



CASCADIA COLLEGE BOARD OF TRUSTEES

Wednesday, May 20, 2026

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.



May 13, 2026

Dear Trustees and Community Members:

It seems like a bit since we chatted. Our last meeting was in March, and while April would have been light, the combined meeting now in May will be full of updates and planning reports.

Enrollment is good. The budget for 2026-27 is drafted. We are preparing 2026-27 strategic initiatives. We are preparing for a full year of accreditation activities. The All Employee Celebration happened last week.

We are moving ahead.

See you soon.

Dr. Eric Murray

Since our last meeting, these have been some of my activities.

On-Campus & UWB:

- EAB Chair
- College Advisory Council
- Foundation Meetings (x8)
- CCF Student Winter Graduation
- Faculty Leadership meeting
- Administrator on Duty coverage (x2)
- Faculty Candidate Interviews & Follow-up Meetings (x12)
- Employees Navigating Eldercare
- Dr. Ed Taylor, UW Vice Provost for Undergraduate Affairs (x2)
- UWB Monthly meeting
- Visited with Equity & Inclusion Council
- Vice President Interviews (x3)
- BOT Finance Sub-Committee
- All Campus Budget Forum
- DIA, Day of Inquiry & Assembly

Community & State:

- WACTC Meetings (x12)
- State Board Presentation (@ South Seattle College)
- Olympia visits (x1)
- Tyler Comer, King County Executive's Office
- Dr. Suzanne Walsh, President City U of Seattle
- Kyle Stannert, Bothell City Manager
- Dr. Ettore Palazzo, CEO Evergreen Health
- Dr. Carli Schffner, President Gray's Harbor College

- State Productivity Board Orientation
- Campus Tour, Rep. Roger Goodman
- Campus Tour, Kirkland Council Member Amy Falcone
- International Business Lunch, hosted by City of Kirkland
- Centro Cultural Mexicano (x3)
- UW Undergraduate Research Symposium

From the Vice President for Inclusion, Advocacy, and Community, Chari Davenport

Inclusion and Advocacy Center -

The Inclusion and Advocacy Center continues to bring our campus community together. A special thank you to Ginny Jackson for sharing her talents with faculty and staff. Attendees at Ginny's workshop learned to sew strawberries sewing needle holder filled with lavender, rice, or barley – there was a large turnout and it was wonderful to share this with our campus partners.



May events will feature events workshops to celebrate Asian American, Native Hawaiian, and Pacific Islander Heritage Month; Mental Health Awareness Month, and Memorial Day. We will also offer:

- ***Staff Only* Cookies and Crafts: Knitting with Shannon Bath.** Tuesday, 5/12, 12pm to 1pm. Shannon will guide us in a small knitting project.
- **Supporting Students Mental Health Panel:** Wednesday, 5/20, 1:15 to 2:15 pm. Our panelists include representatives from Cascadia Faculty and students, UWB/Cascadia Counseling Center, and the National Alliance on Mental Illness (NAMI). Five Cascadia students will be at the panel, along with faculty Garth Neufeld, Bryan Fauth, Lillian Chen (Assistant Director, UWB Counseling Center), and Athena Dávila-Miranda, from NAMI Seattle.
This is a hybrid event: [Panel zoom link](#), Meeting ID: 966 9176 545.

As always, we are very excited about the Center events each month and hope our campus community continues to enjoy them!

Cascadia Scholars –

Exciting things happening in the Cascadia Scholars Program! The Scholars application is currently open and so far we have 69 applications for fall 2026. There will surely be more as we move into summer. Last month the Scholars Program offered:

- Computer Science/Tech/AI Career Panel
- Area of Interest Affinity Groups
 - Earth Sciences, Sustainability, and Environmental Studies
 - Engineering and Physics
 - Social Sciences, Human Services, and Education
- Presentation for Lake Washington HS AVID Students (+Scholars Q&A)
- Scholarship Series—
 - Session 1: Searching for Scholarships
 - Session 2: Managing Scholarship Application Logistics
 - Session 3: Personal Statements with Sarah Tsai

For the month of May we will offer:

- Community Services Career Panel—Tuesday, May 12th from 1:30 to 3pm in the Inclusion Center (CC1-002)
- Sustainable Creative Connections Art Day—Wednesday, May 13th from noon to 1:30pm in the Scholars Office (CC1-004)
- AVID HS Student Visit (Cascadia Scholars Q&A)—Tuesday, May 19th from 11:15am to noon in CC1-011
- We Did It Celebration—Tuesday, May 26th from noon to 2pm in the Scholars Office (CC1-004)
- Mentor Gift Distribution—Wednesday, May 27th from 10 to 11:30am (gifts will be delivered to your office location/workspace)
- Well-Wishing Graduation Celebration Prep Party—Wednesday, May 27th from 1 to 2pm in the Scholars Office (CC1-004)—Join us to prepare written 'well-wish' cards for the graduating scholars!
- Cascadia Scholars Graduation Celebration—Wednesday, June 3rd from 1 to 2pm in the Scholars Office (CC1-004)

We are delighted to offer these opportunities for our Scholars

From the Vice President for Student Success Services, Erin Blakeney

Enrollment Management

- Graduation evaluations for Winter 2026 have been wrapped up. We have awarded 89 credentials.

	Degrees awarded	Certificates awarded	HS diplomas awarded
Winter 2026	66	18	5
Winter 2025	56	9	10
Winter 2024	41	4	2
Winter 2023	43	12	0

- Cascadia Orientation and Registration Experience (CORE) is now called New Student Registration (NSR). This change was initiated by Outreach & Admissions and the Guided Pathways Committee to update our student onboarding process and better reflect the purpose of the session
- Connected with 80 students and their parents at the Pacific Northwest Association for College Admission Counseling Snohomish Spring Fair at Meadowdale High School
- Hosted Lake Washington HS AVID students, highlighting Cascadia Scholars and a lab demonstration
- Connected with 60 prospective students & parents at the Lake Washington HS College Night
- Hosted 62 prospective students & parents for Campus Tours and information sessions

International Programs

Marketing and Recruitment: IP conducted recruitment activities in Japan and South Korea in April and will conclude recruitment in Kazakhstan in May. Marketing materials for the 2026–27 cycle are being developed in collaboration with the MarCom team. We are also integrating Navigate EAB’s Enrollment Success portal into recruitment and campaign strategies for 2026–27.

Advising: We are closely monitoring the timing of a potential federal announcement on the implementation of the Duration of Status (D/S) policy, which would shift F-1 students from open-ended status to fixed periods of authorized stay. If implemented, this change would have a significant impact on advising, compliance, and administrative operations.

Study Abroad: Two students are studying in Berlin, Germany in Spring 2026. Several students are in the process of applying for Summer and Fall 2026 programs in Costa Rica, Japan, and Ireland.

Student Accessibility Services & CARE Team

- SAS presented at a Post-Secondary Education Pathways event sponsored by Roots2Wings, a Washington-based community initiative focused on helping neurodivergent individuals and those who support them, navigate the transition from childhood to adulthood. Roots2Wings wants to partner on future events, and we are thrilled to build this community collaboration.

Student Advising & Success Services

- Met with WWU School of Business and Economics – Decision Science Programs – April 21
- Advisors attended 2026 UW/Community College Advising Conference @ UW-Seattle – April 24
- Hosted 30 Directors of Advising as part of SBCTC’s Advising and Counseling Council – April 30-May 1
- Hosted the following workshops:
 - Transfer 101 Session – Transfer information session to help students plan transfer
 - Summer job search session featuring Cascadia’s student jobs platform Handshake

Student Financial Services (SFS)

- The office is finalizing a review of 2026–27 FAFSA/WASFA files received. Implementation of changes tied to the One Big Beautiful Bill Act is pending system updates from Oracle and SBCTC. Notable changes include prorated student loans (Schedule of Reduction) for students enrolled in fewer than 12 credits, new loan limits, and additional compliance requirements.

Student Achievement

Evie Steele, who is a Bock Learning Center Writing Tutor, the Co-President for the Anecdote and Analogy student club, and Dr. Jessica Ketcham's former English 102: *AI Rhetorics* student, will represent Cascadia at the Undergraduate Research Symposium on the UW-Seattle campus. Evie was selected to present as part of the *Representation: Artificial and Theoretical* panel, where she will deliver the findings from her English 102 literature review, "Algorithmic Humanities? An Examination of the Aesthetic, Ethical, and Legal Implications of AI-Generated Artworks." This year Evie is the only Cascadia student to present at the Symposium. Jessica notes that it's been an honor to serve as Evie's Symposium Faculty Mentor and wishes her the best as she transfers this Fall to Utrecht University, a highly selective European university located in the Netherlands.

Earth Month events

For Earth Month events, the Sustainable Practices office supported 22 events across the month of April, and one highlight to mention as a community event was the Sustainability and Democracy event held at the Bothell Public Library, with a joint effort of UWB and Cascadia faculty talking with an audience about our country and local government needs and sustainability.

Stormwater Grant Activities

In the first month of restarting the Stormwater Education and Outreach Program at Cascadia College, funded by a King County WaterWorks grant, we have made significant progress in expanding community engagement and awareness. Over the month of April alone, we have reached 177 individuals through a variety of educational events both on and off campus.

These efforts have included participation in large-scale events such as Earth Day programming at Google's Kirkland campus, interactive workshops with students at Innovation Lab High School in Bothell, and classroom visits here on campus. This early momentum reflects a strong and growing interest in stormwater and environmental education, as well as the program's ability to connect with diverse audiences across our community.

Faculty Activities

- Dr. Soraya Cardenas' paper *The Mysterious Self: Rethinking the Self and Revisiting Intersectionality* was accepted for the 2026 American Sociological Association's Annual Conference.
- Professor Garth Neufeld brought his students to and presented at the Western Psychology Association Conference: *The Joy of Teaching and Depth of Learning, Using Podcasts and Alternative Assessments to (Somewhat) Sidestep A.I.*, and *Playing Your Own Game: Managing Career Development*.

Technical Advisory Committee's

Cascadia's Water Resource Management and IT Infrastructure Operations programs hosted their Spring TAC meetings on May 1st. The Application Development TAC will be meeting at the end of this month.



FOUNDATION

Join us for our next fun fundraising event!

Rosé Revival...and Cool White Wines

Kick-off spring with a wine tasting, sipping an array of tasty rosé and white wines at The Woodmark Hotel on the shores of Lake Washington.

****All proceeds benefit access to higher education through the Cascadia College Foundation!****

May 29, 2026, 5-8:30pm [Tickets/Details](#)

We are also looking for volunteers to support the event!
[Volunteer Info](#)

MARKETING & COMMUNICATIONS

- **Website Accessibility:** With the extension of the federal deadline, remediation work on the website continues marching forward at a slower pace, allowing the team time for other timely projects.
- The social media video series, **Faculty Impact Moments**, launched for Teacher Appreciation Week, May 4-8. This series featured students and alumni talking about one Cascadia faculty member who has made a positive impact on them. The first week of the series put a spotlight on ten excellent instructors.
- The custom-cut **Fast Facts** Kody, created in partnership with Outreach and IP, is expected to go to the printer soon and will support in-person recruitment efforts.
- The team is also working on an update to the **International Programs brochure**, as well as several targeted promotional campaigns across campus.
- The **Student/Faculty photo shoot** in April resulted in dozens of high-quality, usable images. We had 14 student volunteers and four faculty volunteers and shot photos all around campus. We look forward to sharing the photos for use across departments soon. Thank you to everyone who supported this effort!



From the Associate Vice President for Administrative Services, Shawna Pitts

FACILITIES

- Co-chaired the Campus Design Review Team (CDRT) meeting with UWB. CC5 storm drain placement and permitting process will be reviewed by the committee for consensus approval.
- Renewed the lease with Redmond Together Center for the Redmond classroom
- The Facilities team continues to work on the key inventory project. This project is a validation of all of the currently assigned keys to staff and faculty as well as what is in stock inventory. The goal in mind is to enter the inventory into a software program. The program will help keep track of assigned keys and returned keys and provide an easy way to track them.

FINANCE

- The Finance Team has conducted bi-weekly meetings with Davis Farr, the State approved auditor, reviewing and submitting documentation in support of the FY22 audit. The audit documentation has been a tedious task but is well under way, and the target date for completion is August.
- Budget review and file roll up- the Finance Team has been working on reviewing the FY26 spending and preparing the FY27 goods and services budget with all departments. A full budget proposal has been prepared for review.
- Student payment plan-the Finance Team in conjunction with the Enrollment Services team are working with Nelnet, a State approved vendor, for an automated student payment plan within ctclink. The kickoff meeting has occurred, and staff members are currently working on the next steps for implementation.

INFORMATION TECHNOLOGY SERVICES

- IT Services has received the results from our vendor Structured regarding internal and external penetration tests, social engineering assessments, and wireless network security checks conducted in March and April. Key points:
 - External penetration testing found no issues, confirming strong protection against external threats.
 - Social engineering (phone/vishing) was successful just once, earning Cascadia praise for effective cybersecurity training.
 - The team is actively addressing the findings with remediation actions.
- IT Services has launched a new Knowledge Base platform, making documentation easily available to Cascadia students and employees through any web browser. This change will make it easier to share articles and keep them updated.

