



NOTICE OF MEETING REGULAR MEETING

BOARD OF TRUSTEES COLLEGE DISTRICT NO.10
Green River College, Auburn, Washington

September 15, 2022

The Board of Trustees of College District No. 10 will hold a regular meeting on Thursday, September 15, 2022 at 4:30p.m. Jennifer Ramirez Robson, Board Chair, will preside. Attendance is available in-person in the Zgolinski Center Board Room or via zoom at: <https://us02web.zoom.us/j/87446318968> or call in at: 253-215-8782. Meeting ID: 874 4631 8968 Passcode: 98092

TIME (approximate)	TOPIC	PRESENTER	TAB
4:30 PM	CALL TO ORDER	Jennifer Ramirez Robson	
	ROLL CALL		
	RECOGNITION		
	PUBLIC COMMENT		
4:35 PM	CELEBRATING SUCCESS		
	Kent Car Show	Karen Khuu	Celebrating Success
4:45 PM	APPROVAL OF MINUTES	Jennifer Ramirez Robson	Minutes
	June 15, 2022		
	August 3, 2022		
	CORRESPONDENCE	Jennifer Ramirez Robson	Correspondence
4:50 PM	INTRODUCTIONS		
	New Faculty Introductions	Rolita Ezeonu	Introductions
	REPORTS TO THE BOARD		
5:00 PM	Updated Hazing Legislative Mandate	Deb Casey	A
5:10 PM	Kent Campus Emergency Paging System	Camella Morgan	B
5:20 PM	SDEV Contract Grant	Roseann Berg	C
5:30 PM	Three United Faculty MOU's	Rolita Ezeonu	D

5:40PM	BREAK		
TIME (approximate)	TOPIC	PRESENTER	TAB
	STANDING REPORTS		
N/A	Student Report	No Report	N/A
5:50PM	Equity & Diversity Report, HR Audit	Mark Brunke	E
6:00PM	College Council Report	Tamara Shilipetar	F
N/A	Faculty Report	No Report	N/A
6:10PM	Classified Staff Report	Jordan Harrington & Amanda Clifford	G
6:20PM	President's Report, Introduce Ha Nguyen, VP of EDI	Suzanne Johnson	H
If needed	EXECUTIVE SESSION		N/A
6:30PM	ACTION RECOMMENDATIONS		Action
	Updated Hazing Legislative Mandate		
	Kent Campus Emergency Paging System		
	SDEV Contract Grant		
	Three United Faculty MOU's		
6:40PM	TRUSTEES ASSOCIATION		Trustees Association
6:45PM	OTHER BUSINESS/PUBLIC COMMENT		
	Upcoming Activities/Meetings		Other Business
	ADJOURNMENT		

If you need disability related accommodations to make this event accessible, please contact Human Resources at 253-833-9111, ext. 2600; TTY 253-288-3359; or by email at hr@greenriver.edu.

Green River College is an equal opportunity educator and employer. Learn more at www.greenriver.edu/accessibility.

2022 CRUISIN' KENT CAR SHOW



**RAISED FOR VET
FUND:**

2019 - \$1,828

2022 - \$2,777.77



**Highest number
of volunteers to
support the event
this year!**





COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington

June 16, 2022

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on June 16, 2022 in the ZC Boardroom and virtually via Zoom, ID #: 850 1153 6986. Board Chair Chu presided.

