Natalie Serianni, Peggy Harbol, Rachel Webb, Robyn Ferret, Rosa Pielle, Ryan Higgins, Shawn Miller, Tasha Walston, Teya Viola,

1. CALL TO ORDER

Chair Roy Captain called the meeting to order at 4:00pm

2. CONSENT AGENDA

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

3. PUBLIC COMMENTS

Public Comments are attached as appendix: I

4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:

- Introduction of New Employees/Promotions:
 - No new employees to introduce.

5. INFORMATION ITEMS

Operational Update

- COVID
 - The decision for fall was made to be mostly remote. We are following state health guidelines for opening what we can.
 - Facilities and Instructional plans are continually being worked on and updated each day to continue this process.
 - Due to the evolving nature of universities and K-12 schools for fall, we have begun two efforts:
 - High Schools and Cascadia are working to offer special info sessions regarding Cascadia being their school for the “gap year” if they don’t want to immediately go off to university. At the High Schools’ recommendations, we are focusing on at-risk students who might drop out permanently without on-going encouragement to continue.
 - We are working with Lake Washington School District to increase Running Start options for those students who may not be able to meet graduation requirements due to the new modality.
 - We continue to monitor financial responsibilities and impacts.
- CTCLINK
 - You’ll have read in the cover letter some of the details.
 - As a high level summary, we have launched. This does not mean the intense work is done however.
 - We are working to determine how we will manage after our Project Manager’s contract comes to an end this month.
- EQUITY
 - Our equity and inclusion plan is more important than ever. We need to continue the short and long term efforts to make Cascadia a more equitable and inclusive place.
 - We must also continue to close the achievement gap and be better than the national average.
 - George Floyd’s killing had a major effect this month on the campus.

Comments/Questions:

No questions or comments.

Cascadia/UWB Joint STEM 4 Capital Project

- In early 2020, after identifying the project architect, we moved into the planning phase. It was a period of intensive meetings with various stakeholders including faculty, deans, leadership and students from Cascadia and UW Bothell to understand:
 - how faculty uses classrooms and labs deliver curriculum,
 - what works and what doesn’t work in our existing classrooms and labs,
 - what academic programs, offices, etc. we want to locate in the new building,
 - what portion of the space will be shared between the two institutions and what portion, will be dedicated,
 - and much more.
- We have a total project budget of \$79.4 million and were targeting a 100,000 gross square foot building. In the time between when the project costs were estimated and now, a few factors arose which are causing the project team to revisit the targets. First, the targets were estimated based on construction costs increasing at a rate of 3% per year. Against all odds, construction costs have been rising more than 5% and we no one knows how this will persist. Second, this project will be held to new LEED standard requirements which are more

costly than the ones they replaced. Third, the City of Bothell is requiring a transportation impact fee which is assessed every time we begin a project. This fee, however, was not assessed when UW Bothell built Discovery Hall because it was considered an add-on building. The city has decided to assess for both projects now, totaling \$1,100 x 1,000 student FTEs. In light of the reduction of GSF, the project team is revisiting our student FTE estimates.

- While it is possible that the construction costs could decrease before we break ground, we have decided to pursue a reduction of gross square footage. Each institution has agreed to identify how to reduce 6,000 gross square feet. For Cascadia that means not relocating our two physics labs as initially planned, cutting back on the number of standard classrooms, and reducing some of the office space. This moves our target to approximately 81,000 gross square feet.
- The project team agreed it would be better to reduce the square footage than to build to maximum size and end up with an inferior project. Cascadia will gain eight labs and seven classroom, plus faculty offices, student break-out areas, and common areas.
- Additionally, we are revising our timeline for building occupancy to August of 2023 since the size of construction crews allowed on site is smaller than usual and the city's permitting process is longer than usual due to COVID.

Comments/Questions:

Could you explain why the costs have suddenly gone up?

The standard now are higher to get LEED for the building. We also don't know what to expect with COVID requirements. We have fewer people on the job site so the project can't move as quickly.

Summer Marketing Campaigns

- Two campaigns are going right now one for transfer degrees and one at professional technical programs.
- Our digital footprint has to reach further now. So, we took measures to build more engagement with our current base and increase our audience.
- On social media, we've increased our use of animation/videos. Studies show that more people are encouraged to stay and engage, and you should produce more than 70% of your content in those mediums. In addition, we've been tracking and adjusting our post times. More people are interacting with social media early in the morning (before work/school/parenting) and late afternoon/evenings.
- We're continuing to like/share partnering organizations (IP, Student Life, Sustainability, UWB entities), and doing more tagging in our posts to encourage our partners to share/engage with our content. We are very active on the digital front.
- "Come out of Hibernation Video"
- Engagement increased by 56% (Instagram) & 66% (Twitter). Impression on Facebook has increased over 100%.
- Who are the prospective student we're focusing on right now?
 - General audience – something that could speak to any individual right now, that might spark the fire to get/continue with their education.
 - iHeart Media is being used to focus on the general audience and digital reach with email marketing, banner displays and streaming audio ads.
 - Graduating high school seniors – who we typically focus on, but now, more than ever, have to find creative ways to connect with.
 - We're partnering with LW Tech (who has unique offerings, and can potentially help us broaden our reach) to do three college pop-ups over the summer, and potentially keep these going in early September (weather/COVID provided). Drive-in style presentation, texting Q&A, and grab & go materials.

- Gap year seniors – higher percentage of this group due to COVID-19 and anxiety of continuing studies online... how do we encourage them to semi-gap?
 - Students originally scheduled to start the University in the Fall are deciding to postpone due to a remote learning environment and cancelation of all things truly social, truly college experience. So, we will focus on this group by trying to hone in on their needs...
- Out-of-work adults – definitely a significant population right now. According to the WA Employment Security Department, as of April, King County reported 14.9% unemployment and 15.4% for the state. How do we get this group to find an alternative or change paths?
 - Similar to the general audience, but we promote workforce grants as well.

Comments/Questions:

Kudos to Sara and her presentation. Good luck with the implementation of these initiatives.

6. DISCUSSION/PRESENTATION ITEMS

- Strategic Plan Timeline
 - The evaluation team recommends that Cascadia College use an ongoing and systematic evaluation and planning process to inform decision making and resource allocation, toward improving institutional effectiveness and achieving mission fulfillment.
 - Cascadia College needs to develop an action plan later this month to meet this recommendation within the timeframe set by the NWCCU.
 - As such, the Institutional Effectiveness Council (IEC) at Cascadia has been charged with:
 - monitoring progress toward mission fulfillment through an evidence based approach,
 - coordinating strategic planning implementation, required accountability reporting,
 - providing decision support, and
 - supporting ongoing connections between unit planning and institutional planning.
 - The IEC plans to focus on four primary tasks:
 - 1. Creating a cohesive master strategic plan with the three emerging chapters: Enrollment Management, Equity and Inclusion, and Student Achievement.
 - 2. Planning for a college-wide review of the College's mission.
 - 3. Identifying college-wide indicators of mission fulfillment.
 - 4. Constructing a clear process for operationalizing

Comments/Questions:

No questions or comments.

7. RECOMMENDED ACTION ITEMS

Tenure Resolutions

Chair Roy Captain asked for approval of the Tenure Resolutions. Trustee Mike Kelly made a motion to approve the Tenure Resolutions and Vice Chair Janet McDaniel seconded the motion. All in favor, no abstains.

Comments/Questions:

No comments or questions.

ctcLink Resolution

Chair Roy Captain asked for approval of the ctcLink Resolutions contingent on consultation with the Attorney General's Office. Trustee Mike Kelly made a motion to approve the ctcLink Resolutions contingent on consultation with the Attorney General's Office and Vice Chair Janet McDaniel seconded the motion. All in favor, no abstains. *

**see 2020-2021 College Budget (2nd Read & Action) below.*

Comments/Questions:

No Comments or questions.