From the Associate Vice President for Human Resources, Ifrah Mohamed

Human Resources, Compliance and Payroll

Hiring & Workforce

This spring, HR successfully filled several critical positions, including a new Payroll Manager, Payroll & Benefits Coordinator, and Assistant Director of Accessibility. These roles directly support the college's operations, compliance capacity, and student services. New employees have been fully onboarded, and thirteen active recruitments remain in progress across faculty, administrative positions, keeping the college well-positioned heading into the new academic year.

Adjunct Faculty Benefits Review

HR has completed the annual Mader and Two-Year Averaging assessment, which determines continued benefits eligibility for Associate Faculty for Summer 2026 and the 2026 to 2027 academic year. Notifications are being issued to affected faculty ahead of the May payroll deadline.

Employee Wellness

In recognition of Mental Health Awareness Month, HR partnered with the Washington State Employee Assistance Program to promote mental fitness resources across campus, including live webinars and a multi-week wellness series. These resources are available at no cost to all employees and their households.

Performance Evaluation Support

HR launched open office hours to support supervisors and employees through the annual performance evaluation cycle, which is now underway with a completion deadline of August 31, 2026.

Ethics Training

HR coordinated campus-wide participation in the annual Ethics Law training, presented by the Executive Director of UW Internal Audit. Topics included Washington State ethics law, appropriate use of public resources, gifts, and conflicts of interest.

Payroll & Compliance

Payroll operations and compliance assessments are current and on schedule. The FY27 HR budget has been submitted to Finance, and HR continues to meet all public records, labor relations, and workplace safety obligations in accordance with state law and college policy.



Board of Trustees Meeting Agenda

Dr. Meghan Quint, Chair
Mr. Alex Lee, Vice Chair
Dr. Rania Hussein
Dr. Colleen Ponto
Mr. Shahryar Qadri

Regular Meeting
Wednesday, May 20, 2026
4:00 p.m.

Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011
Tjossem Board Room CC2-260
or [via Zoom](#)

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

**Wednesday, May 20, 2026
4:00 p.m.**

AGENDA

1. PUBLIC MEETING CALL TO ORDER (4:00)

2. CONSENT AGENDA

A) Meeting Agenda

B) Minutes from last meeting – March 18, 2026

3. PUBLIC COMMENTS

Cascadia College reserves up to 30 minutes for members of the public to comment on topics related to the meeting's agenda. Each speaker is allotted up to three minutes to provide their comments.

At the discretion of the Board Chair, comments about topics not on the agenda may be heard. Those who wish to provide comment to the board outside of the agenda's allotted time or its designated topics may submit their remarks in writing up to seven calendar days after the conclusion of the meeting. Written comments will be distributed to all board members.

4. NEW EMPLOYEES/PROMOTIONS

Introduction of New Employees/Promotions

5. INFORMATION ITEMS

A) Board Self-Assessment Tool

B) Trustee Calendar 2026-27

C) UWB Connections

D) Faculty Sabbaticals

6. DISCUSSION & PRESENTATION ITEMS

- A) Mission Fulfillment Moment: Data-Informed Decisions (EM)
- B) Events & Advocacy Board: S&A Budget Process (EB)
- C) Events & Advocacy Board: Draft S&A Fee Budget for 2026-27 (EB)
- D) Monthly Finance Report: Spring 10th Day Enrollment + 2026-27 Draft Budget (SP)

7. ACTION ITEMS

- A) Awarding Emeritus Status (EM)

8. OTHER REPORTS

- A) Cascadia Events & Advocacy Board (EAB)
- B) Cascadia Community College Federation of Teachers (CCCFT)
- C) Cascadia Classified Union Washington Public Employees Association (WPEA)
- D) Board Chair and Individual Board Members
- E) President

9. OTHER BUSINESS OR ANNOUNCEMENTS

10. NEXT MEETING

The next regularly scheduled Board meeting is Wednesday, June 17th, 2026.

ACCESSIBILITY & NON-DISCRIMINATION

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.

Cascadia College is committed to creating a supportive environment for a diverse student, faculty, and staff population. Individual differences are celebrated in a pluralistic community of learners.

Cascadia does not discriminate on based on color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment. Cascadia is prohibited from discrimination by college policy and state and federal law.

Cascadia College Board of Trustees

Regular Meeting Minutes – March 18, 2026

Cascadia College, 18345 Campus Way NE, Bothell, WA 98011, Tjossem Boardroom CC2-260

4:00pm

BOARD OF TRUSTEES

Present: Dr. Meghan Quint, Chair; Alex Lee, Vice Chair; Dr. Colleen Ponto, Shahryar Quadri, Dr. Rania Hussein

EXECUTIVE STAFF

Chari Davenport, Erin Blakeney (excused), Brittany Caldwell, Dr. Eric Murray, Dr. Ellen Evans, AAG.

Susan Thomas (recorder)

Shannon Bath (presentation assistant)

AUDIENCE

Audience members via Zoom included: See Addendum A

1. Public Meeting Call to Order

Chair Dr. Meghan Quint officially called the regular meeting of the Cascadia College Board of Trustees to order at 4:04 pm.

2a. Transition to Executive Session

At 4:05pm, the Board entered into Executive Session as permitted under RCW 42.30.110 to discuss evaluation of the qualifications of an applicant for public employment or to review the performance of a public employee.

2b. Return to Public Meeting

The Board reconvened in Public Session at 4:45pm.

3. Consent Agenda

Chair Quint presented the Consent Agenda for approval. No modifications were proposed.

MOTION: Trustee Hussein

SECOND: Trustee Ponto

OUTCOME: Approved unanimously

4. Public Comments

There were no public comments submitted or made during the meeting.

5. New Employees / Promotions

New employees will be introduced at next month's board meeting

6. Information Item

None

7. Discussion & Presentation Items

A. Faculty Sabbaticals

Debra Waddell presented her **2026 Sabbatical Report**, "*A Journey with the Braver Angels.*"

Debra shared that her sabbatical was a period focused on studying and applying the Braver Angels approach to civil discourse, depolarization, and courageous citizenship. Her learning emphasized engaging across differences with curiosity, accuracy, and respect, including participation in Depolarizing Within training and additional workshops, debates, and forums through Braver Angels.

She noted that the sabbatical was a time of renewal and enrichment and the learning gained will directly benefit students by strengthening their communication skills in polarized environments. She shared that the experience was both personally restorative and professionally impactful, and she found inspiration in traveling and experiencing different parts of our beautiful country.

B. Mission Fulfillment Moment: Assessment & Program Review Part 2

One of the college's three recommendations from the NWCCU mid-cycle review was to develop an effective system of assessment and program review.

Kristina Young presented a high-level overview from the Accreditation slide deck, focusing on the evolution of assessment and program review practices at Cascadia. Key points included:

- Clarification of what constitutes a program, defined through Areas of Interest (AOIs)
- An example of an AOI workplan
- Progress toward merging student achievement and assessment processes
- The transition into deeper analysis as the next phase of this work

Kristina emphasized how assessment and achievement data are being aligned to strengthen program review and support continuous improvement.

C. Fee Requests

VP Erin Blakeney was not present for this item.

The Board reviewed a fee request related to a third-party vendor cost increase associated with Parchment, a secure digital credential service that enables students, alumni, and employers to request, send, and receive official transcripts, diplomas, and academic records.

Parchment reported that statewide transcript request fees average \$15, with common student fees ranging from \$7 to \$15 across institutions.

Recommendation:

- Continue charging students **\$8.40 per official transcript**
- Charge **third-party requestors \$15** for official transcripts and degree verification, aligning with common rates across the system and nationally

MOTION: Trustee Ponto

SECOND: Trustee Hussein

OUTCOME: Approved unanimously

D. Finance Update: Repair & Replacement, Reserves

The finance update included the following topics:

- Current status of the College's reserves
- Estimated FY27 reserve spending for IT and Facilities programs

Laura Hedal, Senior Director of IT Services, reviewed the FY 2026–27 Repair & Replacement requests for IT, which include:

- Upgrades to three older classrooms and one science lab
- Replacement of the digital signage system
- Replacement of approximately 10% of employee desktops, laptops, and monitors
- Replacement of main campus firewalls
- Replacement of approximately 25% of UPS batteries in campus network closets

The total IT request is \$576,000, which is lower than prior years and below earlier estimates that projected costs closer to \$800,000.

Shawna Pitts, Senior Director of Administrative Services, presented Facilities' five-year rolling plan and outlined the FY 2026 Repair & Replacement requests, which include:

- Furniture replacements in CC1 and CC2 Vistas
- Furniture stock replenishment, including ADA desks
- Painting and carpet replacement in corridors and classrooms

The total Facilities request is \$442,500. Combined, the FY26–27 Repair & Replacement requests for IT and Facilities total approximately \$1 million.

Reserves Update:

As of February, total reserves across all funds—including local funds, bonds, and LGIP—are \$17.3 million. Dr. Murray noted that the College has maintained reserves at approximately this level for the past six years and continues to be in a healthy reserves position.

President Murray spoke about the state-wide budget issues.

8. Action Items

None

9. Other Reports

A. Cascadia Events & Advocacy Board (EAB)

Muskaan Grewal was not present for this item. Her report is included in the board packet, with highlighted recent events and advocacy initiatives:

Events:

- International Women’s Day Tabling
- Slime Lab
- Finals Noodle Table

Advocacy:

- Continuing to work on reusable water bottle campaign
- Reviewing applications to recruit students to join the S&A fee committee in the Spring
- Checking in with students about how they feel in today’s world

B. Cascadia Community College Federation of Teachers (CCCFT)

Dr. Dave Shapiro shared a quote from Dr. Kimia Ghanbeigi’s letter to her students, which was included in his written report. Dr. Ghanbeigi wrote the letter as war began in Iran, stating: *“I believe deeply that continuing our work matters. In times when the world feels unstable, choosing to think clearly, to learn, and to build is an act of strength.”*

Dr. Shapiro reflected that this sentiment resonates strongly across classrooms. He noted that it is an honor and a privilege to provide students with a supportive space where they can come together, exchange ideas, and find comfort and strength during uncertain times.

C. Cascadia Classified Union (WPEA)

Ryan Higgins was not present; no report submitted.

D. Reports from Board Chair and Trustees

- Trustee Ponto will be attending the Northshore School District Board meeting on Monday.
- Vice Chair Lee will be attending the upcoming Lake Washington School District Board meeting.

E. President’s Report – Dr. Eric Murray

- Northshore High Schools have some running start students who are co-graduating, with high school ceremonies occurring at the same time as Cascadia’s commencement. We are exploring the creation of a separate, private ceremony for these students.

- Members of the UW Board of Regents visited campus last week. The new UW Bothell Chancellor expressed that Cascadia is considered part of their institutional family.
- A UW Seattle Vice Provost also visited campus and discussed the Cascadia/UWB relationship. Plans are underway to meet again to further strengthen partnerships and collaboration.

10. Other Business or Announcements

There was no other business

11. Next Meeting – Public Meeting

Date: April 15, 2026, 4:00pm

Meeting Adjournment

Chair Quint adjourned the meeting at 5:57 PM.

Approval of Minutes

Approved and Adopted on: April 15, 2026

Meghan Quint, Board Chair

Attest:

Dr. Eric Murray, President

Addendum A

Board of Trustees Meeting Attendance

Eric Murray, President	X
Meghan Quint	X
Alex Lee	X
Colleen Ponto	X
Shahryar Quadri	X
Rania Hussein	X
Ellen Evans, AAG	X
Brittany Caldwell	X
David Shapiro	X
Susan Thomas	X
Shannon Bath	X
Debra Waddell	X
Kristina Young	X
Erik Tingelstad	X
Teya Viola	X
Ana Nina	X
Shawna Pitts	X
Laura Heddal	X
Antonio Shimono	X
Becky Riopel	X
Jacinth Nurse	X
Victor Begay	X
Gergina Lazarova	X

Cascadia College Board of Trustees
NEW EMPLOYEES and/or PROMOTIONS

Subject: New Employees and/or Promotions

Background:

The Board has requested to meet all new employees and become aware of those who have received promotions.

Details:

The following employees have joined Cascadia since the last Board meeting:

Yevheniia Valuiska, Office Assistant 3 – Basic Education for Adults

Yevheniia joined our team on April 1, 2026, in the Office Assistant position. She previously worked as our CCF student ambassador and then as a part-time temporary office assistant in CCF. Yevheniia brings a wealth of knowledge and unique experiences about our ESL/ELL pathways. We are excited to have her join us in this full-time capacity.

David Tinto, Instruction & Classroom Support Technician 1 (Stormwater Project)

David Tinto recently rejoined the campus community as an ICST 1 for the stormwater sampling project and brings a background in sustainability, having earned a BAS in Sustainable Practices here at Cascadia College graduating in 2023. He has been based in the Seattle area for the past 10 years and enjoys staying active and connected to the outdoors. In his free time, David likes hiking, cooking, and watching soccer.