4:30 p.m. Regular Meeting

TRUSTEES

Elaine Chu
Jennifer Ramirez Robson
Jackie Boschok
Arlene Pierini

STUDENTS/STAFF/GUESTS

Kit Alston
Abigael Amelia
Shirley Bean
Roseann Berg
Tony Binion
Alicia Bones
Mark Brown
Mark Brunke

STUDENTS/STAFF/GUESTS

Deb Casey
Tsai-En Cheng
John Clark
Charlie Crawford
Jennifer Dysart
Rolita Ezeonu
Jamie Fitzgerald
George Frasier
Jake Frye
Ed Harri
Jaeney Hoene
Arlista Holman
Suzanne Johnson
Amanda Knott

STUDENTS/STAFF/GUEST

Nancy Kremer
Kara LaValley
Suzanne McCudden
Ash Mohamed-Bakhash
Camella Morgan
Tygerr Recchia
Teresa Robinson-Duane
Rhonda Sample
Janee Sommerfeld
Wendy Stewart
Jim Tanasse
Jenny Wheeler
Staci Whitehouse

ROLL CALL

The meeting opened at 4:33 p.m. with Chair Chu, Vice Chair Ramirez Robson and Trustees Boschok, Pierini, present virtually. Trustee Navas was absent and excused.

PUBLIC COMMENT

No public comment.

Green River College
Board of Trustees Meeting Minutes
May 19, 2022
Page 2

Dean of English & Humanities, Jamie Fitzgerald; Faculty, Jake Frye; and Faculty, Alicia Bones, presented an English 101 “Deep Dive” assessment, providing a snapshot of the teaching and learning happening in English 101. A copy of the power point presentation is attached.

MINUTES

It was moved by Trustee Boschok, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 19, 2022, as distributed. Motion passes.

REPORTS TO THE BOARD

Budget 2022/2023

Vice President of Business Administration, Shirley Bean and Senior Director of Financial Services, Janee Sommerfeld, presented the 2022/2023 Green River College budget, with a request for action during the action portion of the board meeting. Each Trustee had a meeting in the month of June to review the budget in detail and to ask any questions they had. A copy of the power point presentation, and the draft 2022-2023 budget, are attached.

2022/2023 Election of Board Officers

Trustees were provided an opportunity to discuss the 2022/23 election of board officers, no discussion was needed. Action will take place during the action portion of the board meeting.

Fall Foundation Event/Hanford Award Recipient

Vice President of College Advancement, George Frasier, introduced Jim Tanasse and Tony Binion, who introduced the D.R. Hanford Leadership Award, a new award being developed by the Foundation. The event will take place on October 25th from 6-8pm in the Student Union Grand Hall.

Foundation Donation Transfer

Vice President of College Advancement, George Frasier, presented a request for action at tonight’s meeting to transfer donations from the foundation to the College. A copy of the Foundation resolution is attached.

Break from 5:20pm to 5:30pm

STANDING REPORTS

Student Report

ASGRC President, Ash Mohamed-Bakhash, provided a student report. A copy of the power point presentation is attached.

Equity & Diversity Report

Equity Rep Training Series

Senior Director of Human Resources, Mark Brunke, presented a report on the Diversity, Equity & Inclusion Supervisor Learning Series that occurred from November 2021 through June 2022. A copy of the power point presentation is attached.

College Council Report

College Council Chair, Tamara Shilipetar provided a college council report. A copy of the power point presentation is attached.

Faculty Report

No Report

Classified Staff Report

A classified staff report was submitted in writing, a copy of the report is attached.

President's Report

President, Suzanne Johnson, provided a president's report and year end summary report. Both the report and the summary are attached.

EXECUTIVE SESSION

Board Chair Chu called for an executive session to begin at 6:16p.m. until 6:26p.m. in accordance with the Open Public Meetings Act authorizing executive sessions, RCW 42.30.110 to review the performance of a public employee. The meeting reconvened at 6:26p.m.

BOARD ACTION

It was moved by Vice Chair Ramirez Robson, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 officially adopt Resolution 2022/2023-1, attached, for the approval of College Budgets, Tuition and Fees for 2022-2023. Motion passes.

It was moved by Trustee Boschok, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 elect Jennifer Ramirez Robson as Board Chairperson for 2022-2023. Motion passes.

It was moved by Trustee Boschok, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 elect Sharonne Navas as Board Vice Chairperson for 2022-2023. Motion passes.

It was moved by Trustee Pierini, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 accept the generous gifts to the College as listed and described in the Green River College Foundation Resolution dated June 7, 2022, in TAB D. Motion passes.