General Conduct Code

Chair Roy Captain asked for approval of the General Conduct Code. Vice Chair Janet McDaniel made a motion to approve the General Conduct Code and Trustee Mike Kelly seconded the motion. All in favor, no abstains.

Comments/Questions:

Will we need to approve this general conduct code every year?

No it is not an annual approval.

2019-2020 Board Self-Assessment Process

Chair Roy Captain asked for approval of the 2019-2020 Board Self-Assessment Process. Vice Chair Janet McDaniel made a motion to approve the 2019-2020 Board Self-Assessment Process and Trustee Dr. Colleen Ponto seconded the motion. All in favor, no abstains.

Comments/Questions:

No Comments or questions.

E-Learning Fee

Chair Roy Captain asked for approval of the E-Learning Fees for 2020-2021. Vice Chair Janet McDaniel made a motion to approve the E-Learning Fees for 2020-2021 and Trustee Mike Kelly seconded the motion. All in favor, no abstains.

Comments/Questions:

Why are we making a decision for 2021?

We had to make the decision for Fall 2020 early in between Board meetings. We spoke to Roy and agreed to waive the E-Learning fee for fall, but need to reinstate that for winter and Spring.

2020-2021 College Budget (2nd Read & Action)

Chair Roy Captain asked for approval of the 2020-2021 College Budget with \$30,000 earmarked awaiting review and approval from the AG office for ctcLink Resolutions. Trustee Mike Kelly made a motion to approve the 2020-2021 College Budget with \$30,000 earmarked awaiting review and approval from the AG office for ctcLink Resolutions and Trustee Dr. Colleen Ponto second the motion. All in favor, no abstains.

Comments/Questions:

No Comments or questions.

2020-2021 Board of Trustees Meeting Calendar (1st Read/Action)

Chair Roy Captain asked for approval of the 2020-2021 Board of Trustees Meeting Calendar. Vice Chair Janet McDaniel made a motion to approve the 2020-2021 Board of Trustees Meeting Calendar and Trustee Dr. Colleen Ponto seconded the motion. All in favor, no abstains.

Comments/Questions:

No Comments or questions.

8. REPORTS

Cascadia Events & Advocacy Board (EAB): Advocacy Board Chair Aarushi Sahai was present and student echo the sentiments earlier. I hope I speak on behalf of the students of Cascadia College that we will move towards a more inclusive and equitable community.

Cascadia Community College Federation of Teachers (CCCFT): David Shapiro, Tenured Founding Faculty was present and wanted to read his statement into the minutes:

"I am primarily, as a member of the Cascadia Community College Federation of Teachers (CCCFT), in my professional life, an educator. But, I am also a citizen of a country in which systemic racism is endemic, in which Black people are subject to killing by the very police forces that are meant to protect them, and in which the deep social inequities fostered by our nation's "original sin" of slavery persist to this day.

Because of this, my heart, like those of so many of my fellow CCCFT colleagues, is heavy, and my back is bowed by the burden of carrying on in these incredibly trying times.

But in spite of this, I, like my colleagues, continue to show up every day for my students, doing my best to provide meaningful and relevant educational experiences even under conditions occasioned by the Covid-19 pandemic that are far different from what I am used to and far more challenging for maintaining the delicate and precious relationship among students and teachers that we have long been able to foster in the classroom.

And like most of my colleagues, I am also, in unprecedented ways, being called on to support my students emotionally, as they deal with their own experience of living in a country whose dark underbelly of racism and injustice has been revealed so starkly by the murders of George Floyd, Ahmaud Aubery, Breonna Taylor, not to mention, in our own backyard, Charleena Lyles, Manuel Ellis, and John T. Williams. As are all my CCCFT colleagues, I am committed fully to offering this support; it can be overwhelming at times to do so, but it's a small price to pay for the inspiration I receive from students as a witness to their courage, dedication, and willingness to carry on in spite of challenges greater than I have ever experienced.

In that light, I want to remind the Board of Trustees, President Murray, and the Executive Team— as the College faces and address the many challenges before us precipitated by the Covid-19 pandemic and its attendant budget shortfalls—who we are all here for. Every single student in all of our classes is, in their own way, overcoming what few, if any of us, have had to overcome in our own educational careers. We therefore owe them our own very best efforts, and the fullest measure of support in terms of funding and resources for all of us who have the privilege of being their teachers."

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Administrative Services Manager, Marah Selves was present and wanted to add that she mimics all of the thoughts that were shared by her colleague's today.

Chair and Individual Board Members Reports:

Oh behalf of myself and the board members thank you for your comments they were sincere heartfelt and we really appreciate you sharing that with us today.

President's Report:

No additional comments.

9. OTHER BUSINESS/ANNOUNCEMENT

10. MEETING ADJOURNMENT

Recess Chair Roy Captain adjourned the regular meeting at 6:14 PM

11. Minutes Approved and Adopted on June 17th, 2020

Roy Captain, Board Chair

Attest:

Dr. Eric Murray, President

Bdminutes061720

Appendix: I Public Comments BOT Minutes 6-17-2020

Katie Rousso, Kris Harrell, Ryan Higgins, Huda Sarhan combined their time to speak to have 8:46 of silence.

Julia Williams

"I grew up in a small farming area in rural Lewis County Washington. My mom was white, my dad a proud Mexican/native man. I attended a small school, my graduating class was 71 students. It was engrained in the fiber of my youth, that to be successful you needed to be a white man. I experienced my dad being marginalized for the color of his skin. I learned about unions at a young age because his union was the only reason he wasn't treated worse than he already was. They provided a small buffer. As a brown girl who has questioned authority from birth, I bucked that idea that I would ever allow anyone to treat me that way. I was determined to be successful. But in the naivety of my youth I didn't catch the subtleties that were white washing me. I was forbid to learn Spanish. I was taught to speak like a white man. I learned that if I pretended to be white, my lighter skin would allow people to accept me as white. Media told me that being blonde meant you were beautiful. I was told that I could be an exotic beauty, like an animal. All my teen experiences told me that standing strong would only put a target on me. So I bent with the weight. I embodied resilience. I enunciated all my words, pretended that I knew what white people ate. Tried to pretend I understood their experiences. And it worked. I was praised for my resilience and 'strength'.

I excelled through academics at school but I always felt a gaping hole in my identity. It took me 30 years of life before I was able to face this atrocity. I am not 36 years old. Speaking to you as a broken Hispanic Hopi woman.

You might be wondering why I would share this with you. How does this apply to today's agenda. Let me explain. I often get the board agenda and pass it by. Not giving much thought to what occurs in these meetings. But as David Shapiro wrote in his address from CCCFT, "...my heart... is heavy, and my back is bowed by the burden of carrying on in these incredibly trying times." And when I opened the PDF on the first page were 4 words. Placed and the end of the agenda: And George Floyd's murder. Let me say that again: And George Floyd's murder.

I read through the rest of the 58 pages that are the board packet. There are literally 3 mentions of Floyd's murder. One in the bullet points of agenda, one in a one sentence update from outreach**, and one in a well written comment from CCCFT***.*

To simply say that "George Floyd's killing had a major effect this month on the campus." Is not enough. BIPOC are forced into invisibility. Marginalized. Beaten. Killed. Written out of policies. 4 words on a board packet is not enough. It is indicative of the approach I feel society and Cascadia has taken. Very much a 'when we have time to focus on this' sort of approach. I'll tell you now, there will never 'be enough time', we must make time. We must prioritize this. It's abundantly clear per the board packet, that Cascadia is not making the time. I will no longer be silent on this issue. I am white passing. I walk through life with that privilege and burden. But I refuse to continue to be invisible as an indigenous woman. As a Latina.