Felicia “Fi” Walters, Assistant Director of Accessibility & Student Support Services

Fi has been working at Cascadia College for the past 9 years. She has worked with Student Accessibility Services (SAS) as both the Program Assistant and the Program Coordinator. In Fi’s new role, she’ll be meeting with students to determine possible accommodations, train students on how to different assistive technology, and other administrative tasks related to SAS. Fi will also be joining the CARE Team as one of the main responders on the team. She’ll be reaching out to students who deal with a variety of challenging situations in order to connect them with appropriate resources.

When outside of work, Fi loves to go to music shows/concerts, listen to music, play video games, watch movies, and go hiking/traveling/road tripping. She adores the mountains and is especially interested in high-altitude mountaineering. Fi and her partner have plans to summit Mt. Rainier by 2029, and further down the road they plan to make the 12+ days trek to K2’s base camp to see K2 up-close.

Cascadia College Board of Trustees
Info Item 5.A

Subject: Trustees Self-Assessment

Justification:

Each year, the Trustees are required to review and approve their self-assessment process.

Background:

Boards of Trustees are required to engage in a yearly self-assessment process to help guide their work and development as Trustees. Cascadia has used a consistent version of the self-assessment for multiple years.

After approval of the attached instrument, the assessment will be sent to each Trustee for completion and results will be presented at the Trustees' Summer Retreat.

We ask that the Trustees review the instrument and offer suggestions. The Board may opt to approve the instrument at this meeting.

Recommendation, if opting to approve.

"I move to approve the Trustee Self-Assessment Instrument included in this month's packet."

Action:

Trustee makes motion: _____

Trustee seconds motion: _____

Vote:

	Yes	No	Abstain
Hussein			
Lee			
Qadri			
Quint			
Ponto			

Board of Trustees Self-Assessment.

Your responses are anonymous. Results will only be shared with the President, the Executive Assistant to the President, and the Board of Trustees. Thank you for your thoughtful reflections.

Roles and Responsibilities

In this section, please indicate your level of agreement or disagreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Do not know
The Board understands and adheres to its roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board relies on board policy in making decisions and in guiding the work of the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board ensures that the institution's plans are responsive to the community's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agenda items provide sufficient information to enable good board decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board sets and communicates clear expectations for president's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meetings and study sessions provide sufficient opportunities to explore key issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustee development activities are available to the Board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Roles and Responsibilities

Please indicate how **important** the item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
The Board understands and adheres to its roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board relies on board policy in making decisions and in guiding the work of the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board ensures that the institution's plans are responsive to the community's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agenda items provide sufficient information to enable good board decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board sets and communicates clear expectations for president's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meetings and study sessions provide sufficient opportunities to explore key issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustee development activities are available to the Board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Roles and Responsibilities:

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Board of Trustees / President Relationship

In this section, please indicate your level of agreement or disagreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Do not know
Board members' behavior exemplifies ethical behavior and conduct that is above reproach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New members participate in a comprehensive orientation to the board and college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board maintains a positive working relationship with the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly reviews the president's contract to assure appropriate support and compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board regularly evaluates the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disagreements among members are carefully handled by the Board Chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Chair serves as the voice of the Board when dealing with the public and media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The roles and responsibilities of the Chair are clear and supported by all trustees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Board of Trustees / President Relationship

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
Board members' behavior exemplifies ethical behavior and conduct that is above reproach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New members participate in a comprehensive orientation to the board and college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board maintains a positive working relationship with the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly reviews the president's contract to assure appropriate support and compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board regularly evaluates the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disagreements among members are carefully handled by the Board Chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Chair serves as the voice of the Board when dealing with the public and media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The roles and responsibilities of the Chair are clear and supported by all trustees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Board of Trustees / President Relationship:

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Board Meetings and Efficiency

In this section, please indicate your level of agreement or disagreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Do not know
Trustees come to each meeting prepared and ready to debate issues fully and openly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members avoid conflicts of interest and the perception of such conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meetings are conducted in an orderly, efficient manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board's policy manual is up to date and comprehensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board clearly delegates the administration of the institution to the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board regularly receives and reviews reports on the financial status of the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board policies and practices assure effective fiscal management and internal controls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board expects and supports faculty, staff, and student participation in college decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board clearly understands its policy role and differentiates its roles from those of the president and college staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board honestly debates the issues affecting its community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board speaks with one voice once a decision or policy is made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Board Meetings and Efficiency

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
Trustees come to each meeting prepared and ready to debate issues fully and openly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members avoid conflicts of interest and the perception of such conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meetings are conducted in an orderly, efficient manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board's policy manual is up to date and comprehensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board clearly delegates the administration of the institution to the president.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board regularly receives and reviews reports on the financial status of the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board policies and practices assure effective fiscal management and internal controls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board expects and supports faculty, staff, and student participation in college decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board clearly understands its policy role and differentiates its roles from those of the president and college staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board honestly debates the issues affecting its community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board speaks with one voice once a decision or policy is made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Comments on Board Meetings and Efficiency:

Institutional Effectiveness Information

In this section, please indicate the level of consideration that has been given to each indicator over the last three years.

	Not considered at all	Somewhat considered	Moderately considered	Highly considered	N / A
Student Achievement Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Review Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustee activity in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data review (Transfer data, Graduation data, Retention data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive media coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaggregated student cohort data on successful completion of Basic Skills courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student data on completion and placement by occupational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data on the effectiveness of customized and/or short-term workforce training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering success and equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Effectiveness Information

Please indicate how **important** is information on each item, to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
Student Achievement Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Review Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustee activity in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data review (Transfer data, Graduation data, Retention data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive media coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaggregated student cohort data on successful completion of Basic Skills courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student data on completion and placement by occupational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data on the effectiveness of customized and/or short-term workforce training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering success and equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Effectiveness Information:

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Readiness - Implementation

In this section, please indicate the level of implementation for each statement.

	Not implemented at all	Somewhat implemented	Mostly implemented	Completely implemented	Do not know
The Board regularly receives and reviews reports on student outcomes (OAC, Measuring Up, Surveys).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members participate in trustee development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board participates in an evaluation process that is used to help enhance its performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board measures its accomplishments against its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness - Implementation

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
The Board regularly receives and reviews reports on student outcomes (OAC, Measuring Up, Surveys).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members participate in trustee development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board participates in an evaluation process that is used to help enhance its performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board measures its accomplishments against its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Comments on Readiness Implementation:

Readiness - Level of Agreement

In this section, please indicate your level of agreement or disagreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Do not know
The Board is aware that the college routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that there is alignment and extensive collaboration of efforts to improve student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that the College has established a strategic planning and accreditation process based on data to create objectives for measuring student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions about budget allocations are based on evidencing effectiveness and support of mission fulfillment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that there is training available to the Board, faculty, and staff on using data and research to improve programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness - Level of Agreement

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
The Board is aware that the college routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that there is alignment and extensive collaboration of efforts to improve student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that the College has established a strategic planning and accreditation process based on data to create objectives for measuring student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions about budget allocations are based on evidencing effectiveness and support of mission fulfillment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board is aware that there is training available to the Board, faculty, and staff on using data and research to improve programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Future Professional Development

In this section, please choose your best answer to each question.

	No	Yes	I would like more information
Do you understand the role/responsibilities of the president?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand the time commitment as a Trustee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you knowledgeable about Strategic Planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you read and understand the organization's financial statements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you knowledgeable about the institution's programs and services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you advocate for the institution with local, state, and federal governing bodies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand your roles and responsibilities as a Trustee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand shared governance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand and support the mission of the organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Future Professional Development

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
Do you understand the role/responsibilities of the president?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand the time commitment as a Trustee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you knowledgeable about Strategic Planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you read and understand the organization's financial statements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you knowledgeable about the institution's programs and services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you advocate for the institution with local, state, and federal governing bodies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand your roles and responsibilities as a Trustee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand shared governance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand and support the mission of the organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Future Professional Development:

Cascadia College
Board Self-Assessment, 2024 - Item Importance

Trustee Satisfaction

In this section, please indicate your level of agreement or disagreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	N / A
The quality, amount, and frequency of information provided to the board are satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I receive satisfaction serving as a board member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members adhere to confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My contributions to the Board are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall effectiveness of board management and organization is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My time as a board member is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Trustee Satisfaction

Please indicate how **important** each item is to your work as a Trustee.

	Not important	Somewhat Important	Very Important	Neutral or Unsure
The quality, amount, and frequency of information provided to the board are satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I receive satisfaction serving as a board member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members adhere to confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My contributions to the Board are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall effectiveness of board management and organization is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My time as a board member is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Trustee Satisfaction:

My main area(s) of expertise that I contribute to the Board are

please select no more than three (3) areas.:

- My connections to elected officials as a way to advocate for the College
- Expertise in finance, budget, and management
- My significant experience in education and curriculum development
- Connections to business and industry
- Connections to the local community
- Construction and facilities management
- Raising funds for the College

Other primary expertise not listed (please specify):

In what ways, if any, has your Board promoted or addressed student success at your institution in the past year?

Thank you for taking the time to complete this assessment.

Results will be compiled into a report and shared with the President, the Executive Assistant to the President, and the Board of Trustees.

Cascadia College Board of Trustees
Information Item 5.B

Subject: Trustees Meeting Calendar

Justification:

The Trustees must approve yearly their meeting calendar for the coming academic year.

Background:

The attached calendar follows a typical format and meeting schedule for the academic year 2026-27.

This item is information-only so that the Trustees can review their personal calendars and make any suggestions before adoption at the June meeting. During this time, we will also discuss potential retreat dates.

Board of Trustees Calendar 2026-27

Aug 10-13	Regular Meeting/Summer Retreat	9a-1:30p
Aug 17-20	*There will be no action items at this meeting.	
9-Sep	(on campus)	
16-Sep	Regular Meeting	4pm
21-Oct	Regular Meeting	4pm
18-Nov	Regular Meeting	4pm
2-Dec	Regular Meeting *The only agenda item will be an Executive Session per RCW 42.30.110(g)*	4pm
6-Jan	Regular Meeting *The only agenda item will be an Executive Session per RCW 42.30.110(g)*	4pm
20-Jan	Regular Meeting	4pm
17-Feb	Regular Meeting	4pm
17-Mar	Regular Meeting	4pm
21-Apr	Regular Meeting	4pm
19-May	Regular Meeting	4pm
11-Jun	Commencement	3p-6p
16-Jun	Regular Meeting	4pm

* Not third Wednesday

Cascadia College Board of Trustees
Information Item 5.C

Subject: UWB Connections

Justification:

The Trustees have encouraged the college to continue building connections with UWB. This item articulates those connections.

Background:

Attached are two examples of Cascadia's on-going work with UWB.

The first report is data shared by UWB regarding Running Start credits and graduation rates. The college president has offered to work with UWB to help further refine, improve, and build upon this data using the Cascadia-UWB relationship.

The second report is work-in-progress about how Cascadia is building transfer relationships with UWB through grant-funded collaborations led by Dean Kristina Young.

The third attachment is an email to the UWB Vice Chancellor for Student Affairs with CC's to the UWB Chancellor and the UV Vice Provost for Undergraduate Affairs. It offers Cascadia's willingness to build upon these two reports.

This is all extremely exciting work.



RUNNING START CREDITS AND GRADUATION ANALYSIS

Prepared for University of Washington Bothell

March 2026



The University of Washington Bothell (UWB) has partnered with Hanover Research (Hanover) to conduct a descriptive analysis of graduation outcomes for its undergraduate students. UWB is particularly interested in understanding the relationship between the number of Running Start program credits that incoming undergraduate students bring to the university and their completion outcomes, as well as graduation timelines. Approximately 70 percent of UWB students enter with transfer credits, many of which are earned at local community colleges through the Running Start program. However, UWB has observed that students, particularly those in STEM fields, often do not experience a shorter time to degree despite entering with substantial prior credits. This pattern may be driven by misalignment between transferred coursework and general education or major requirements, which can require students to complete more coursework than expected after transfer. UWB is concerned that these patterns may contribute to longer-than-anticipated time-to-degree, excess credit accumulation, and potential student attrition.

To support UWB's research needs, Hanover has processed the provided historical data and developed this Power BI dashboard visualizing the key descriptive outcomes for various UWB student sub-groups. This workbook contains the following tabs:

- **Key Findings** and **Recommendations** tabs provide the main insights from this analysis.
- **Credit Transfer Patterns** tab is an interactive visualization that allows the user to identify student sub-groups that tend to transfer more credits at entry to UWB.
- **Graduation Outcomes** is an interactive tab presenting the key completion outcomes, including graduation rate, average quarters to graduation, share of students graduating beyond the expected timeline or with excess credits, average excess quarters of enrollment, and average excess credits. This visualization allows to display outcomes for specific student sub-groups.
- **Beyond Timeline Graduation Patterns** tab is a custom visualization focusing on students who stay enrolled at UWB beyond their expected graduation timeline. This tool allows to identify sub-groups that tend to have lower completion outcomes in case of longer enrollment.
- **Data Overview** tabs review the data assumptions and methodology used by Hanover in this study.

1) Students who enter UWB with more transfer credits are generally likely to graduate at higher rates, but this pattern levels out after around 120 credits, suggesting diminishing returns. While the overall graduation rate for students transferring fewer than 45 credits is 71 percent, for the 45-70 credits sub-group it is at 80 percent. The highest rate - 88 percent - is observed for students transferring between 106 and 120 credits, but for all sub-groups transferring more than 120 credits graduation rate is in the lower 83 to 85 percent range.

