

**Minutes
Regular Meeting
Cascadia College Board of Trustees
March 17th 20201**

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

BOARD OF TRUSTEES

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

EXECUTIVE STAFF

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

Alan Smith (AAG) present.

Lily Allen-Richter (recorder) present.

AREA REPRESENTATIVES

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

Student Representative – Angela Tang EAB Advocacy Chair present.

WPEA Representative – Marah Selves, Administrative Services Manager present.

AUDIENCE

Haley Green, Aaron Smith, David Berner, Kim Clark, Becky Riopel, Lyn Eisenhour, Deann Holliday, Erin Blakeney, Mark Collins, Donna Sullivan and Kristina Young

1. CALL TO ORDER

Chair Roy Captain called the meeting to order at 5:02 PM

2. CONSENT AGENDA

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

3. PUBLIC COMMENTS

No public comments for the agenda.

4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:

- Aaron Smith, Customer Service Specialist 3 Enrollment Services

5. INFORMATION ITMES

Capital Project Update

- Meagan Walker and Kim Clark were available to answer any question the Board may have on the provided report.

5. INFORMATION ITEMS (continued)

Capital Project Update (continued)

Comments/Questions:

- What opportunities did the pandemic provide?
 - Ease of access for construction to take place.
 - It has presented an interesting topic of pre-design and design of STEM 4. It has allowed us to think a bit different regarding design
- Conceptual illustrations looks really great, everything looks very clean and modern.
- How often would you like to hear updates on STEM 4 and Husky Village? And What kind of details?
 - If a community member asks us, it would be great to know some information, but a bullet point is also
 - It would be nice to see the milestones in one graphic. Visuals are great.
 - High level overview, whatever is easiest for you.
 - Frequency would be quarterly

6. DISCUSSION/PRESENTATION ITEMS

Strategic Plan Overview

- In addition to the PowerPoint and attachments provided by Dr. Kerry Levett, highlights are listed below:
- Mission Statement:
 - We are the community's college. We deliver accessible, equitable and superior educational experiences to inspire every person to achieve their educational and career goals.
- Guiding Principles for our Planning
 - Focus on what matters most for demonstrating mission fulfillment.
 - Accept that planning is a living process: The plan is evolving and will continue to evolve.
 - All of our work is important, not all of our work is strategic.
- Toward Mission Fulfilment
 - Access.
 - Equity.
 - Superior Educational Experiences.
- Our Strategic Plan Components
 - College Outcomes.
 - Planned Work.
 - Strategic Objectives.
 - Intended Results.
- College Outcomes for Mission Fulfillment
 - Increase Student Success.
 - Increase our Diversity.
 - Increase Equity outcomes for our students and employees.
- Next Steps
 - Confirm funding for work to demonstrate resource alignment towards mission fulfillment.
 - Complete our data network, starting with baseline data.
 - Identifying regional and national peers.
 - Codify an annual continuous improvement planning process.

Trustee Vice Chair Mike Kelly left the Meeting at 5:30pm as planned.

Comments/Questions:

- The Board will take this next month and then in May would be seeking It is a great plan

6. DISCUSSION/PRESENTATION ITEMS (continued)

Finance Workshop, Budget Council

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

DATE	PROCESS	BOT ACTIONS
March 11 through April 16	Develop and Post Campus Budget Requests	Presentation on Reserves & Repair/Replacement Plans APRIL BOT MEETING
	Comment and Feedback Period	
Tuesday, March 30	Budget Council Meeting #1	
Friday, April 16	Budget Requests Due	
Tuesday, May 4	Budget Council Meeting #2 Budget Request Presentation to Budget Council	Review 1) One-Time-Only Purchase Requests, 2) Repair & Replacement Requests, 3) 1st Draft of College Budget MAY BOT MEETING
Wednesday, May 5	Eteam reviews Budget Requests	
Friday, May 28	Budget Council Meeting #3	
Wednesday, May 16		Adoption of Budget by BOT JUNE BOT MEETING

- One time only expenses:
 - Marketing
 - Foundation Staffing
 - Equity & Inclusion
 - Repair and Replacement

Comments/Questions:

- Onetime expense on growing the equity and inclusion department.
- The Foundation is willing to start this position to help them grow and will be bringing additional information to our meeting next month.

7. RECOMMENDED ACTION ITEMS

None

8. REPORTS

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

Cascadia Community College Federation of Teachers (CCCFT): David Shapiro, Tenured Founding Faculty was present and would like to read his letter into the record:

[Dear Cascadia Board of Trustees and President Murray,

I would like to offer some thoughts to the Cascadia BOT, the campus community, and the Washington State Legislature about 2019 House Bill 2158, which appropriated \$20 million dollars for so-called "High Demand" program faculty salaries. The admirable

8. REPORTS (continued)

Cascadia Community College Federation of Teachers (CCCFT):

aim of this legislation was to establish, to the extent possible, “salaries that are comparable to industry professionals, and no less than the average salary identified by the college and university professional association for human resources or a similar organization.”

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

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

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

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

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

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

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

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

8. REPORTS (continued)

Cascadia Community College Federation of Teachers (CCCFT):

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

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

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

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

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

As my own STEM colleague, Dr. Chris Byrne, asked so insightfully, "What good is building communication devices if we don't know how to communicate? What's the point of medical breakthroughs if we don't understand how to live a life worth living? Why explore distant planets if we aren't able to create a just and equitable society here on planet Earth?"

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

Consistent with this is a much smaller, but perhaps more practical point. Leaders of the very industries considered "high demand" by SB 2158—notably computer science and medical technology, seen as the ongoing economic drivers of our region—consistently say that what they are really looking for in new graduates are so-called "soft skills," the very sort of collaborative, critical thinking, and creative mindset fostered

8. REPORTS (continued)

Cascadia Community College Federation of Teachers (CCCFT):

best by the study of the disciplines not eligible for HB 2158 funding. The irony here would be humorous were it not so devastating.

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

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

Thank you,

David A. Shapiro

Founding Faculty, Philosophy, Cascadia College

President, Cascadia Community College Federation of Teachers]

Chair Roy Captain also wanted to comment and thank Dave Shapiro for submitting his additional letter with his report. Chair Roy Captain would like to urge President Eric Murray to make appropriate change as needed to help with issues that may come up similar to this in the future.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Marah Selves, Administrative Services Manager was present and commented that they had a positive outcome regarding suspended operations with the administration.

Chair and Individual Board Members Reports:

Nothing to report.

President's Report:

- Great Tenure review process
- Fall Planning has been intense. Trying to make a decision 6 months ahead without having all the information is tough.
- One thing I have decided is once the schedule is set, we are sticking to it. We can add courses if needed, but we need to allow
- We need to start moving to in person meetings. We have enough stimulus funding to help cover us.

9. OTHER BUSINESS/ANNOUNCEMENT

None

10. MEETING ADJOURNMENT

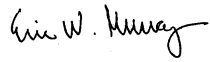
Chair Roy Captain adjourned the regular meeting at 6:08 PM

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



Roy Captain, Board Chair

Attest:



Dr. Eric Murray, President
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