I expect Cascadia to take the wakeup call. George Floyd's death is one tragedy in hundreds of years of oppression. We are here to say enough. Remember how I said I was praised for my resilience? Let me tell you about resilience. Resilience is born of pain, struggle, work, resilience is a callous. Oppressed, marginalized, demonized groups are resilient. Not by choice, but by necessity. Our callouses all look different. But those who look at us and say, "Wow, I wish I were more resilient" they are coming from a place of privilege. It is a privilege to not HAVE to be resilient.

Appendix: I Public Comments BOT Minutes 6-17-2020

I have been employed by Cascadia for more than 6 years. There has been some notable advances in Diversity and Inclusion. We have taken some major steps forward. My concern is that we do not address the steps that have been taken backwards. Or the major racist pot holes in the path. We cannot just ignore those. Those are the very thing that erodes away at the vehicle of change. If they continue to be ignored we may never arrive at a fair, equitable, inclusive and diverse college community.

What is campus doing right now for BIPOC's? Putting up a banner on the front page. Ok, cool. This is not enough. A colleague put it best when they said. We must have a "massive rise in empathy, compassion, sensitivity, and trauma stewardship. The need is for BIPOC voices to be amplified and put into leadership positions. The need is for overhaul of systems to dismantle the white supremacy within those systems."

We can no longer cater to those 'who are uncomfortable talking about racism', we can no longer allow people to 'opt out' of E&I trainings, we can no longer disregard the voices of our BIPOCs, we can no longer prioritize protecting the beliefs of white supremacy, the racist ideologies, the anti-lgbtqi+. These things are toxic. They are killing people. If we do not take action to eliminate racism, implicit bias, microaggressions, white fragility, anti-black culture, anti-lgbtqi+, trans phobia then we are no better than the police officer who violently choked out George Floyd, a slow vicious suffocation of all BIPOCs who work for and attend Cascadia College.

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." -Audre Lorde

If we don't have E&I focused leaders, we won't have E&I focused teams. My ask is for Cascadia to step it up. Stop the slow suffocation. Open your eyes to the pain and hurt that we feel. Demand change. If your rebuttal to me is 'we have to operate within the guidelines of fill in the blank' Then it is on us to change those too. Racism, sexism, classism, heterosexism, homophobia these are all institutionalizations. Institutions built them. Institutions must tear them down. Cascadia is an institution. Cascadia must tear them down.

Talk is cheap. This is a call to action. WHAT ARE WE DOING AS A COLLEGE? Why do we have a VP of E&I and a whole council, but I would not know that by looking online? Why are we not giving them EVERY BIT OF POSSIBLE SUPPORT to incite change? Why on our board packet are there so few words of recognition about the pain and weight being felt by our students, staff, and faculty? Why, because we are made to be invisible.

These things must be rectified; we will no longer be silent. We will no longer be invisible. Black Lives Matter.

- *Gender neutral bathrooms*
- *outreach to communities of color*
- *advertisement towards enrollment in English as a Second language*
- *advertisement for enrollment in adult basic education*
- *documents in multiple languages*
- *publicly visible speech against the atrocities*
- *mandatory supervisor trainings about E&I*
- *regularly scheduled re-evaluation of processes through and E&I lens*
- *Staff toolbox for E&I*
- *clearly communicated resources for staff students, and faculty of color*
- *use your pronouns*
- *use they/them pronouns to avoid mis-gendering people*

****EQUITY***

- *Our equity and inclusion plan is more important than ever. We need to continue the short*
- Cascadia College Board of Trustees Meeting 9-23-2020

Appendix: I Public Comments BOT Minutes 6-17-2020

- We must also continue to close the achievement gap and be better than the national average.
- George Floyd's killing had a major effect this month on the campus.

***To support Cascadia's students and community members of color, the homepage banner and social media content were updated to reflect Cascadia's values regarding equity and social justice. Resources were also added to the Diversity, Equity, & Inclusion webpage.*

****And like most of my colleagues, I am also, in unprecedented ways, being called on to support my students emotionally, as they deal with their own experience of living in a country whose dark underbelly of racism and injustice has been revealed so starkly by the murders of George Floyd, Ahmaud Aubery, Breonna Taylor, not to mention, in our own backyard, Charleena Lyles, Manuel Ellis, and John T. Williams."*

Kris Harrell

ERIC GARNER - JOHN CRAWFORD III - MICHAEL BROWN - EZELL FORD
DANTE PARKER - MICHELLE CUSSEAU - LAQUAN MCDONALD - GEORGE MANN
TANISHA ANDERSON - AKAI GURLEY - TAMIR RICE - RUMAIN BRISBON - JERAME REID
MATTHEW AJIBADE - FRANK SMART - NATASHA MCKENNA - TONY ROBINSON - ANTHONY HILL
MYA HALL - PHILLIP WHITE - ERIC HARRIS - WALTER SCOTT - WILLIAM CHAPMAN II
ALEXIA CHRISTIAN - BRENDON GLENN - VICTOR MANUEL LAROSA - JONATHAN SANDERS
FREDDIE GRAY - JOSEPH MANN - SALVADO ELLSWOOD - SANDRA BLAND
ALBERT JOSEPH DAVIS - DARRIUS STEWART - BILLY RAY DAVIS - SAMUEL DUBOSE
MICHAEL SABBIE - BRIAN KEITH DAY - CHRISTIAN TAYLOR - TROY ROBINSON
ASSHAMS PHAROAH MANLEY - FELIX KUMI - KEITH HARRISON MCLEOD - JUNIOR PROSPER
LAMONTEZ JONES - PATERSON BROWN - DOMINIC HUTCHINSON - ANTHONY ASHFORD
ALONZO SMITH - TYREE CRAWFORD - INDIA KAGER - LA'VANTE BIGGS
MICHAEL LEE MARSHALL - JAMAR CLARK - RICHARD PERKINS - NATHANIEL HARRIS PICKETT
BENNI LEE TIGNOR - MIGUEL ESPINAL - MICHAEL NOEL - KEVIN MATTHEWS - BETTIE JONES
QUINTONIO LEGRIER - KEITH CHILDRESS JR. - JANET WILSON - RANDY NELSON
ANTRONIE SCOTT - WENDELL CELESTINE - DAVID JOSEPH - CALIN ROQUEMORE - DYZHAWN
PERKINS - CHRISTOPHER DAVIS - MARCO LOUD - PETER GAINES - TORREY ROBINSON - DARIUS
ROBINSON - KEVIN HICKS - MARY TRUXILLO - DEMARCUS SEMER - WILLIE TILLMAN
TERRILL THOMAS - SYLVILLE SMITH - ALTON STERLING - PHILANDO CASTILE - TERENCE
CRUTCHER - PAUL O'NEAL - ALTERIA WOODS - JORDAN EDWARDS - AARON BAILEY
RONELL FOSTER - STEPHON CLARK - ANTWON ROSE II - BOTHAM JEAN
PAMELA TURNER - DOMINIQUE CLAYTON - ATATIANA JEFFERSON - CHRISTOPHER WHITFIELD
CHRISTOPHER MCCORVEY - ERIC REASON - MICHAEL LORENZO DEAN - BREONNA TAYLOR
G E O R G E F L O Y D

Fidely Navarro-Lopez

3 minutes of silence.

Cameron Carpenter

Shared his personal thoughts and journey with race.

Abby Lowrie

Thrive and survive. Use your privilege and power to make a difference in the world and the campus community.

Appendix: I Public Comments BOT Minutes 6-17-2020

Charles Sapien

Board of Trustees, President Murray, Executive Team members and other guests, hello and thank you for your time and attention. My name is Charles Sapien and I work as a Fiscal Specialist for Student Financials in the Finance Office. I am also transgender and non-binary. My pronouns are he/him/his.