2) Transferring more credits does not appear to reduce graduation timelines significantly. The average number of quarters to graduation is between 7.3 and 7.6 for students in all ranges of total transfer credits. At the same time, while only 5 percent of graduating students who transfer under 45 credits graduate over the expected timeline, for the 90 - 105 transfer credits sub-group, 71 percent graduate over the expected timeline. In the case of students who transfer 106 or more credits, the share of staying beyond expected timeline is above 95 percent. A similar pattern is observed in the case of the share of students graduating with excess credits (i.e., above 180).

3) Staying enrolled beyond the expected timeline does not correspond to reduced graduation rates. While the overall graduation rate for all students in the examined data is 83 percent, it is at 89 percent for the subset who are observed enrolled beyond the expected timeline (67 percent of all students). Note that the same pattern is observed for students in all transfer credit ranges above 70 (i.e., slightly higher graduation rate for students enrolled beyond expected timeline than overall graduation rate) , but in the under 45 and 45 to 70 sub-groups students who stay enrolled beyond expected timeline are less likely to graduate compared to their sub-group averages.

4) When limiting the view to colleges from which at least 50 students graduate from UWB, the highest shares of students who graduate beyond expected timelines are observed among graduates with transfer credits from Edmonds College (85 percent), Bellevue College (76 percent), Everett Community College (73 percent), and Green River College (72 percent). Meanwhile, the lowest share - 57 percent - is observed in the case of students originating from the North Seattle College.

5) The share of beyond timeline graduates is above 80 percent among students with entry majors in Electrical Engineering and Mechanical Engineering (91 percent and 85 percent, respectively). The lowest shares are observed in the case of Health Studies, Society, Ethics and Human Behavior, and Community Psychology (60 percent, 58 percent, and 51 percent, respectively).

6) Students who change major or move to another UW campus in the first year of studies are more likely to graduate beyond timeline. The share of graduates staying enrolled longer than expected among first-year major/campus changers is 80 percent, compared to 71 percent in the case of students staying in the same major throughout the first year. Note that the former group is also less likely to graduate than the latter - 79 percent compared to 83 percent.

- **Strengthen advising and onboarding support for students entering with lower levels of transfer credit.** Students entering UWB with fewer transfer credits graduate at lower rates compared to those who transfer larger numbers of credits (e.g., 71 percent for those with under 45 transfer credits vs. 88 percent for those transferring 106-120 credits). This pattern suggests that students who arrive further from the 180-credit completion threshold may face additional barriers related to course sequencing, academic planning, or adjustment to the university environment. UWB may benefit from providing targeted advising and academic planning resources for these students early in their enrollment to help them navigate degree requirements efficiently and maintain progress toward graduation.
- **Review transfer credit articulation of colleges from which greater shares of UWB students tend to accumulate excess credits and stay longer than the expected graduation timeframe.** Based on data from the Graduation Outcomes tab and limiting to community colleges with at least 50 UWB graduates, the greatest shares of UWB graduates who enroll longer than expected timeline are among those with prior credits from Edmonds College, Bellevue College, Everett Community College, and Green River College (72 percent or more). These community colleges also tend to produce larger proportions of UWB graduates (81 percent or more) who accumulate excess credits when graduating from UWB. UWB should prioritize these community college partners in reviewing articulation agreements to ensure that prior credits align with UWB's program requirements.
- **Provide proactive guidance to students who change majors early in their academic career.** Students who change majors during their first year graduate at lower rates than those who remain in their initial major. While changing majors is often a normal part of academic exploration, early transitions may disrupt degree planning and extend time to completion. UWB may benefit from strengthening academic exploration resources, career guidance, and early advising so that students can make more informed major selections and minimize disruptions to their academic progress.
- **Use the dashboard to monitor patterns in graduation timelines and excess credit accumulation across student sub-groups.** The dashboard developed for this analysis allows UWB to examine graduation timelines, excess credit accumulation, and completion outcomes across a wide range of characteristics, including transfer credit levels, majors, demographics, and entry cohorts. UWB can use these tools to identify sub-groups where students experience longer timelines or higher excess credit accumulation and prioritize interventions accordingly. Regularly updating and reviewing these metrics may help the university track progress and refine policies related to transfer credit evaluation, academic advising, and degree pathway design.



Min. # of Records

This interactive tab allows its user to visualize average transfer credits for various sub-groups of UWB students. Use the filter menu below to select the breakdown of interest and to further focus the view on specific sub-groups. Small sub-groups can be removed from the view by selecting the minimum number of records per sub-group in the "Min. # of Records" filter in the top right of the page. Hovering over the visual with the mouse shows additional information in the tooltip. The data from the visual can be exported into Excel by clicking on the three-dot symbol in the top right of the visual.

Select Breakdown

Gender

Transfer Credits

All

Gender

All

Race/Ethnicity

All

First Gen Status

All

Community College

All

Entry Major

All

Major/Campus Chg. 1...

All

Major/Campus Chg. E...

All

Grad. Major

All

Entry Year

All

Entry Term

All

Average Transfer Credits

Female



108.54

Male



102.01



Running Start Credits and Graduation Analysis

Graduation Outcomes

Continuous Outcomes

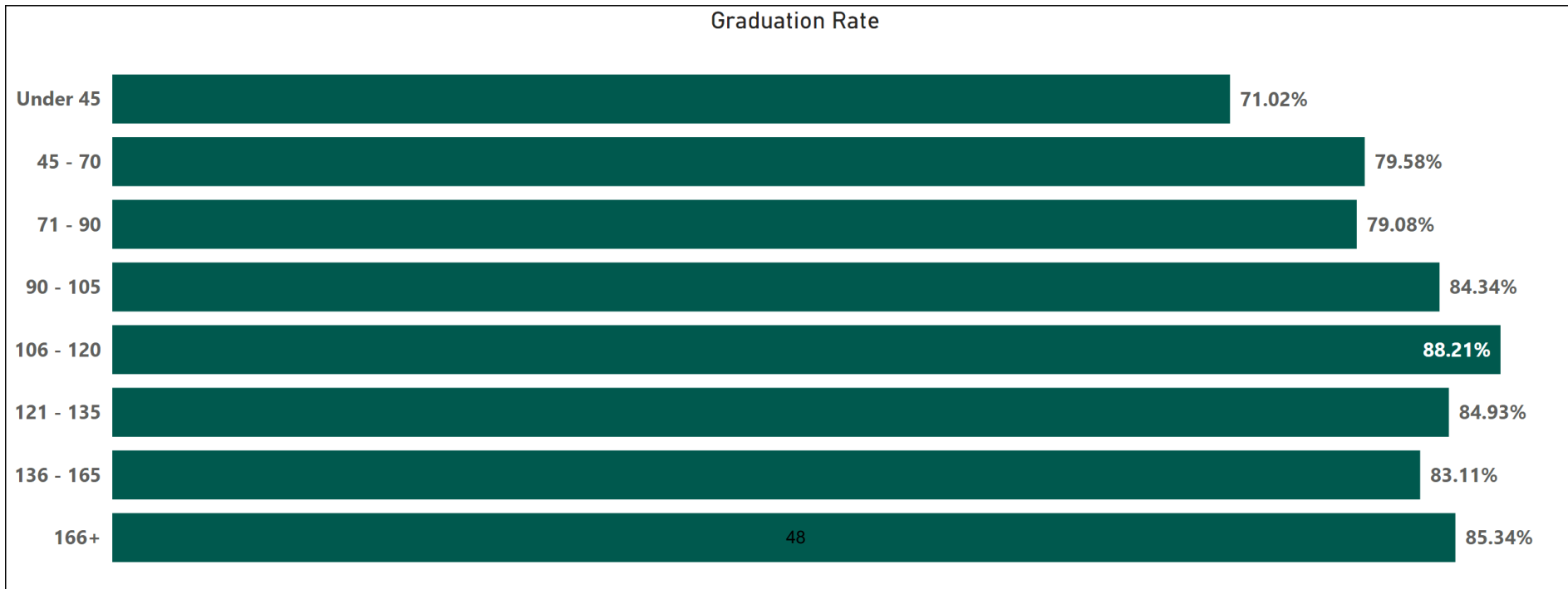
Categorical Outcomes

Min. # of Records

1

This interactive tab allows its user to visualize graduation outcomes for various sub-groups of UWB students. First, select the set of outcomes (continuous or categorical) in the menu above. Next, use the filter menu below to select the breakdown and the specific outcome of interest and to further focus the view on specific sub-groups. Small sub-groups can be removed from the view by selecting the minimum number of records per sub-group in the "Min. # of Records" filter in the top right of the page. Hovering over the visual with the mouse shows additional information in the tooltip. The data from the visual can be exported into Excel by clicking on the three-dot symbol in the top right of the visual.

Select Breakdown	Select Outcome	Transfer Credits	Gender	Race/Ethnicity	First Gen Status	Community College
Transfer Credits	Graduation Rate	All	All	All	All	All
Entry Major	Major/Campus Chg. 1...	Major/Campus Chg. E...	Grad. Major	Entry Year	Entry Term	
All	All	All	All	All	All	





Running Start Credits and Graduation Analysis

Beyond Timeline Graduation Patterns

Min. # of Records

This interactive tab allows its user to visualize graduation outcomes for students who stay enrolled at UWB beyond the expected timeline. Use the filter menu below to select the breakdown of interest and to further focus the view on specific sub-groups. Small sub-groups can be removed from the view by selecting the minimum number of records per sub-group in the "Min. # of Records" filter in the top right of the page. Hovering over the visual with the mouse shows additional information in the tooltip. The data from the visual can be exported into Excel by clicking on the three-dot symbol in the top right of the visual.

Select Breakdown:

Transfer Credits:

Gender:

Race/Ethnicity:

First Gen Status:

Community College:

Entry Major:

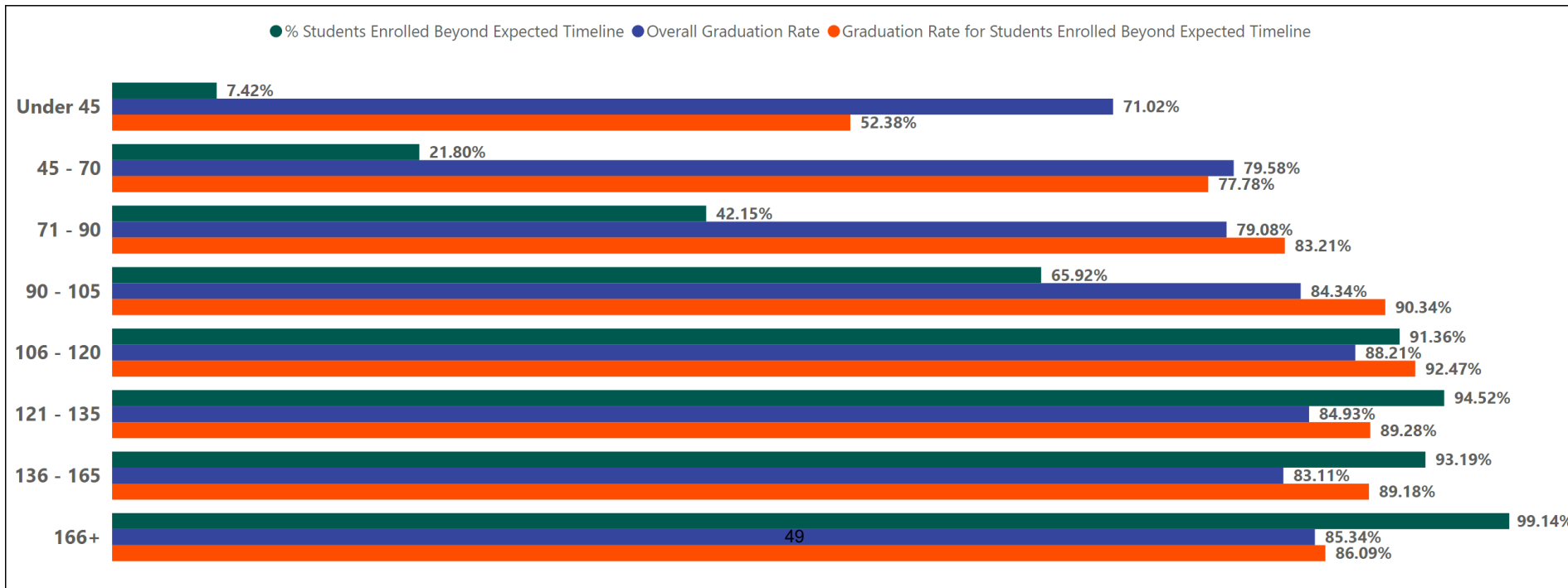
Major/Campus Chg. 1...:

Major/Campus Chg. E...:

Grad. Major:

Entry Year:

Entry Term:



For the purposes of this analysis, UWB provided Hanover with historical student data from the period between Winter 2019 and Fall 2025, including student academic and demographic characteristics, term-level enrollment information, and graduation records. Hanover made the following assumptions during the data setup process.