BOARD ACTION CONTINUED

It was moved by Vice Chair Ramirez Robson, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 approve the 2022 addendum to the presidential contract, as attached. Discussion: clarifying that this is a three year contract that runs from July 1, 2022 to June 30, 2025. Trustees shared that it is a pleasure to work with President Johnson and thanked her for her leadership and direction for the College. Motion passes.

TRUSTEES ASSOCIATION

Trustees discussed the upcoming ACCT conference in October, where Chair Chu, Vice Chair Ramirez Robson, and President Johnson, will be presenting “Student Equity, the Imperative of Turning Words Into Actions.

OTHER BUSINESS/PUBLIC COMMENT

A list of upcoming dates was provided. Trustees thanked Chair Chu for leading through the last year, through a still very difficult time. Chair Chu shared her gratitude for the board and excitement for Vice Chair Ramirez Robson to be Chair in 2022/2023.

No public comment.

ADJOURNMENT

There being no further business, it was moved by Vice Chair Ramirez Robson, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 adjourn its meeting of June 16, 2022 at 6:39p.m. Motion passes.

Elaine Chu, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees



COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington
August 3, 2022

The Board of Trustees of Green River College District No. 10 held a special meeting at 9:00 a.m. on August 3, 2022 in the Maple Room at Lake Wilderness Lodge, 22500 SE 248th St, Maple Valley, WA 98038. Board Chair Jennifer Ramirez Robson presided.

9:00 a.m. – Special Retreat Board Meeting

TRUSTEES

Jennifer Ramirez Robson, Chair
Sharonne Navas, Vice Chair
Arlene Pierini
Jackie Boschok
Elaine Chu

STUDENTS/STAFF

Suzanne Johnson
Suzanne McCudden

GUESTS

Angela Davis

ROLL CALL

The meeting opened at 9:05 a.m. with Chair Ramirez Robson, Vice Chair Navas, Trustees Boschok, and Pierini, present. Trustee Chu arrived at 11:50am.

BOARD RETREAT TOPICS

The board retreat topics presented, reviewed and discussed:

- Board Self-Evaluation. The self-evaluation was reviewed for common strengths, weaknesses, opportunities and concerns.
- Reflective exercise on What is my WHY?
- Goals activity part 1, used the self-evaluation and WHY activity to develop an individual mission and vision statement.
- Goals activity part 2, a debrief of individual mission & vision to develop together a Board mission & vision statement that represents “one voice”.
- Discussions on Collective Voice and One Voice.
- Meeting modality conversation. Board meetings are required again to be in-person. Discussion of in-person versus hybrid.
- Review of calendar, meeting dates & times, other logistical business.

A copy of the materials provided, is attached.

OTHER BUSINESS/PUBLIC COMMENT

No other business.

ADJOURNMENT

There being no further business, it was moved by Jackie Boschok, seconded by Arlene Pierini, that the Board of Trustees of College District No. 10 adjourn its meeting of August 3, 2022 at 4:42 p.m. Motion passes.

Jennifer Ramirez Robson, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees

DRAFT



Green River

COLLEGE

New Tenure Faculty Introductions

Board of Trustee's Meeting

September 15, 2022

Garth Blackburn

Nursing



Educational Background:

- MSN from Western Governors University (2020)
- BSN from San Francisco State University (2007)
- BS Biology/Physiology SFSU (2005)

Key Accomplishments:

- 10+ years experience in Pediatric Nursing (BMT/Hem/Onc, Acute Care Float Pool)
- 4+ years teaching nursing clinicals
- 3 years running/developing GRC's Phlebotomy Program

Frank Cantwell

Aviation



Educational Background:

- US Air Force Academy
 - BS, Physics
- Texas Christian University
 - Master's, Public Administration
- Marymount University
 - Master's, Education

Key Accomplishments:

- Retired USAF pilot
- Former Horizon Airline pilot
- Owned/Operated FAR Part 135 Air Taxi Operation
- 20 years as a Teacher/Administrator
- Port Commissioner

Tara Champion (she/they)

Fine Arts/Photography



Educational Background:

- Masters in Biological Photography and Imaging from the University of Nottingham, UK
- B.A. in Fine Art Photography and B.S. in Biology from Seattle University, WA

Key Accomplishments:

- Their long-term photographic project with the Yupiik Eskimo peoples of Alaska has been published and shown around the united states
- Tara successfully started the first Feminism in Photography course in the Seattle area
- They have been invited to participate in the artist residency program at the Sitka Center for Art and Ecology this winter to continue a photographic project focusing on their identity as an adoptee

Bradley Chinn

Manufacturing Technology



Educational Background:

- University of Washington
 - Economics
- Green River Community College
 - AAM Manufacturing

Key Accomplishments:

- NSF Grant Co-PI
- MatEdu published article on additive manufacturing material recycling
- Manufacturing and machining independent contractor

Anna Drury

Nursing



Educational Background:

- BA Liberal Arts from Washington State
- BSN from Western Governor's University
- MSN in progress from Western Governor's University – anticipated graduation of December 2022

Key Accomplishments:

- Worked full time while attending an RN to MSN program
- Participated in the LPN to BSN and part-time LPN HEET grants
- Married for 20 years with 2 happy kids

Nicole Onishi Feider

Chemistry



Educational Background:

- Bachelor of Science in Chemistry @ Western Washington University
- Master of Science in Physical Chemistry @ University of California, Riverside

Key Accomplishments:

- Completing a V4 bouldering route after a 3-year hiatus (and a lot of practice)
- Learning French over the last year
- Moving back to my hometown after 5 years out-of-state

Lori Fishburn

Business Technologies and Administrative Careers (BTAC)



Educational Background:

- Both Masters and Bachelors in Business Education from Central Washington University.
- I have taught at Green River College since September 1997.
 - Many years as Adjunct.
 - Four years as full time on one-year contracts.
 - Excited to now be tenure track!

Key Accomplishments:

- Honored to receive a Distinguished Faculty award in June.

Luther Lessor

Mathematics



Educational Background:

- M.S. in Mathematics from Texas A&M University
- B.A. in Mathematics from Northwest University

Key Accomplishments:

- 14 years of teaching at various community colleges
- 2+ years of experience as a FiR with the eLearning department here at GRC
- 1 year of experience as a one-year-contract full-time faculty at Highline College

Sean McKeague

Business



Educational Background:

- BS from the United States Military Academy
- MBA from Seattle University

Key Accomplishments:

- 11 years in the United States Army
- 16 years at Amazon.com
- Married 27 years, with two adult children (26 and 22)
- Kent resident since 2001 and paid off our mortgage this year!

Kathryn Moninger, RN

Nursing



Educational Background:

- Currently attending Western Governors University BSN/MSN Program
- Associate Degree, Nursing, Highline College, 2008
- Practical Nursing Certificate, Clover Park Technical College, 1999

Key Accomplishments:

- Obtained Tenured Position at Green River College
- Well qualified in multiple nursing fields (ER, L&D, IV therapy, surgery, Pediatrics)
- Raising five phenomenal children who inspire me

Eric Oien

Natural Resources



Educational Background:

- AAS Forestry, Green River College
- AAS Water Quality, Green River College

Key Accomplishments:

- Private Industry Consultant Forester
- 10 Years Washington Department of Natural Resources as Forester and Wildland Firefighter
- Adjunct at GRC teaching Forest Law and Policy

William Sciacca

Mechatronics



Educational Background:

- AAS, Firearms Technology
- AAS, Machining and Manufacturing Technology
- AAS, Mechatronics Maintenance

Key Accomplishments:

- Married for going on 14 years with three children ages 5,6, and 9
- Served eight years in the U.S. Army as an Airborne Infantryman
- Own a successful Child Care facility; Servicing over 160 families and 45 employees