Since I began to work at Cascadia in September of 2018, I've been involved across campus on projects to make Cascadia a more inclusive place for the LGBT community. This includes signage for single stall gender-neutral restrooms, preferred name and pronoun training for HR, and most recently getting the State Board to prioritize, accelerate, and implement a fix to ctcLink so that an employee's preferred name is visible rather than their legal name. I have done this in the few spare moments I can get away from being heavily engaged not only in my regular job, but also from serving as the Subject Matter Expert for Student Financials in the ctcLink migration. This is a topic I care deeply about because it affects me every day.

Since George Floyd's murder, I have pushed even harder for intersectionality in Cascadia's values, messaging, and actions. June is Pride Month and I would highly encourage everyone to read the Pride Letter, which was written by Tasha Walston, one of our English faculty. This year the Pride Letter includes many links for further learning about the Stonewall Riots which brought the LGBT rights movement to the national stage. This year, Marsha P. Johnson, a black transwoman, and Storme Delarvenie, a black butch lesbian, were finally mentioned by name, an important step in fighting the whitewashing of our history.

There is still more which needs to be done for Cascadia to live up to its stated values of diversity, equity, and inclusion. This is why I am in the process of creating an employee affinity group which will discuss themes around gender identity and presentation. But one person cannot do it alone. The college must make time for its employees and students to educate themselves around racial injustice, LGBT rights, accessibility issues, and police brutality. Centuries of oppression cannot be learned, understood, and countered in just the spare moments.

This Friday is Juneteenth, the observation and celebration of the emancipation of the remaining slaves in the previously Confederate Texas on June 19th 1865. On June 6th of this year, Governor Inslee issued a proclamation declaring June 19th as Juneteenth, and urged all Washington State residents to familiarize themselves with the significance of the history of this day to the American people, not only for the importance of the act, but also for the values of freedom, equality, and opportunity, among other, which it inspires.

Cascadia should honor Juneteenth by providing its employees and students with the time and materials to think critically about the modern day in context of America's history and to discuss as a college how we choose to uphold our values of diversity, equity, and inclusion. I'm asking you to make the E&I plan and the E&I budget a priority and to expand the E&I "person" into the E&I department. Thank you.

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:

Instruction

Kristina Kellerman, Temp Full-Time Faculty English Language Program (ELP)

Activities & Recreation Center

Madison Collins, Director of the Activities & Recreation Center at Cascadia/UW Bothell

Brief biographies on Kristina and Madison are attached.

Promotions:

There are no staff promotions to share with the Board.

Discussion:

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

New Employee Bio

Kristina Kellerman, Full-Time Temporary Faculty, English Language Program

Kristina Kellermann begins the year in a new Temporary Full-Time Faculty role in the English Language Program (ELP). Kristina has taught at Cascadia College since 2012 and has taught ESL and College 101 in addition to teaching in the ELP. Within the ELP, she has taught classes in grammar, reading, writing, and speaking/listening at a variety of levels, in addition to leading projects and work groups and serving on college-wide committees. Kristina has also taught English language learners at the International University of Japan, University of Washington, and ELS English Language Centers.

New Employee Bio

Madison Collins, Director of the Activities & Recreation Center at Cascadia/UW Bothell

Madison Collins is the new Director of the Activities & Recreation Center at Cascadia/UW Bothell. She came most recently from Seattle University serving as the Associate Director of University Recreation in addition to serving as the Interim Director. Madison is a triple alumna from Seattle University earning a Bachelor's degree in Psychology in 2009, a Master's degree in Sports Administration and Leadership in 2011, and a Graduate Certificate in Public Administration in 2019. Prior to her professional experiences at SU, Madison served as an Assistant Coach for the Boise State Women's Soccer team, and held administrative and leadership positions with the YMCA.

Cascadia College Board of Trustees
Information Items

Subject: Zoom Platform

Justification:

To continue conversations from the BOT retreat on 9-9-2020.

Background:

What plans does Cascadia have if Zoom is no longer available or is “down” for a significant amount of time? Dr. Murray will update the Board on contingency plans.

- Skype was moved to Microsoft Teams and has the capability to hold video meetings.
- CANVAS has capabilities to host video meetings.
- The college will move to “inclement weather” mode.

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Monthly Finance Report

Justification:

To ensure financial transparency with the Board of Trustees.

Background:

Regular updates are provided to the Board to keep the governing body up to date on the Colleges' budget/finances.

Discussion:

End of FY20 financials will be presented. Martin Logan, VP for Administrative Services & HR will be available to answer any questions the Board may have on this item.

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Working Strategic Plan Chapter Priorities 2020-2021

Justification:

The NWCCU Year 7 Peer-Review has made a draft recommendation to the NWCCU on strategic planning:

The evaluation team recommends that Cascadia College: use an ongoing and systematic evaluation and planning process to inform decision making and resource allocation, toward improving institutional effectiveness and achieving mission fulfillment. (1.B.1; 1.B.2)

Cascadia College needs to develop an action plan to meet this recommendation within the timeframe set by the NWCCU later this month. It is the Board's responsibility to assure that all accreditation items are met.

Background:

The emerging strategic plan includes 3 chapters. All three chapters will be briefly overviewed highlighting priorities for 2020-2021.

Discussion:

Each responsible executive will be available to answer questions: John Eklof (Equity and Inclusion), Kerry Levett (Student Achievement: Guided Pathways), and Meagan Walker (Strategic Enrollment Management).



Student Achievement

Guided Pathways

The Student Achievement Strategic Chapter

- This chapter of the strategic plan directly addresses student achievement through a research based, and net positive outcomes approach of Guided Pathways ([SBCTC Guided Pathways Model](#)).
- Early research on Guided Pathways shows increased student outcomes for all students, and improved equity opportunities for historically underserved students.



Strategic Zones

- Student Achievement
- Student Achievement of historically underrepresented students

Strategic Goals

- Increase enrollments for all (Target: +5%)
- Reduce the retention and completion gap among all student groups (Target: -3%)
- Achieve educational equity for students historically underrepresented in higher education (Target: +/- 3% on indicators)

College Indicators

- Aggregated & Disaggregated :
- Registration (number, level)
 - Gateway course completion
 - Retention
 - 45 credit completion rate
 - Persistence
 - Credential Completion (#, rate)
 - Sense of belonging

Student Achievement Strategic Alignment

Cascadia's Guided Pathways Work Plan



Approved by the SBCTC, April 3,
2020



Financially Support by HB 2158
Workforce Investment



Built on the
foundation of
Essential Practices

Student Achievement Strategies and Priority Actions for 2020-2021

Fostering Student Sense of Belonging

- Develop a comprehensive onboarding plan for students to choose their meta major and program of study and to engage in career exploration

Creating Transparency in our Curriculum

- Develop our core maps
- Identify the technology we need for dynamic mapping and integrated student support

Guided
Pathways
Co-Lead Team

Lyn Eisenhour, Student Learning
Dean – Transitional Studies

Jessica Ketcham, Tenured Faculty -
Senior 1 (English)

Sharon Saxton, Tenured Faculty –
Senior 2 (Math)

Gordon Dutrisac, Director of Student
Advising and Support Services



Strategic Enrollment Management

Strategic Enrollment Management (SEM) Chapter



This chapter of the strategic plan directly addresses student achievement by addressing the student experience holistically.



The SEM plan leads with equity in mind.