1) This study focuses on the population of students who entered UWB between Winter 2019 and Fall 2022 since later cohorts have lower observed completion rates due to recency. Additionally, a small number of students were excluded since the recorded source of transfer credits for them was UWB. Finally, based on recommendation from UWB, Hanover also removed students with initial major in Nursing (B NURS) from the analysis. The final analytic file contains information on 2,951 distinct students.

2) The term specified in the EntryQtr column is assumed to be the entry term for each student. In a small number of cases, students have records from preceding terms (assumed to be from prior studies), which were excluded from this analysis. Likewise, Hanover discarded all records associated with terms after graduation for all students who completed their programs at UWB.

3) Hanover used the following definitions for the key academic outcomes used in this analysis:

- Graduation: A given student is considered to have graduated if the DegreeGrantedQtrKeyId column contains a valid graduation term value.
- Quarters to Graduation: The total number of term records in the data for a graduated student.
- Graduation Over Expected Timeline: A given student is considered to have graduated over the expected timeline if their quarters to graduation exceeds the number that is calculated as the difference between 180 and the number of transferred credits divided by 15 (expected number of credits earned per term) and rounded up (e.g., in the case of 50 transferred credits the expected timeline is $(180 - 50)/15 = 8.66 = 9$ quarters. The minimum possible expected timeline is assumed to be 1 quarter).
- Excess Quarters: The difference between quarters to graduation and the expected timeline (assumed to be zero if student graduated within the expected timeline).
- Excess Credits: The difference between the sum of transferred credits and credits earned at UW and 180 (expected number of credits at graduation) for a given graduated student (assumed to be zero if student graduated with 180 or fewer credits).
- Graduation with Excess Credits: A given student is considered to have graduated with excess credits if their calculated excess credits at graduation are above zero.

4) Hanover made the following assumptions regarding student majors:

- We used the QtrtrMajorCode column to determine the student major at all points before graduation. Note that in a small number of cases the QtrtrMajorCode in the term of entry is not consistent with the value in the EntryMajor column. Additionally, around 4 percent of all students have at least one term with more than one major, which is coded as "Multiple" for the purposes of data deduplication.
- A given student is assumed to have changed major in a given term if the value in the QtrtrMajorCode column in the corresponding record is different from the value observed in the same column in the preceding term record. Exceptions include switches from B PRE, B XPRE, and NULL major values to any other specific major values.
- Majors with codes that are not found in the provided UWB major crosswalk (except NULL) are considered to be non-UWB majors and students are assumed to have transferred to other UW campuses in the corresponding terms. A given student is assumed to have switched campus in a given term if a change from a UWB to a non-UWB (or vice versa) major is observed in that term.
- Hanover identified students who had at least one major or campus change within the first year of studies (for all students) or at any point in their studies (for graduating students only).
- Graduation major is determined based on the GraduatedMajorCode1 column for graduating students only.

5) Students who identify as American Indian and Hawaiian/Pacific Islander are grouped in the "Other/Did Not Indicate" category due to small sample size.

6) The provided low income indicator was not used in this analysis due to inconsistent availability of data across years.

Overall Purpose

These articulations establish structured transfer pathways from **Cascadia College (CC)** to **University of Washington Bothell (UWB), School of STEM**, with the goal of:

- Supporting **timely and cost-effective bachelor's degree completion**
- Clarifying **admission expectations and prerequisite coursework**
- Enabling **reverse transfer** for associate degree completion
- Strengthening **advising, faculty engagement, and student community** across institutions

We have chosen to separate each articulation so that edits and reviews for one pathway do not interfere with the others. The logistical goal is to keep the articulations on parallel timelines and to use consistent language where appropriate.

Secondary goals include strengthening curricular collaborations, relationship building, and increased sense of belonging for students in STEM.

Degrees/pathways Covered

- **Biology (BS)**
- **Chemistry / Biochemistry (BS)**
- **Physics (BS)**
- **Electrical Engineering (BS)**
- **Mechanical Engineering (BS)**

Admission Framework

- CC students who complete the defined prerequisite coursework are reviewed as **UWB students of equivalent standing** (i.e., similarly to students who began at UWB).
- **Minimum GPA and grade thresholds** vary by discipline:
 - Science programs (Biology, Chemistry/Biochemistry, Physics): **2.0 GPA**
 - Electrical Engineering: **2.7 GPA** [under revision for alignment with new UWB internal requirements]
 - Mechanical Engineering: **2.5 GPA**
- Mechanical Engineering is the **only capacity-constrained program**, with a stated limit of **12 CC transfer students per year**.

Curriculum & Prerequisites

- Each agreement includes **formal course equivalency tables** mapping CC coursework to UWB requirements.

Reverse Transfer & Associate Degree Completion

All agreements:

- Support **reverse transfer** for students who move to UWB before completing an AA/AS at CC
- Allow UWB coursework to apply toward CC degree completion
- Include a **COLL 101 waiver** once a student completes **45 UWB credits with a 2.0 GPA**
- Permit an approved **UWB Diversity course** to count toward CC EDP requirements

Advising, Faculty Engagement, & Student Support

Across all programs, CC and UWB commit to:

- **Joint advising sessions** (at least annually, typically in Winter)
- **Faculty class visits** to CC STEM courses (generally Fall and Winter)
- **Shared recruitment, advising, and community-building activities**
- Equal access for CC transfer students to **scholarships, research, and funding opportunities** available to comparable UWB students

Governance, Review, and Communication

- Agreements include clauses for:
 - **Annual review**
 - **Curriculum change notification** by June 30 each year
 - Mutual responsibility for student communication

Term & Duration

- Most agreements begin **Fall 2026** and run through **June 30, 2030**
- Electrical Engineering begins **Fall 2024** and ends **June 30, 2029**

Thomas, Susan

From: Murray, Eric
Sent: Thursday, April 23, 2026 9:59 AM
To: Thomas, Susan
Subject: FW: Running Start Analysis & Transfer Pathways
Attachments: Running Start Credits and Graduation Analysis - UWB.pptx; UWB Articulations 2026 summary.docx

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Scott –

Wow. I just got through this. What a GOLDMINE of data and thank you for sharing. I've included my team and Ed Taylor here for multiple reasons.

Ed and I are talking about how UW (as a whole) and Cascadia can work together to further the UW Strategic Plan, which is almost ready for publication (I think). To further “radical partnerships” and to “increase access to UW”, I think this study sets up Cascadia and UWB for continued research and analysis about how we can work to improve the transfer experience and graduation data. It also shows that transfer credits above the 90-credit amount set students up for the best time to graduation and overall success.

I'd like to offer Cascadia's commitment to working with you to strategize around this, meaning we should set up data and improvement mechanisms between our two institutions so we can monitor data and implement change. I'd also like to see how the dashboards represent Cascadia students. It's my expectation that Cascadia students should show the highest level of achievement given our relationship...and I want to work towards that goal if we aren't already there.

On a different leg, Kristina Young (one of our Student Learning Deans) shared with me yesterday that we are almost ready to sign 5 articulation agreements in the STEM disciplines that articulate transfer pathways as if Cascadia students started out as organic UWB students. This is huge. I'm very excited about this. See attached.

Thanks for your support and let's think over the summer how we can build off of this analysis.

Eric

From: Scott James <jamesc@uw.edu>
Sent: Wednesday, April 22, 2026 10:03 AM
To: Murray, Eric <emurray@cascadia.edu>
Subject: Running Start Analysis

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you validate the sender and know the content is safe. If you are unsure, contact the Service Desk at 2-8228 or email ITservices@cascadia.edu.

Hi, Eric:

Here's a summary report from Hanover Research that was mentioned in our last joint leadership meeting. You asked to receive a copy. Let me know if you have any questions. Thanks!

-Scott

SCOTT R. JAMES, ED.D.

Vice Chancellor

Enrollment Management & Student Affairs

Executive Assistant: Kara Leon, kara19@uw.edu

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19116 Beardslee Blvd Suite 101 Bothell, WA 98011

425.352.5317

jamesc@uw.edu / www.uwb.edu



Cascadia College Board of Trustees
Information Item 5.D

Subject: Faculty Sabbaticals

Justification:

Within the scope of the budget approval process, the Board delegates approval of faculty and staff sabbaticals to the President. As a requirement of the granted sabbatical, employees are required to offer a presentation to the Board via podcast, written report, or verbal presentation.

Background:

In academic year 2024-25, seven sabbaticals were offered to faculty. The final faculty report is attached.

Natasa Kesler - Sabbatical leave report for 2026, Winter quarter

Introduction

During my sabbatical, I focused on advancing my professional development through participation in the Society for Integrative and Comparative Biology (SICB) Annual Meeting (January 3–7, 2026, Portland, OR) and applying those insights to curriculum development, with a particular emphasis on Microbiology (BIOL&260). This work was guided by a commitment to integrating current biological research, improving accessibility, and enhancing student engagement.

The sabbatical allowed me to bridge current scientific research with classroom practice, ensuring that course content reflects both contemporary science and the evolving needs of our student population.

Activities Completed

As proposed, I attended the SICB conference, which featured a wide range of symposia, plenary sessions, and workshops spanning organismal, functional, and evolutionary biology. I engaged in sessions that highlighted both cutting-edge research and innovative approaches to science education.

Key sessions included “Leapfrogging for Change: Leading Science in 2026,” which explored how scientists and educators must adapt to shifting societal and institutional landscapes, and the plenary session “Reimagining Biology Through Indigenous Science,” which emphasized the integration of diverse knowledge systems to enrich biological understanding.

I also attended the symposium “Host–Microbe Interactions Across Biological Scales in a Changing World,” which examined relationships between microorganisms and hosts from cellular to ecosystem levels. This session directly informed updates to my Microbiology course by reinforcing systems-level thinking.

Additional sessions included “The BioGraphl Curriculum,” which focused on improving student engagement and data literacy through real-world scientific narratives,

and a symposium on “Evolution, Development, and the Incoherence of Sex,” which highlighted the complexity of biological concepts and the need for flexible, interdisciplinary teaching approaches.

Beyond conference participation, I redesigned my Microbiology course and adopted a new textbook with an integrated digital platform (McGraw Hill Connect). I also refined Canvas course shells and updated laboratory materials to better align with current scientific practices and improve accessibility for students.

Value to Professional Development

This sabbatical significantly enhanced my professional growth by deepening my understanding of both current biological research and effective teaching strategies. Exposure to interdisciplinary sessions reinforced the importance of teaching biology as an interconnected discipline that spans molecular, organismal, and ecological levels.

I gained insight into inclusive and innovative teaching practices. Sessions emphasizing diverse perspectives in science demonstrated how representation and relevance can improve student engagement and learning outcomes.

I expanded my expertise in instructional design through the adoption of the Connect platform. This system offers adaptive learning tools such as SmartBook, auto-graded assessments, and virtual lab simulations. These features allow students to engage with material at their own pace, receive immediate feedback, and build conceptual understanding through repeated practice.

Value to Cascadia

The work completed during my sabbatical directly supports Cascadia College’s mission to deliver accessible, equitable, and superior educational experiences.

The redesign of my Microbiology course and adoption of the Connect platform enhances access and equity by providing structured, intuitive learning tools that support diverse learning styles. Integration with Canvas ensures a consistent and transparent course experience.

These changes promote student success by increasing opportunities for engagement, practice, and feedback. Adaptive tools guide students toward key concepts, while virtual labs and interactive assignments reinforce learning outside the classroom.

My continued development of shared Canvas course shells supports collaboration among faculty and ensures consistency in course design and delivery.

The integration of current scientific research and interdisciplinary perspectives reflects Cascadia's commitment to innovation, global awareness, and creativity. Incorporating inclusive teaching strategies also supports equity and inclusion by fostering a learning environment where all students feel represented and supported.

Conclusion

This sabbatical provided a meaningful opportunity to connect current scientific research with teaching practice and to implement concrete improvements in course design. Through conference participation and targeted curriculum redesign, I have enhanced the relevance, accessibility, and effectiveness of my courses.

These efforts support Cascadia College's vision of engaging individuals in lifelong learning and its mission to inspire students to achieve their educational and career goals.

Cascadia College Board of Trustees

Discussion Item 6.A

Subject: Mission Fulfillment: Examples of Data-Informed Decision-Making

Justification:

This item helps provide Trustees with information about how the college has responded to NWCCU recommendations.

Background:

One of the college's three recommendations at the NWCCU mid-cycle review was to assure ongoing and systematic evaluation and planning processes were in place to inform decision making and resource allocation (see **below**). This agenda item overviews examples of how we've done this.

For reference, these are the three recommendations by NWCCU.

- **Improving Institutional Effectiveness**
 - 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)
- **Student Learning**
 - Engage in an effective system of assessment to evaluate the quality of learning in its programs. These assessment efforts should be used to inform academic and learning support-planning and practices to continuously improve student learning outcomes (1.C.5, 1.C.7)
- **Student Achievement**
 - Establish and share widely a set of indicators for student achievement that are disaggregated and compared to regional and national peer institutions in a manner that identifies and removes barriers to academic excellence and success (equity gaps), and promotes student achievement (1.D.2, 1.D.3)

These presenters will be available for discussion and questions:

- Ana Nina, Director of Inclusion, Advocacy, and Community.
- Laura Hedal, Senior Director of Information Technology Services.
- Becky Riopel, Director Student Life
- Kristen Buck, Academic Advisor

Building Bridges -

Cascadia
Scholars
Constellation



Overview

- **Mission and Strategic Alignment**
- Equity pillar
- Objective 1 “create a sense of belonging and establish a support network”
- **Goal: what we hope to accomplish**
- Expand access to social capital while building a strong support network and skills for successful professional engagement (Boat et al., 2024)
- Leverage and connect with campus and off campus resources: we are the community’s college – exploring opportunities.

Initiatives: what we did

- Creating and sustaining ongoing networking skills training
- Providing role modeling and scaffolding
- Creating (leveraging) engagement opportunities – building on what we have:
 - on campus (faculty engagement, panel discussions, workshops)
 - across campus (research opportunities)
 - in the community (Foundations events and Board connections)

Data:
how we
evaluated
the
initiatives

Direct observation of student behavior before, during, and after engagement.

Informal assessments: How do you feel before, during, and after engagement? What actions are you taking going forward?

Results:

Greater understanding of the significant of connecting in general and networking in particular

New and significant connections (!)

Greater ease navigating unfamiliar environments

Great ease approaching unfamiliar groups

Enjoyment (!)



Setting the Scene

Tools such as Canvas, Navigate, and CareerPlanner are essential to student progress – without easy access, students stall before they begin.

Access is central to Cascadia's mission and strategic plan, so ITS partnered with teams across campus to advance it.



Where Students Got Stuck

- The Cascadia Network Account setup process was too complex, frustrating students before they could begin.
- System-generated usernames were hard to remember and incompatible with some services.
- Separate account names for ctcLink and the network account confused students at login.

Together, these issues increased login failures, support requests, and early frustration for students.

The Objective

Simplify student access to academic tools and support services by removing barriers at the point of login.



The Initiatives

- With input from Student Life, students, and the Outreach & Student Onboarding team, ITS rebranded the “Cascadia Network Account” as the Kodiak Account for simpler recognition. (Summer 2025)
- ITS worked with Outreach to revise acceptance communications, clarifying how to activate the ctcLink and Kodiak Accounts and what each is used for. (Summer 2025)
- Student usernames were shortened and standardized for easier recall and cross-system compatibility. (Fall 2025)

Data in Focus

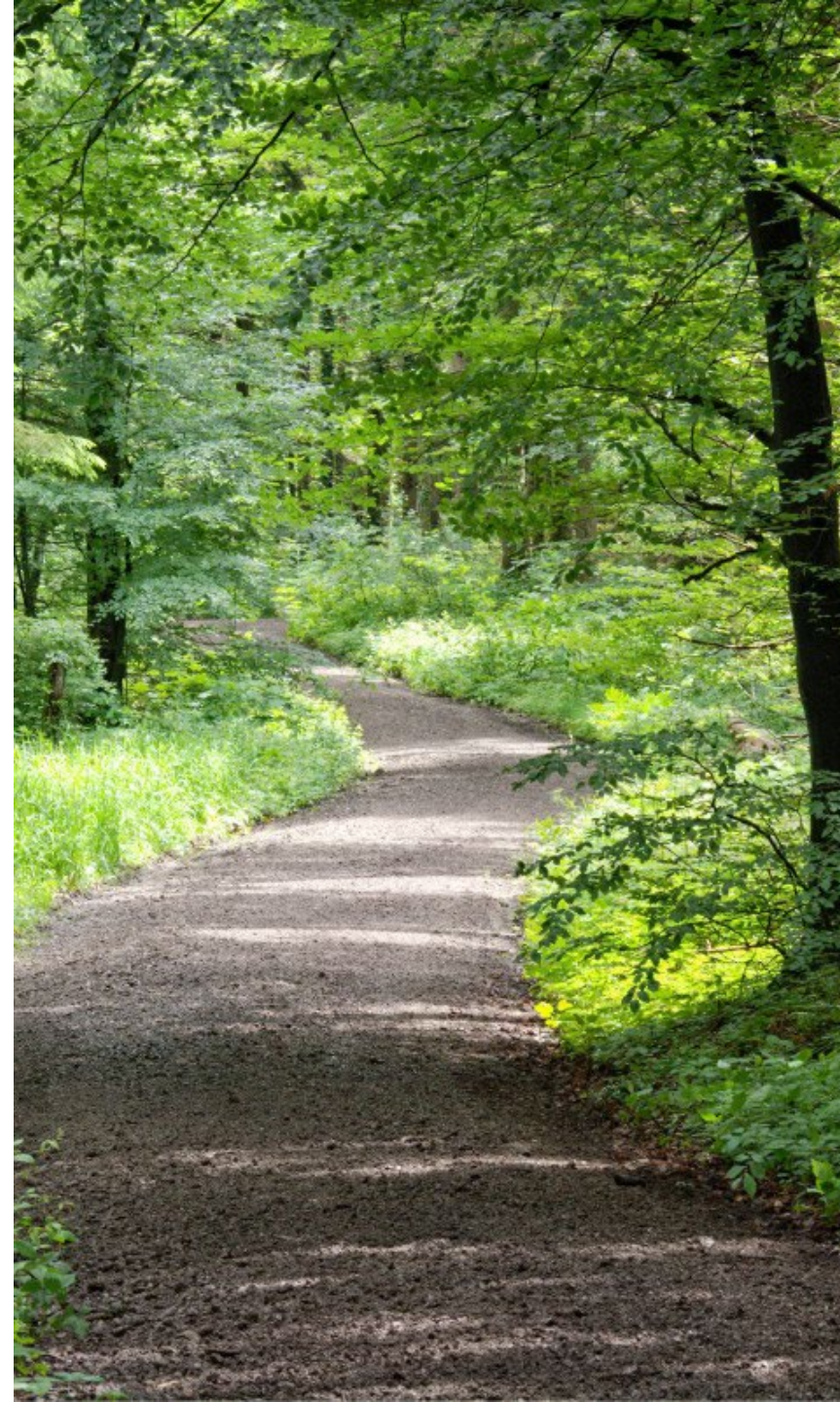
To gauge the effect of these changes, support tickets tied to login issues were analyzed for the week before and first week of Winter and Spring terms, comparing 2025 against 2026.

The Results

Quarter	FTE	Total Student Requests	Requests for Account Support	Percent of Total	Prevalence Rank
Winter 2025	2135	242	94	39%	1
Spring 2025	2007	235	83	35%	1
Winter 2026	2363	189	52	28%	2
Spring 2026	2160	149	40	27%	2

- Despite a rise in enrollment, login-related difficulties dropped at the start of the term.
- Support requests tied to usernames and account confusion fell significantly, shifting that category away from its position as the top issue type.

Access improved – technology became less of a barrier, letting students focus on their academic journey from day one.





STUDENT LIFE

Creating A Community
Where Everyone Belongs

Becky Riopel (she/her), Director

OBJECTIVE

Ensure Student Life programs are inclusive, accessible and welcoming to all students who attend



INITIATIVES



Collect student opinion before, during and after:

- Did you enjoy the event?
- Was the location welcoming?
- Did you find the space accessible?

When we couldn't be proactive, we were nimble whenever possible (widen an aisle, extra pens to complete a form, make more space for an activity that seemed to be a favorite, etc.).

Completed post event evaluations as event planners

- What worked?
- What didn't?
- What could be done differently?
- What comments were heard from attendees?

“You Belong Here” banners at events

Genuine conversations with students

Acknowledge students who attended previous events

DATA & RESULTS

Data Used

- Attendance numbers
- Feedback via social media (DMs, polls, etc.)
- Feedback via email and word of mouth

End Results

- An increase in the ability to create programming that is specifically tailored to what students are interested in (hands on games vs sit and watch)
- Consistent improvement in event accessibility (physical or educational)



Student-Drafted Education Plans

Objective:

Each degree-seeking student drafts an individualized education plan within their first year.

Implemented: Fall 2025

Mission alignment:

Equity and Superior Learning



Initiative

Transition the practice from advisor-drafted to student-drafted

Student Outcomes:

- Increased engagement with educational goals
- Increased understanding of degree and transfer requirements
- Active learning
- Think reflectively





Data

Assessments

- Student survey and focus group
- Advisor and Coll 101 faculty feedback

Results

Students Valued

- Meeting their Advisor
- Understanding how courses connect to educational pathways and degree requirements

Improvements

- Streamlined workshop resources and instructions
- Increased number of Advisors during workshop
- Changed how student drafts are submitted

Reflections

- Winter 2026 Ed Plans were more complete and more accurate than Fall 2025
- Survey Spring Quarter students
- Update Canvas resources for online students
- Offer supplementary Ed Plan Workshops
- Plan to assess student use of Ed Plans in course registration in 2026-27.



Cascadia College Board of Trustees

Discussion Item 6.B

Subject: Associated Students Cascadia College
Services & Activities (S&A) Fee Allocation Process Overview

Justification:

Each year, we remind the Trustees of the process students use to determine their coming year allocation and spending.

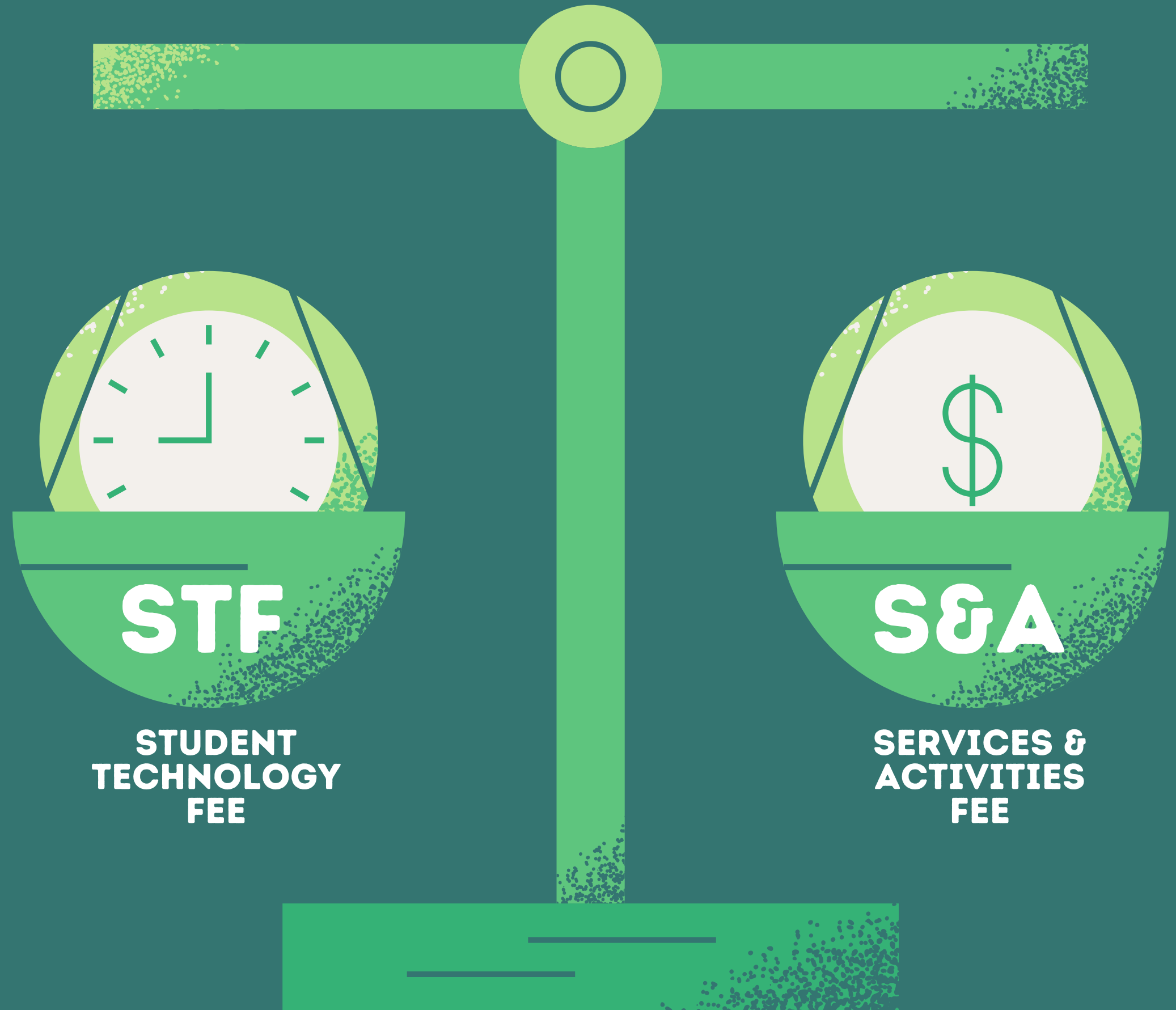
Background:

Annually, the students serving on the Services & Activities (S&A) Fee Budget Committee and the Events & Advocacy Board (EAB) facilitate the request process for the use of S&A Fees by various student groups and departments on campus. This process results in a budget forwarded to the Trustees for approval. This workshop highlights how those decisions are made.