Strategic Alignment

Strategic Zones	Strategic Goals	College Indicators
<ul style="list-style-type: none"> • Student Achievement • Student Achievement of historically underrepresented students 	<ul style="list-style-type: none"> • Increase enrollments for historically underrepresented students (Target tbd) • Reduce the retention and completion gap among all student groups (Target tbd) • Achieve educational equity for students historically underrepresented in higher education 	Aggregated & Disaggregated : <ul style="list-style-type: none"> • Registration (number, level) • Persistence • Retention • Credential Completion (#, rate) • Sense of belonging

■

Two Ways to Piece the Puzzle Together



1

Parallel SBCTC's Enrollment Plan Pillars

K-12	Adult Re-Engagement	Onboarding & Entry	Retention & Persistence
<ul style="list-style-type: none"> Grow connections with district supers 	<ul style="list-style-type: none"> Combine ESL and ELP courses 	<ul style="list-style-type: none"> Review and redesign Getting Started portion of the website for visual and navigational issues 	<ul style="list-style-type: none"> Obligate funds for purchase of CRM software to track student journey

2

Matching Cascadia's Strategic Plan Priorities

Improve Evaluation & Practice	Foster Sense of Belonging
<ul style="list-style-type: none">• Utilize results of Hanover's prospective student survey (results due in September) to identify opportunities for and make decisions about recruiting and programming• Outreach and E&I offices collaborate to align recruiting efforts	<ul style="list-style-type: none">• Research and begin implementation of Faculty 4 Connections: address students by name, check in regularly, schedule 1:1 meetings, communicate expectations• Student Success, Outreach and E&I offices collaborate to integrate onboarding (College Goal Cascadia) and retention (Cascadia Scholars)

Strategic Enrollment Management Co-Leads

- Meagan Walker, Vice President of College Relations and Advancement
- Erin Blakeney, Dean of Student Success Services

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: ctcLink Update

Justification:

To ensure transparency with the Board of Trustees.

Background:

Regular updates are provided to the Board to keep the governing body up to date on ctcLink.

Discussion:

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

Cascadia College Board of Trustees

Action Items

Subject: 2020-2019 BOT Chair and Vice Chair (1st Read/Action)

Background

In the September 9th Summer Board Retreat the Board determined who would be the new Chair and the new Vice Chair for the upcoming year – October 2020 through September 2021.

Action

The Board announces that Trustee _____ will be the Chair and Trustee _____ will be the Vice Chair for 2020-2021

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 College Board of Trustees

Action Items

Subject: 2020-2021 Legislative Action Committee BOT Representative (1st Read/Action)

Background

The Association of College Trustees (ACT) has requested Cascadia College submit the Legislative Action Committee BOT Representative for the upcoming Legislative Session.

Action

The Board announces that Trustee _____ will be the Legislative Action Committee BOT Representative for Cascadia College for 2020-2021.

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 College Board of Trustees
Action Items

Subject: STEM 4

Justification:

Policy requires Board approval.

Background:

Following from interest during the retreat, the Board of Trustees will hear a proposal to allocate \$500,000-600,000 from the reserves to share an additional 1,500 GSF with UW Bothell in STEM 4. This item needs immediate action.

Recommendation:

The President recommends to the Board to approve the additional allocation.

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Captain			
Kelly			
McDaniel			
Ponto			
Quint			

Cascadia College Board of Trustees
Action Items

Subject: Title IX

Justification:

Policy requires Board approval.

Background:

In compliance with new federal Title IX regulations that went into effect on August 14th, the Board is required to review and adopt additional procedures.

Recommendation:

The President recommends to the Board the approval of the Title IX Student Conduct Code after discussion and incorporation of any recommended changes.

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Captain			
Kelly			
McDaniel			
Ponto			
Quint			

CASCADIA COLLEGE
SUPPLEMENTAL TITLE IX EMPLOYEE DISCIPLINARY HEARING PROCEDURE

I. Order of Precedence

This supplemental employee disciplinary procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. *See* 34 C.F.R. § 106. Disciplinary proceedings against an employee respondent alleged to have engaged in sexual harassment in violation of Title IX shall be governed by the College’s administrative hearing practices and procedures, Chapter WAC 132Z-108, and this supplemental hearing procedure. To the extent the supplemental hearing procedure conflicts with WAC 132Z-108, and/or provisions set forth in employment contracts, collective bargaining agreements, employee handbooks, and other College employment policies and procedures, this supplemental hearing procedure will take precedence.

Notwithstanding the foregoing, if the respondent is a tenured or probationary faculty member and the Employee Conduct Officer determines that the allegations in the investigation, if true, would warrant respondent’s dismissal from the College, the Employee Conduct Officer will refer the matter to the Tenure Dismissal Committee for a hearing pursuant to RCW 28B.50.863 and applicable procedures set forth in the faculty union Collective Bargaining Agreement (CBA). To the extent the Tenure Dismissal Committee procedures are inconsistent or conflict with this supplemental procedure, the provisions of this supplemental procedure will prevail. At the end of the hearing, the Tenure Dismissal Committee will issue a recommendation consistent with the provisions set forth in Section IX of this supplemental procedure. A complainant shall have the same right to appear and participate in the proceedings as the respondent, including the right to present their position on the recommendation to the appointing authority before final action is taken.

II. Prohibited Conduct Under Title IX

Pursuant to Title IX of the Education Act Amendments of 1972, 20 U.S.C. §1681, the College may impose disciplinary sanctions against an employee who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of “sexual harassment.”

For purposes of this supplemental procedure, “sexual harassment” encompasses the following conduct:

- A. Quid pro quo harassment. An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual’s participation in unwelcome sexual conduct.
- B. Hostile environment. Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s educational programs or activities, or employment.
- C. Sexual assault. Sexual assault includes the following conduct:

1. Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 2. Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 3. Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen (18).
 4. Statutory rape. Consensual sexual intercourse between someone who is eighteen (18) years of age or older and someone who is under the age of sixteen (16).
- D. Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
- E. Dating violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:
1. The length of the relationship;
 2. The type of relationship; and
 3. The frequency of interaction between the persons involved in the relationship.
- F. Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

III. Title IX Jurisdiction

- A. This supplemental procedure applies only if the alleged misconduct:
1. Occurred in the United States;

2. Occurred during a College educational program or activity;
 3. Meets the definition of sexual harassment as that term is defined in this supplemental procedure; and
 4. At the time of filing a formal complaint, the complainant was participating or attempting to participate in the educational program or activity.
- B. For purposes of this supplemental procedure, an “educational program or activity” is defined as locations, events, or circumstances over which the College exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the College.
- C. Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of Section A (1)-(4) have not been met. Dismissal under this supplemental procedure does not prohibit the College from pursuing disciplinary action against a respondent based on allegations that the respondent engaged in other misconduct prohibited by federal or state law, employment contracts or handbooks, or other College policies.
- D. If the Employee Conduct Officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Conduct Officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

IV. Initiation of Discipline

- A. Upon receiving the Title IX investigation report from the Title IX Coordinator, the Employee Conduct Officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.
- B. If the Employee Conduct Officer determines that there are sufficient grounds to proceed under these supplemental procedures, the Conduct Officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the Employee Conduct Committee and by serving the notice on the respondent and the complainant, and their respective advisors. The notice must:
1. Set forth the basis for Title IX jurisdiction;
 2. Identify the alleged Title IX violation(s);
 3. Set forth the facts underlying the allegation(s);
 4. Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s);
 5. Explain that each party is entitled to be accompanied by an advisor of their own choosing during the hearing and that:

- a. Advisors will be responsible for questioning all witnesses on the party's behalf;
 - b. An advisor may be an attorney and/or, if the party is a represented employee, a union representative;
 - c. A represented employee who chooses an advisor who is not a union representative must submit a signed waiver of union representation that includes consent from the union; and
 - d. The College will appoint the party an advisor of the College's choosing at no cost to the party, if the party fails to choose an advisor; and
6. Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in the party's absence.
- C. Service of the disciplinary notice or any other document required to be served under this supplemental procedure may be done personally or by first class, registered, or certified mail, or by electronic mail to the party's College email address.

V. Employee Conduct Committee

For purposes of this supplemental Title IX procedure, the Employee Conduct Committee shall consist of three College employees appointed by the College President (or designee). However, in any case involving alleged grounds for dismissal of a tenured or probationary faculty member, the Tenure Dismissal Committee shall have exclusive jurisdiction.