S&A BUDGET PROCESS OVERVIEW



**THIS IS
ONLY 1 OF 2
BUDGETS
WHERE
DECISIONS
ARE MADE
BY
STUDENTS**



WHAT IS THE S&A FEE?

Also called 522 fees, the Services & Activities Fee (S&A) is a fee paid by domestic, state funded students; baccalaureate students and international students.

S&A FEES ARE NOT PAID BY:

- Basic Skills/CCF students
- Running Start
 - FY25 had a lump sum allocation of \$100,000

S&A FEE IS SET BY THE STATE ANNUALLY

Fees for FY25

- \$13.12 per credit (1-10)
- \$7.50 per credit (11 - 18)
- \$169.15 max fee charged per quarter

These fees x projected enrollment for the next year is how we determine the possible budget available.



HOW CAN S&A FEES BE USED?

How the funds can be spent is dictated by the Associated Students of Cascadia College Financial Code and the state Permissible Use Guide.

The intent of programs funded by S&A fees is to provide meaningful programs and activities that enhance and support the educational mission of the college beyond the classroom experience.

S&A funds may be used for expenses associated with traditional and time-honored activities such as student government, clubs, or activities of other official student organizations, student health and wellness programs, retreats, conferences, musical, dramatic, artistic, debate, and other presentations, events, and activities of an extracurricular nature, student publications and other mass media initiatives. (Examples of Permissible Uses of S&A fees, pg. 3)



FUNDS CANNOT BE USED FOR

- Salaries of professional employees in teaching, administrative or clerical positions not directly related to the student programs' operations.
- Gifts of appreciation or concern for anyone (farewell gifts, flowers for bereavement, etc.) unless in return for participation or as an award for which one has competed and won.
- Curriculum development activities or other personnel, facilities, equipment and maintenance considered part of the fundamental educational objective of, and basic services provided by the college.
- Promotional items and programs for prospective students

5% OF PROJECTED REVENUE IS AUTOMATICALLY HELD

This funding is set aside prior to the allocation process. This is required to be held as “contingency funds” to be accessed during the fiscal year.



OVERVIEW OF THE S&A PROCESS

- All members of the Cascadia community (students, faculty and staff) are eligible to make a request. This process happens once a year.
- A committee of 4 at-large students, one faculty (non-voting) and one EAB representative hear presentations of all requests.
- Students on the S&A Budget Committee set funding priorities and look at historical context to make decisions.
- The committee makes recommendations to EAB after any appeals have been heard. EAB then votes on the recommendations and presents them to the Board of Trustees for final approval.



AFTER FINAL BOARD APPROVAL

Student Life manages the funds and ensures they are only spent as the students intended.

Cascadia College Board of Trustees

Discussion Item 6.C

Subject: Associated Students Cascadia College
2025-25 Services & Activities (S&A) Fee Draft Budget

Justification:

The Board must approve the student's yearly budget based on estimated S&A free revenue.

Background:

Annually, the students serving on the Services & Activities (S&A) Fee Budget Committee and the Events & Advocacy Board (EAB) facilitate the request process for the use of S&A Fees by various student groups and departments on campus. The process includes completing a detailed application and meeting with the S&A Budget Committee to present their request. The committee then shares their recommendations to EAB as another opportunity for student input. This is one of only 2 student assessed fees where the decisions are made by the students themselves and those recommendations are then sent to the Board of Trustees for final approval.

The projected S&A fee revenue for the 2026-2027 academic year is \$714,830. Once the mandatory 5% is held for contingency funds to be accessed during the fiscal year, \$679,088.50 remained to be allocated to requests.

Budget proposals and contingency fund requests totaled \$796,844. The S&A Budget Committee provided recommendations to the Events & Advocacy Board (EAB) regarding allocations. Per their recommendations, EAB has provided the attached spreadsheet showing the requests and their approved allocations.

The following spreadsheet outlines the original requests and the individual allocations the students approved. Any funds allocated and not used by the end of each fiscal year are moved into the fund balance (the S&A equivalent of the College Reserves). The current estimated Fund Balance total is \$1.3M as of April 28, 2026.

If the actual S&A collection for 2026-2027 is projected to be higher than previously anticipated when it is reviewed in Winter quarter, the students added an allocations they would like funded with the additional revenue (identified on the spreadsheet as "FY27 Priorities").

Significant Items of Note:

Prior to the start of the process, the committee determined priorities that would guide their decision making. They were:

1. Student employment opportunities
2. Programs that support student wellness
3. Programs/activities supporting student safety

Conference requests moved to contingency decision process:

With an inability to fund every request in full, the committee made the decision that any group requesting funding to attend a conference should request it during the next fiscal year as part of the contingency request process.

Requests that were previously asked to investigate funding from the college:

Two applications were submitted by groups who were told last year at least partial funding should be requested by the college to support the programs (Sustainability events and New Student Orientation). The students reduced the amount allocated with the assumption funds would also be requested by the college.

Recommendation:

The recommendation of EAB is that the Board of Trustees approve the proposed S&A budget allocation in full.

Program	Requested	Allocated	Requested funds previously	Notes
Cascadia Scholars	\$6,222.49	\$5,058.00	yes	8 hrs/wk + \$400 programming
Club Council	\$12,000.00	\$10,000.00	yes	lack of funds
Community Engagement Officers (CEO)	\$6,000.00	\$4,500.00	yes	used their 3rd choice
Digital Engagement Student Ambassador Program	\$3,340.00	\$0.00	no	not beneficial to current students; seems more for perspective students
Events & Advocacy Board (EAB)	\$70,000.00	\$55,000.00	yes	lack of funds
Health & Wellness Resource Ctr (HaWRC)	\$16,122.38	\$12,558.00	yes	8 hrs/wk for Wtr & Spr; 80 hrs for Fall (added \$1,108 after appeal to make it 10 hrs/wk)
Inclusion, Advocacy & Community Center	\$9,981.49	\$6,158.00	yes	8 hrs/wk; no SOCC
Indigenous Peoples Day	\$2,790.00	\$1,200.00	yes	contingency if need more
Intramural Activities	\$17,819.20	\$12,156.00	yes	12 hrs = \$10,606.12; \$1,500 programming; \$50 training
Kodiak Cave	\$160,172.24	\$148,439.00	yes	cut conference (\$3,000); cut one student position
Library Events	\$1,000.00	\$600.00	yes but not allocated	lack of funds
New Student Orientation	\$5,000.00	\$3,000.00	yes	Last year they were told the college should be giving funding to support orientation (in their notification letter)
Outdoor Wellness	\$58,539.00	\$44,641.00	yes	used cuts spreadsheet they provided
Psychology Conference	\$10,000.00	\$0.00	no	contingency
Sports & Recreation Complex	\$15,000.00	\$15,000.00	yes	From Rebecca: if allocated less, Cascadia students would have to pay a rec fee to offset the maintenance costs since this is less than 1/4
Student Ambassadors	\$11,726.55	\$9,381.00	yes	8hrs wk for 2 positions
Student Committee Compensation	\$1,000.00	\$1,000.00	yes	
Student Life Advisor	\$100,459.00	\$100,459.00	yes	
Student Life Assistant Director	\$114,943.00	\$114,943.00	yes	
Student Life Operations	\$158,366.96	\$134,381.00	yes	\$2,500 programming; cut one GD & 1 coor; \$8,000 supplies
Student Peer Advisors	\$12,081.90	\$0.00	yes	lack of data showing the success of the positions
Sustainability Programming	\$2,400.00	\$1,000.00	yes	Funding for on campus events or Cascadia student giveaways only; Last year they were told the college should be giving funding to sustainability programming (in their notification letter)
Victim Advocate (VPA) Student Group	\$1,879.61	\$1,090.00	yes	\$789.80 (1 position) + \$300 programming
Total	\$796,843.82	\$680,564.00		

(\$1,475.50) *acceptable overage*

Requested projected revenue	\$796,843.82		
Contingency amount available to allocate	\$714,830.00		<i>reflects 5% enrollment increase, except int'l which stays flat</i>
amount to cut	\$35,741.50		<i>required 5%</i>
	\$679,088.50		(No Running Start allocation for FY27)
	\$117,755.32		

FY27 Priority - if actuals are over projection

Club Council	\$2,000
EAB position	\$11,000
CEO position	\$9,000
Kodiak Cave position	\$8,000
VPA student position	\$800

Cascadia College Board of Trustees
Discussion Item 6.D

Subject: Monthly Finance Report

Justification:

The Board has the responsibility of staying up to speed on the college's financials.

Background:

The finance report will include the following topics:

- 10th Day Spring Enrollment Numbers along with a review of the entire year's enrollment status
- the Draft 2026-27 College Budget with a review of revenues and expenses
- A reminder of the Repair & Replacement requests for IT and Facilities

CASCADIA
COLLEGE

ADMINISTRATIVE SERVICES

Finance Report

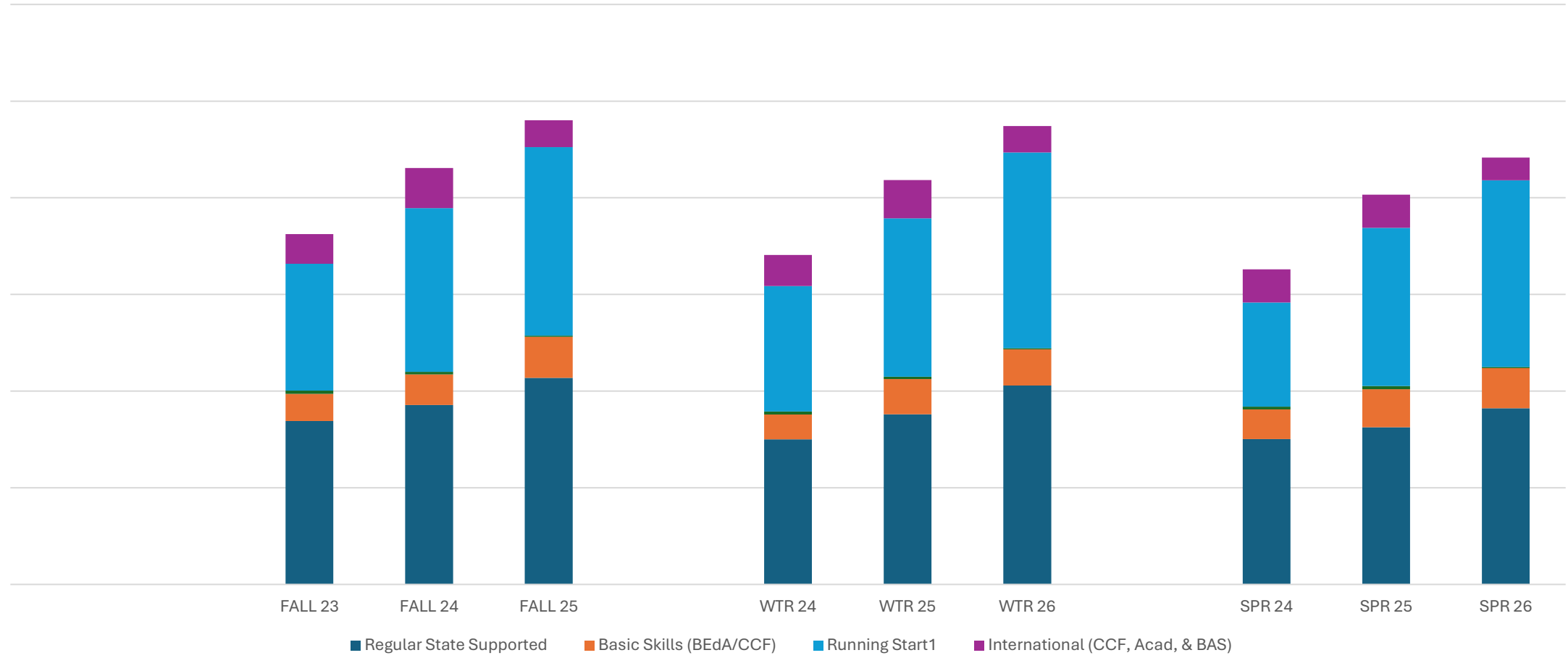
As of May 2026

www.cascadia.edu

FTE Enrollment Trend, 10th-Day Census

Funding Source	Enrollment Kind	SMR 24	SMR 25	FALL 24	FALL 25	WTR 25	WTR 26	SPR 25	SPR 26	AY2024-25	AY2025-26	AY % Change
State		370.0	453.3	1099.3	1286.4	1074.0	1222.4	1026	1124.9	1189.8	1362.3	14.5%
	Regular State Supported	246.4	315.2	927.9	1069	880.1	1029.1	813.2	910.9	955.9	1108.1	15.9%
	Basic Skills (BEA/CCF)	123	138	158.5	212	182.4	186.8	195.9	208	219.9	248.3	12.9%
	Applied Science (BAS)	0.5	0	12.9	5.4	11.4	6.5	17.1	6	14.0	6	-57.1%
Contract		133.8	183.4	1055.2	1114.8	1017.1	1148.5	989.6	1082.5	1065.2	1176.4	10.4%
	Running Start ¹	68.9	111.8	846.8	975.8	820	1012.1	818.1	965.5	851.3	1021.7	20.0%
	International (CCF, Acad, & BAS)	64.8	71.6	208.4	139	197.1	136.4	171.5	117	214.0	154.7	-27.7%
	Int'l (ELP/CCF) sub-tl	24	24	58.6	16	54.6	19.3	36	10.7	57.8	23.3	-59.7%
	Int'l Academic sub-tl	40.5	47.6	149.1	123	141.8	117.1	134.5	106.4	155.3	131.4	-15.4%
	Int'l Upper Division BAS sub-tl	0.3	0	0.7	0	0.7	0	1.0	0	0.9	0	-100.0%
Total		503.7	636.7	2154.5	2401.2	2091.1	2370.9	2016	2207.4	2255.1	2538.7	12.6%