VI. Pre-Hearing Procedure

- A. Upon receiving the disciplinary notice, the Chair of the Employee Conduct Committee will send a hearing notice to all parties in compliance with WAC 10-08-040. In no event will the hearing date be set less than ten (10) days after the Title IX Coordinator provided the final investigation report to the parties.
- B. A party is entitled to be accompanied by an advisor of their choice during the disciplinary process at the party's own expense. The advisor may be an attorney and/or, if the party is a represented employee, a union representative.
 1. If the advisor is an attorney, the advisor must file a notice of appearance with the Chair of the Employee Conduct Committee with copies to all parties and the Employee Conduct Officer at least five (5) days before the hearing. If a notice of appearance is not filed within this timeframe, the party will be deemed to have waived the right to have an attorney as an advisor.
 2. If a party is a represented employee who chooses not to use a union-provided advisor, the party must provide the Chair of the Employee Conduct Committee with a signed waiver of union representation, including written consent from the union.

- C. In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the College intends to offer the evidence at the hearing.

VII. Rights of Parties

- A. The provisions of this supplemental procedure shall apply equally to both parties.
- B. The College bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.
- C. The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.
- D. During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney or, if the respondent holds a represented position, a union representative. If a party does not choose an advisor, then the Title IX Coordinator will appoint an advisor of the College's choosing on the party's behalf at no expense to the party.

VIII. Evidence

The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

- A. **Relevance:** The Conduct Committee Chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.
- B. Relevance means that information elicited by the question makes a fact in dispute more or less likely to be true.
- C. Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:
 - 1. Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or
 - 2. Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.
- D. **Cross-examination required:** If a party or witness does not submit to cross-examination during the live hearing, the Conduct Committee must not rely on any statement by that party or witness in reaching a determination of responsibility.
- E. **No negative inference:** The Conduct Committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

F. Privileged evidence: The Conduct Committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

1. Spousal/domestic partner privilege;
2. Attorney-Client and attorney work product privileges;
3. Privileges applicable to members of the clergy and priests;
4. Privileges applicable to medical providers, mental health therapists, and counsellors;
5. Privileges applicable to sexual assault and domestic violence advocates; and
6. Other legal privileges identified in RCW 5.60.060.

IX. Initial Order

A. The Employee Conduct Committee will be responsible for drafting an Initial Order that:

1. Identifies the allegations of sexual harassment;
2. Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
3. Makes findings of fact supporting the determination of responsibility;
4. Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
5. Contains a statement of, and rationale for, the Committee's determination of responsibility for each allegation;
6. Describes any disciplinary sanction or conditions imposed against the respondent, if any;
7. Describes to what extent, if any, the complainant is entitled to remedies designed to restore or preserve complainant's equal access to the College's education programs or activities; and
8. Describes the process for appealing the Initial Order to the College President.

B. The Conduct Committee Chair will serve the Initial Order on the parties simultaneously.

X. Appeals

A. The parties have the right to appeal from the determination of responsibility and/or from a Title IX dismissal, in whole or part, of a formal complaint, as set forth in the Initial Order. A party may appeal by filing a written notice of appeal with the President's Office within twenty days of service of the Initial Order. A party's notice of appeal must explain why the

party disagrees with the disciplinary decision and what relief or remedy the party is requesting. Copies of the appeal must be provided to the Employee Conduct Officer and to all parties and their advisors of record.

- B. The President or President's designee will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanctions and conditions imposed in the Initial Order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.
- C. The President's Office shall serve the Final Decision on the parties simultaneously.
- D. All decisions reached through this process are final. No decisions or recommendations arising from this disciplinary procedure will be subject to grievance pursuant to any collective bargaining agreement.

CASCADIA COLLEGE

SUPPLEMENTAL TITLE IX GRIEVANCE PROCEDURE

A. Purpose

This Supplemental Title IX Grievance Procedure applies only to allegations of sexual harassment as that term is defined by the U.S. Department of Education in 34 C.F.R. §106.30. Nothing in this procedure limits or otherwise restricts the ability of Cascadia College to investigate and pursue discipline based on alleged violations of other laws, regulations, or College policies prohibiting gender discrimination in education or employment.

B. Definitions

For purposes of this Supplemental Title IX Grievance Procedure, the following terms are defined as follows:

1. **“Consent”** means knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.
2. **“Complainant”** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
3. **“Respondent”** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
4. **“Formal Complaint”** means a writing submitted by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the College conduct an investigation.
5. **“Education Program or Activity”** includes locations, events, or circumstances over which the College exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. It also includes any building owned or controlled by a student organization officially recognized by the College.

6. **“Grievance Procedure”** is the process the College uses to initiate, informally resolve, and/or investigate allegations that an employee or student has violated Title IX provisions prohibiting sexual harassment.
7. **“Supportive Measures”** are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent regardless of whether the complainant or the Title IX Coordinator has filed a formal complaint. Supportive measures restore or preserve a party’s access to the College’s education programs and activities without unreasonably burdening the other party, as determined through an interactive process between the Title IX Coordinator and the party. Supportive measures include measures designed to protect the safety of all parties and/or the College’s educational environment and to deter sexual harassment or retaliation. Supportive measures may include, without limitation, (i) counseling and other medical assistance, (ii) extensions of deadlines or other course-related adjustments, (iii) modifications of work or class schedules, (iv) leaves of absence, (v) increased security or monitoring of certain areas of campus, and (vi) imposition of orders prohibiting the parties from contacting one another in education or employment situations. Determinations about whether to impose a one-way no contact order must be made on a case-by-case basis. If supportive measures are not provided, the Title IX Coordinator must document in writing why this was clearly reasonable under the circumstances.
8. **“Summary Suspension”** means an emergency suspension of a student respondent pending investigation and resolution of disciplinary proceedings pursuant to the procedure and standards set forth in WAC 132Z-115-105.
9. **“Sexual Harassment,”** for purposes of this Supplemental Title IX Grievance Procedure, occurs when a respondent engages in the following discriminatory conduct on the basis of sex:
 - a. **Quid pro quo harassment.** A College employee conditioning the provision of an aid, benefit, or service of the College on an individual’s participation in unwelcome sexual conduct.
 - b. **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s educational programs or activities or College employment.
 - c. **Sexual assault.** Sexual assault includes the following conduct:
 - (i) **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal

penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

- (ii) **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
- (iii) **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen (18).
- (iv) **Statutory rape.** Consensual intercourse between a person who is eighteen (18) years of age or older and a person who is under the age of sixteen (16).
- (v) **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
- (vi) **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (a) The length of the relationship;
 - (b) The type of relationship; and
 - (c) The frequency of interaction between the persons involved in the relationship.
- (i) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (i) fear for their safety or the safety of others; or (ii) suffer substantial emotional distress.

10. **“Title IX Administrators”** are the Title IX Coordinator, Title IX investigators, the Student Conduct Officer, the Employee Conduct Officer, members of the Student Conduct Committee or Employee Conduct Committee, as applicable, and advisors provided by the College for the parties during Title IX disciplinary proceedings.
11. **“Title IX Coordinator”** is responsible for processing Title IX complaints and conducting or overseeing formal investigations and informal resolution processes under this Supplemental Title IX Grievance Procedure. Among other things, the Title IX Coordinator is responsible for:
 - a. Accepting and processing all Title IX reports, referrals, and formal complaints.
 - b. Executing and submitting a formal complaint when appropriate and necessary.
 - c. Handling requests for confidentiality.
 - d. Determining during this Supplemental Title IX Grievance Procedure (i) whether a formal complaint should be dismissed either in whole or in part, and if so, (ii) providing notice to both parties about why dismissal was necessary or desirable, and (iii) referring the complaint to the appropriate disciplinary authority for proceedings outside the jurisdiction of Title IX.
 - e. Maintaining accurate records of all complaints, reports, and referrals, and retaining investigation files, complaints, reports, and referrals in compliance with the applicable records retention schedules or federal or state law, whichever is longer.
 - f. Conducting investigations or assigning and overseeing investigations.
 - g. Engaging in an interactive process with both parties to identify and provide supportive measures that ensure during the investigation and disciplinary processes that the parties have equitable access to College education programs and activities or College employment and are protected from further discrimination or retaliation.
 - h. Upon completion of an investigation, issuing or overseeing the issuance of a final investigation report to the parties and the appropriate disciplinary authority in compliance with this Supplemental Grievance Procedure.
 - i. Recommending non-disciplinary corrective measures to stop, remediate, and/or prevent recurrence of discriminatory conduct to disciplinary authorities and other College administrators.