Term over Term, FTE by Enrollment Type



CASCADIA COLLEGE 25-26 BUDGET

GENERAL OPERATIONS		25-26	25-26 PROJECTED
Revenue		Approved Budget	(a/o May 2026)
	State Allocation	16,562,084	16,519,774
	Tuition	15,117,300	15,399,052
	Fee & Other Income	413,620	440,964
	Event Revenue	65,000	98,753
	Investments	125,000	171,589
	TOTAL	32,283,004	32,630,132

		25-26	25-26 PROJECTED
Expenses		Approved Budget	(a/o May 2026)
	Salaries & Benefits	24,593,796	26,334,257
	Salary Variances	(340,000)	
	Goods & Services	7,787,957	6,252,604
	Innov+FA Fee+S&A	442,050	588,160
	TOTAL	32,483,803	33,175,021

GRAND TOTALS			
Revenue		32,283,004	32,630,132
Expenses		32,483,803	33,175,021
	NET	(200,799)	(544,889)

FY26 Year End Projection

- **Revenues:**
- **Allocation from SBCTC-** slightly under the *draft* allocation amount
- **Tuition-** Spring 10-day reporting shows 91.6% of Winter enrollment, IP declined 19 students
- **Event/Investment:** Incremental income continues to grow with increased events and money market account interest
- **Expenses:**
- **Salary/Benefits-**PTF salary underestimated/benefit costs \$650k+
- **Goods/Services-**conservative spending by all departments



Reserves Reporting

Bank Cash and Bond Reporting

RESERVES

1	Available Reserves		a/o Feb 2026	a/o May 2026
1A	Local Funds		\$6,069,233	\$ 8,249,860
1B	Money Market			\$ 83,007
1C	Bonds (6/26)		\$1,250,000	\$ 1,250,000
1D	Bonds (6/27)		\$2,230,000	\$ 2,230,000
1E	Bonds (11/27)		\$1,335,000	\$ 1,335,000
1F	Bonds (6/28)		\$1,350,000	\$ 1,350,000
1G	Bonds (1/29)		\$1,300,000	\$ 1,300,000
1H	LGIP		\$2,561,245	\$ 2,576,692
Sub-Total			\$16,095,478	\$ 18,374,559

Reserve Spending FY26

2	25-26 Reserve Expenditures		Approved 3/25	Remaining
	3A	Facilities R&R	\$400,000	\$262,161
	3B	ITS R&R	\$450,000	\$9,102
	3C	Position Payouts	\$200,000	\$26,500
	3D	College ID Machine	\$50,000	\$36,015
			\$1,100,000	\$333,778

No further anticipated draw down of Reserves anticipated for the remainder of the year

CASCADIA COLLEGE PROJECTED 26-27 BUDGET

GENERAL OPERATIONS		25-26	26-27
Revenue		Forecast Year End	Proposed Budget
	State Allocation	16,519,774	16,800,229
	Tuition	15,399,052	16,085,080
	Fee & Other Income	440,964	455,516
	Event Revenue	98,753	101,222
	Investments	171,589	150,000
	TOTAL	32,630,132	33,592,047

		25-26	26-27
Expenses		Forecast Year End	Proposed Budget
	Salaries & Benefits	26,334,257	26,915,209
	Salary Variances		
	Goods & Services	6,252,604	6,502,000
	Innov+FA Fee+S&A	588,160	404,646
	TOTAL	33,175,021	33,821,855

GRAND TOTALS			
Revenue		32,630,132	33,592,047
Expenses		33,175,021	33,821,855
	NET	(544,889)	(229,808)

FY27 BUDGET

- **Revenues:**
 - **SBCTC allocation**-current draft amount with hold back #1
 - **Enrollment 7%** w/current retention trends 97%, 93%
- **Expenses:**
 - Hired 6 FTF
 - Covering 21% of COLAs
 - Reduced Goods/Services by \$1.2m
 - Staff salary/benefit reduction-\$600k



Reserve Draw Down Request FY27

Facilities Repair & Replace

Category			Expense
Furniture	CC1/2 Vistas	Seating (L1,L2,L3)	\$90,000
Furniture	Replenish Stock	Desks & Chairs, ADA desks	\$ 7,000
Painting	CC1 & 2 Level 1 &2	Corridors & Classrooms	\$ 25,000*
Carpet	CC1 & 2 Lower Level	Corridors & Classrooms	\$ 320,500*
Grand Total:			\$442,500

*Portion of these expenses may be covered with Minor Works project

☐ Total Reserve Request: \$1,018,500

ITS Repair and Replace

Category	Expense
Classroom A/V	\$ 235,000
Digital Signage	\$ 56,800
CC2-170 A/V	\$ 75,000
Main Campus Firewalls	\$ 100,000
End User Hardware	\$100,000
UPS batteries	\$9,200
Grand Total	\$ 576,000

CASCADIA COLLEGE

ADMINISTRATIVE SERVICES

Requested
approval of
reserve funds

Operating Expenses FY26	\$544,889
Operating Expenses FY27	\$229,808
Repair/Replace FY27	\$1,018,500
TOTAL	\$1,7963,197

CASCADIA
COLLEGE

ADMINISTRATIVE SERVICES

Thank You

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Cascadia College Board of Trustees

Action Items 7.A

Subject: Awarding of Faculty Emeritus Status

Justification:

It is the Board's responsibility to approve Faculty Emeritus status when jointly recommended by the College President and Faculty Council.

Background:

The Faculty Council and College leadership recommends Emeritus Status for Dr. Brian Bansenauer, Kathy Brown, Dr. Peg Harbol, and Lelia Olson.

Recommendation:

"Based on the recommendation of the College President and the Faculty Union, I move that the Trustees approve the status of Faculty Emeritus, effective immediately, for Dr. Brian Bansenauer, Kathy Brown, Dr. Peg Harbol, and Lelia Olson."

Action:

Trustee makes motion: _____

Trustee seconds motion: _____

Vote:

	Yes	No	Abstain
Hussein			
Lee			
Qadri			
Quint			
Ponto			

THE BOARD OF TRUSTEES OF

Cascadia College

BASED ON CONSIDERATION AND RECOMMENDATION HAS CONFERRED UPON

DR. BRIAN BANSENAUER

WHO, BY DEMONSTRATION OF VALUED SERVICE AND CONTRIBUTION TO THE
COLLEGE, IS COMMITTED TO THE COLLEGE'S SUCCESS

THE RECOGNITION OF

FACULTY EMERITUS

WITH ALL THE RIGHTS AND PRIVILEGES THERETO PERTAINING GIVEN AT
BOTHELL, WASHINGTON

THIS TWENTIETH DAY OF MAY IN THE YEAR TWO THOUSAND TWENTYSIX.

DR. MEGHAN QUINT, CHAIR -BOARD OF TRUSTEES

DR. ERIC MURRAY, COLLEGE PRESIDENT

THE BOARD OF TRUSTEES OF

Cascadia College

BASED ON CONSIDERATION AND RECOMMENDATION HAS CONFERRED UPON

KATHY BROWN

WHO, BY DEMONSTRATION OF VALUED SERVICE AND CONTRIBUTION TO THE COLLEGE, IS COMMITTED TO THE COLLEGE'S SUCCESS

THE RECOGNITION OF

FACULTY EMERITUS

WITH ALL THE RIGHTS AND PRIVILEGES THERETO PERTAINING GIVEN AT BOTHELL, WASHINGTON

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DR. MEGHAN QUINT, CHAIR -BOARD OF TRUSTEES

DR. ERIC MURRAY, COLLEGE PRESIDENT

THE BOARD OF TRUSTEES OF

Cascadia College

BASED ON CONSIDERATION AND RECOMMENDATION HAS CONFERRED UPON

DR. PEG HARBOL

WHO, BY DEMONSTRATION OF VALUED SERVICE AND CONTRIBUTION TO THE
COLLEGE, IS COMMITTED TO THE COLLEGE'S SUCCESS

THE RECOGNITION OF

FACULTY EMERITUS

WITH ALL THE RIGHTS AND PRIVILEGES THERETO PERTAINING GIVEN AT
BOTHELL, WASHINGTON

THIS TWENTIETH DAY OF MAY IN THE YEAR TWO THOUSAND TWENTYSIX.

DR. MEGHAN QUINT, CHAIR -BOARD OF TRUSTEES

DR. ERIC MURRAY, COLLEGE PRESIDENT

THE BOARD OF TRUSTEES OF

Cascadia College

BASED ON CONSIDERATION AND RECOMMENDATION HAS CONFERRED UPON

LELIA OLSON

WHO, BY DEMONSTRATION OF VALUED SERVICE AND CONTRIBUTION TO THE COLLEGE, IS COMMITTED TO THE COLLEGE'S SUCCESS

THE RECOGNITION OF

FACULTY EMERITUS

WITH ALL THE RIGHTS AND PRIVILEGES THERETO PERTAINING GIVEN AT BOTHELL, WASHINGTON

THIS TWENTIETH DAY OF MAY IN THE YEAR TWO THOUSAND TWENTYSIX.

DR. MEGHAN QUINT, CHAIR -BOARD OF TRUSTEES

DR. ERIC MURRAY, COLLEGE PRESIDENT



Report to the Board of Trustees

May 2026

Events & Advocacy Board

Cascadia College

By Muskaan Grewal, Advocacy Chair

Recent Events:

- Culture night – April 21st
 - o Culture Night was held on Tuesday, April 21 from 4:00-6:00pm with 93 students in attendance. Students got to explore the various cultures represented at Cascadia College with booths hosted by both Cascadia clubs and students! Students enjoyed cultural food, activities, and a Kahoot game.
- Kody's Birthday – May 6th
 - o Kody's Birthday was held on Wednesday, May 6th from 1:00-4:00pm with 317 students in attendance. Students joined EAB to celebrate the birthday of our school's mascot, Kody The Kodiak! There was food, games, giveaways, and crafts & activities to celebrate Kody's Birthday.
- Stay Hydrated Tabling – April 29-30th
 - o Stay Hydrated Tabling was held on April 29-30th from 11:00am-1:00pm with 152 students in attendance. Students got to spin a wheel with some fun sustainability trivia to win a custom Cascadia water bottle and a sticker sheet to go with it. This tabling aimed to encourage students to use reusable water bottles they can fill on campus and to educate students about sustainability at Cascadia.

Upcoming Events:

- Spring Fest– May 20th
 - Spring fest will be held on Wednesday, May 20 from 1:00-4:30pm in the CC3 Patio & Promenade. EAB will host a Whimsy Wednesday with a “daycation” vibe featuring boba, cotton candy, cupcake decorating, balloon arts, face painting, arts and crafts, and more. It’s an afternoon packed with creativity, treats, and fun around every corner! Spring Fest is also a weeklong campus wide collaboration with UWB.

Advocacy:

- EAB has put together some signage to go out on vending machines that educate students on why plastic water bottles are not offered in the vending machines. Additionally, they encourage students to bring their own reusable water bottles to fill up on campus.



- EAB has also been putting together some ICE resources that will go out on campus telling students how and who to reach out for help regarding ICE.

Cascadia Community College Federation of Teachers Local 6191, AFT



**Report to the Board of Trustees
Cascadia Community College
Meeting Date: May 2026**

❖ **Spring Quarter**

Faculty are busy with spring quarter, so not much to report from CCCFT; we are pleased to note that enrollment growth remains positive (about 8.0% at this writing) and we're enjoying the vibrant feel of our campus community as the weather becomes more pleasant, the days become longer, and more students mingle on the promenade and the CC3 Patio.

❖ **Planning for Union Steering Committee elections**

CCCFT will be holding elections for CCCFT Steering Committee positions for the period July 1, 2026 to June 30, 2028 this spring. A formal call for nominations has gone out; the election period will run from 5/19/26 to 6/1/26.

❖ **Support for our UW Libraries colleagues**

UW Libraries and Press workers have been working under and expired CBA for more than three months. As they continue to fight for a fair contract, they have authorized a *potential* one-day strike on May 14. If they decide to strike, CCCFT and AFT-WA will support their action.

❖ **Faculty Safety and Student Mental Health**

Faculty safety in the classroom and on campus has been an ongoing topic of discussion at Cascadia for at least ten years. A number of faculty have noted that increasingly, they find themselves faced with students with mental health challenges who are verbally abusive and who lash out in unacceptable ways in the classroom. While the Student Conduct Officer can be pulled into to address these issues, the larger issue of overall safety remains. I note this here to raise awareness of the issue and encourage a shared effort among all parties at Cascadia to address it in the best interest of students, faculty, and staff.