C. Principles for Title IX Grievance Procedure

1. The respondent shall be presumed not responsible for the alleged conduct unless or until a determination of responsibility is reached after completion of the grievance and disciplinary processes.
2. Before imposing discipline, the College is responsible for gathering and presenting evidence to a neutral and unbiased decision maker establishing responsibility for a Title IX violation by a preponderance of the evidence.
3. The College shall treat both the complainant and respondent equitably by providing the complainant with remedies against a respondent who has been found responsible for sexual harassment through application of the institution's Title IX grievance and disciplinary procedures and by providing respondent with Title IX procedural safeguards contained in this Supplemental Title IX Grievance Procedure and in the applicable Title IX disciplinary procedures.
4. The investigator shall base investigation results on all relevant evidence, including both exculpatory evidence (tending to show innocence) and inculpatory evidence (tending to show guilt).
5. Formal and informal resolutions will be pursued within reasonably prompt timeframes, normally ninety calendar days, with allowances for temporary delays and extensions for good cause shown. Grounds for temporary delay may include, but are not limited to, scheduled breaks between academic terms. Good cause supporting a request for an extension includes, without limitation: a party, a party's advisor, or a witness being unavailable, concurrent law enforcement activity, and the need for language assistance or accommodation of disabilities. Both parties will receive written notice of any temporary delay or extension for good cause with an explanation of why the action was necessary.
6. A student respondent found responsible for engaging in sexual harassment may receive discipline up to and including dismissal from the College. A description of other possible disciplinary sanctions and conditions that may be imposed against students can be found in WAC 132Z-115-035.

An employee found responsible for sexual harassment may receive discipline up to and including dismissal from employment. A description of possible disciplinary sanctions and conditions that may be imposed against employees can be found in the applicable College employment policies and collective bargaining agreements.

7. Proceedings against a student respondent shall be conducted before the Student Conduct Committee in accordance with the Supplemental Title IX Student Conduct Code Procedures under WAC 132Z-115-200 through 132Z-115-245.

Proceedings against an employee respondent shall be conducted before the Employee Conduct Committee in accordance with the Supplemental Title IX Employee Disciplinary Procedures under **College Policy _____**.

8. Title IX Administrators may not require, allow, rely upon, or otherwise use questions or evidence that seeks disclosure of privileged communications, unless the privilege has been effectively waived by the holder. This provision applies, but is not limited to, information subject to the following:
 - a. Spousal/domestic partner privilege;
 - b. Attorney-Client and attorney work product privileges;
 - c. Privileges applicable to members of the clergy and priests;
 - d. Privileges applicable to medical providers, mental health therapists, and counsellors;
 - e. Privileges applicable to sexual assault and domestic violence advocates; and
 - f. Other legal privileges identified in RCW 5.60.060.

D. Title IX Administrators – Free from bias – Training requirements

1. Title IX Administrators shall perform their duties free from bias or conflicts.
2. Title IX Administrators shall undergo training on the following topics:
 - a. The definition of sexual harassment under these procedures,
 - b. The scope of the College’s educational programs and activities,
 - c. How to conduct an investigation,
 - d. How to serve impartially without prejudgment of facts, conflicts of interest, or bias,
 - e. Use of technology employed during an investigation or hearing,
 - f. The relevance of evidence and questions, and
 - g. Effective report writing.
3. All Title IX Administrator training materials shall be available on the College’s Title IX webpage.

E. Filing a Complaint

Any employee, student, applicant, or visitor who believes they have been the subject of sexual harassment should report the incident or incidents to the College’s Title IX Coordinator identified below. If the complaint is against the Title IX Coordinator, the complainant should report the matter to the President’s office for referral to an alternate designee.

Name: [Name of Title IX Coordinator]

Title: Title IX Coordinator

Office: [Contact Information]:

F. Confidentiality

1. The College will seek to protect the privacy of the complainant to the fullest extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with federal and state law, as well as applicable College policies and procedures. The College will attempt to honor a complainant's request for confidentiality, but cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the Title IX Coordinator.
2. The Title IX Coordinator will inform and attempt to obtain consent from the complainant before commencing an investigation of alleged sexual harassment. If a complainant asks that their name not be revealed to the respondent or that the College not investigate the allegation, the Title IX Coordinator will inform the complainant that maintaining confidentiality may limit the College's ability to fully respond to the allegations and that retaliation by the respondent or others is prohibited. If the complainant still insists that their name not be disclosed or that the College not investigate, the Title IX Coordinator will determine whether the College can honor the request and at the same time maintain a safe and nondiscriminatory environment for all members of the College community, including the complainant. Factors to be weighed may include, but are not limited to:
 - a. The seriousness of the alleged sexual harassment;
 - b. The age of the complainant;
 - c. Whether the sexual harassment was perpetrated with a weapon;
 - d. Whether the respondent has a history of committing acts of sexual harassment or violence or has been the subject of other sexual harassment or violence complaints or findings;
 - e. Whether the respondent threatened to commit additional acts of sexual harassment or violence against the complainant or others; and
 - f. Whether relevant evidence about the alleged incident can be obtained through other means (*e.g.*, security cameras, other witnesses, physical evidence).
3. If the College is unable to honor a complainant's request for confidentiality, the Title IX Coordinator will notify the complainant of the decision and ensure that the complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation in compliance with this Supplemental Title IX Grievance Procedure.
4. If the College decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX Coordinator will evaluate whether other measures are available to address the circumstances giving rise to the

complaint and prevent their recurrence, and will implement such measures if reasonably feasible.

G. Complaint Resolution

The Title IX resolution processes are initiated when the Title IX Coordinator receives a written formal complaint alleging that a respondent sexually harassed a complainant and requesting that the College initiate an investigation. A formal complaint must be either submitted by the complainant or signed by the Title IX Coordinator on behalf of the complainant. Formal complaints submitted to the Title IX Coordinator may be resolved through either informal or formal resolution processes. The College will not proceed with either resolution process without a formal complaint.

For purposes of this Supplemental Title IX Grievance Procedure, the complainant must be participating or attempting to participate in a College education program or activity at the time the formal complaint is filed.

1. Informal Resolution:

Under appropriate circumstances and if the impacted and responding parties agree, the parties may voluntarily pursue informal resolution during the investigation of a concern. Informal resolution is not appropriate when the allegations are subject to mandatory reporting obligations under applicable law, or involve an immediate threat to the health, safety or welfare of a member of the College community, or in cases where an employee is alleged to have sexually harassed a student.

If an informal resolution is appropriate, the impacted party and the responding party may explore remedies or resolution through:

- Guided conversations or communications conducted by the Title IX Coordinator, other College representative, or a mutually agreed upon third party;
- Structured resolution process conducted by a trained mediator; or
- Voluntarily agreed on alterations to either or both of the parties' work or class schedules or student housing arrangements, as applicable.

If the parties agree to an informal resolution process, the College will commence the process within ten calendar days after the parties agree to this option and conclude within thirty days of beginning that process, subject to reasonable delays and extensions for good cause shown. The informal process is voluntary. Either the impacted or responding party may withdraw from the informal resolution process at any time, at which point the formal investigation process will resume.

If the impacted and responding party voluntarily resolve a report, the College will record the terms of the resolution in a written agreement signed by both parties and provide written notice to both parties that the report has been closed.

2. Formal Resolution

Formal resolution means that the complainant's allegations of sexual harassment will be subjected to a formal investigation by an impartial and unbiased investigator. The investigator will issue a report of the investigation findings. Upon completion of the investigation, the investigator will submit the final investigation report to the appropriate disciplinary authority to determine whether disciplinary proceedings are warranted.

H. Emergency Removal

If a student respondent poses an immediate threat to the health and safety of the campus community or an immediate threat of significant disruption to College operations, the Student Conduct Officer may summarily suspend a respondent pursuant to WAC 132Z-115-105, pending final resolution of the allegations. Nothing in this Supplemental Title IX Grievance Procedure shall prohibit the College from placing non-student employees on paid administrative leave pending final resolution of the allegations.

I. Investigation Notices

Upon receiving a formal complaint and determining that the allegations, if proved, would constitute Title IX sexual harassment, the College will provide notices to the parties containing the following information:

1. Notice of formal and informal resolution processes. The College will provide a description of the College's grievance resolution procedures, including the informal resolution procedure.
2. Notice of investigation. The College will provide the respondent and the complainant with a notice of investigation in advance of the initial interview with the respondent to inform the complainant that the College has commenced an investigation and to allow the respondent sufficient time to prepare a response to the allegations. The investigation notice will:
 - a. Include the identities of the parties (if known), a description of the conduct alleged constituting Title IX sexual harassment, and the time and location of the incident (if known).
 - b. Confirm that the respondent is presumed not responsible for the alleged conduct and that the College will not make a final determination of responsibility until after the grievance and disciplinary processes have been completed.
 - c. Inform the parties that they are both entitled to have an advisor of their own choosing, who may be an attorney.
 - d. Inform the parties they have a right to review and inspect evidence.

- e. Inform the parties about Student Conduct Code provisions and applicable employment policies that prohibit students and employees from knowingly submitting false information during the grievance and disciplinary processes.
3. Amended investigation notice. If during the course of the investigation, the College decides to investigate Title IX sexual harassment allegations about the complainant or respondent that are not included in the investigation notice, the College will issue an amended notice of investigation to both parties that includes this additional information.
4. Interview and meeting notices. Before interviewing or meeting with a party about Title IX allegations, the College will provide the party with a written notice stating the date, time, location, participants, and purpose of the interview or meeting, with sufficient time, normally at least 48 hours in advance, for the party to prepare for the interview or meeting.

J. Investigation Process - Dismissal

1. Mandatory dismissal. The Title IX Coordinator will dismiss the Title IX allegations, if during the course of a formal investigation under this Supplemental Title IX Grievance Procedure, the investigator determines that the alleged misconduct in the formal complaint:
 - a. Does not meet the definition of sexual harassment under Title IX, even if proved; or
 - b. Did not occur in the context of a College education program or activity; or
 - c. Occurred outside the United States.
2. Discretionary dismissal. The College may dismiss a Title IX claim in whole or in part, if:
 - a. The complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint in whole or in part;
 - b. The respondent is no longer enrolled with or employed by the College; or
 - c. Specific circumstances prevent the College from gathering evidence sufficient to complete the investigation of the Title IX allegations in whole or in part.
3. The Title IX Coordinator will provide both parties written notice if Title IX allegations are dismissed with an explanation for the dismissal.
4. Mandatory or discretionary dismissal of a Title IX claim does not preclude the College from investigating and pursuing discipline based on allegations that a respondent violated other laws, regulations, or applicable College policies governing student and employee conduct.

K. Investigation Process – Consolidation of Formal Complaints

When multiple sexual harassment allegations by or against different parties arise out of the same facts or circumstances, the College may consolidate the investigation of formal complaints, provided consolidation can be accomplished in compliance with confidentiality protections imposed by the Family Educational Records and Privacy Act (FERPA). This includes instances in which complainant and respondent have lodged formal complaints against one another or when allegations of sexual assault are lodged by a single complainant against multiple respondents, or when multiple complainants lodge sexual assault complaints against single or multiple respondents.

L. Investigation Process – Required Procedures

During the investigation, the investigator:

1. Will provide the parties with an equal opportunity to present relevant statements and other evidence in the form of fact or expert witnesses, including both and inculpatory evidence (tending to show guilt) and exculpatory evidence (tending to show innocence).
2. Will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence, except when a no-contact order has been imposed based on an individualized and fact specific determination that a party poses a threat to the health, safety, or welfare of another party and/or witnesses, or when contact with a party or witness is prohibited by court order. A no-contact order imposed by the College shall be no broader than is necessary to protect the threatened party or witness and must provide the impacted party or their advisor with alternative means of gathering and presenting relevant evidence from the protected witness or party.
3. Will allow each party to be accompanied by an advisor of their choosing, who may be an attorney, at any grievance related meeting or interview. The role of advisors during the investigation meetings or interviews will be limited to providing support and advice to the party. Advisors will not represent or otherwise advocate on behalf of the parties during the investigation process. An attorney representing a party must enter a notice of appearance with the Title IX Coordinator and the investigator at least five (5) days before the initial interview or meeting they plan to attend, so that the College can secure its own legal representation, if necessary.
4. The investigator will provide both parties and their respective advisors with an equal opportunity to review the draft investigation report and to inspect and review any evidence obtained during the investigation that is directly related to the allegations raised in the formal complaint, including both inculpatory and exculpatory evidence, regardless of its source, as well as evidence upon which the investigator does not intend to rely in the final investigation report. Each party will have ten (10) days in which to submit a written response, which the investigator will consider prior to completion of the investigation report. If a party fails to submit a written response

within ten (10) days, the party will be deemed to have waived their right to submit comments and the investigator will finalize the report without this information.

5. The investigator will forward the final report to the Title IX Coordinator, who will distribute the report and evidence to the parties, as well as the disciplinary authority responsible for determining whether pursuing disciplinary action is warranted.

Cascadia College Board of Trustees

Action Items

Subject: Expressive Activities

Justification:

Policy requires Board approval.

Background:

The Board has heard several presentations regarding the college's proposed expressive activities policy. This verbal presentation offers one more opportunity for the Board to ask questions prior to the Public Hearing scheduled for October.

Action:

None at this time. Approval will be needed at the October meeting.



Cascadia Events & Advocacy Board (EAB)
Report to the Board of Trustees
Cascadia College
Meeting: September 2020

No report was submitted for the September 2020 Meeting.

Cascadia Community College Federation of Teachers Local 6191, AFT



*Report to the Board of Trustees
Cascadia Community College
Meeting Date: September 2020*

❖ **2020-2021 Academic Year**

CCCFT members have been (and are) busily preparing for the upcoming academic year. We anticipate and accept the challenges of creating meaningful and engaging learning experience for all our students under the difficult conditions that faculty, staff, and students facing.

❖ **Contract Negotiations**

This year is the final year of our 2018-2021 Collective Bargaining Agreement. CCCFT members, and our Union Bargaining Team in particular, look forward to working collaboratively with Administration on negotiations for our 2021-2024 CBA.



Washington Public Employees Association

UFCW Local 365

Report to the Board of Trustees

Cascadia College

Meeting Date: September 2020

Members are working hard getting ready for the start of the quarter. We are focused on supporting students, faculty and staff, in our remote/working from home environment.

We have been bargaining for our new contract during the summer.

Trainings with our new ctcLink system has happened this summer. It has had its challenges, but as a team we have powered through as much as we can.

We have had check-ins with members on how they are doing and balancing the work/life balance while working at home and trying to maintain a connection without being physically present.

We are ready for fall term!

Thank you,

Marah Selves, M.Ed, Administrative Services Manager