Dan Sedlacek

Business: Entrepreneurship & Marketing



Educational Background:

- University of Washington, 2014, Master of Science: Materials Science and Engineering
- Pomona College, 2009, Bachelor of Arts: dual major, Physics & English

Key Accomplishments:

- 2013 Thru-Hike of the Pacific Crest Trail
- Founder and Designer at Luto Vhum (www.lutovhum.com)
- Creator of the Consumer Product Workshop for undergrad entrepreneurs.
- Founder of The Ballard Collective arts space

Clinton Sizemore

Cybersecurity



Educational Background:

- Master of Cybersecurity and Leadership from University of Washington
- BAS Information Technology – Computer Systems Administration and Security from Green River College

Key Accomplishments:

- Husband and father
- U.S. Air Force Veteran
- Founded local chapter of WatchD.O.G.S. for White River School District
- TRiO STEM Advising

Anti-Hazing Legislation

Presented by Deb Casey, Ph.D.
Vice President of Student Affairs
September 2022

Sam's Law Overview:

- Background: Sam Martinez, a 19-year-old freshman at Washington State University, died of acute alcohol poisoning while pledging a fraternity in 2019.
- The "Sam's Law Act," House Bill 1751 was signed into law in March 2022. The law expands the legal definition of hazing, requires hazing education for all staff and students at colleges and universities, and requires institutions to make public reports of hazing and other misconduct by student organizations.

Anti-Hazing Programming:

- GRC must prohibit hazing both on and off campus.
- Beginning Fall 2022, GRC must provide employees and students with educational programming on the dangers or the prohibition against hazing.
- The anti-hazing policy statement must be distributed to student organizations, athletic teams, and living groups.

Hazing Prevention Committee:

- GRC must convene a hazing prevention committee to promote and address hazing prevention.
- The anti-hazing committee must be comprised of a minimum of six members.

Hazing Report:

- Beginning in the 2022-2023 academic year, GRC must maintain records of and publicly report the following violations committed by student groups: student conduct code, anti-hazing policies, state or federal laws relating to hazing; or offenses related to alcohol, drugs, sexual assault, or physical assault.

Policy Changes Necessary for GRC:

- Newly added definition of "Student group" in WAC 132J-126-030 Definitions.
- Revised definition of "Hazing" in WAC 132J-126-090 Conduct – Student responsibilities.
- Newly added section of "Hazing prohibited – Sanctions" in WAC 132J-126-125 Hazing prohibited – Sanctions.

Emergency Rule:

- Under RCW 28B.50.140
 - The Board of Trustees has the authority to approve rules.
- Under RCW 34.05.350
 - The Board of Trustees can immediately adopt rule changes if state law requires immediate adoption of a rule.

BOT Request and Approval:

- We are requesting Board approval of this emergency rule to be effective upon filing with the Code Reviser.
- This emergency rule will be effective for no longer than 120 days.
- The College will engage in the regular rule-making process that will allow stakeholder input to create a permanent rule.

Anti-Hazing Legislation

Presented by Deb Casey, Ph.D.
Vice President of Student Affairs
Board of Trustees
September 2022

Sam's Law Overview

- Background: Sam Martinez, a 19-year-old freshman at Washington State University, died of acute alcohol poisoning while pledging a fraternity in 2019.
 - Full story: <https://www.cbsnews.com/news/anti-hazing-sams-law-washington-60-minutes-2022-04-03/>
- The "Sam's Law Act," House Bill 1751 was signed into law in March 2022. The law expands the legal definition of hazing, requires hazing education for all staff and students at colleges and universities, and requires institutions to make public reports of hazing and other misconduct by student organizations.
 - More information: <https://stophazing.org/policy/state-laws/washington/>

Anti-Hazing Programming

- GRC must prohibit hazing both on and off campus.
- Beginning Fall 2022, GRC must provide employees and students with educational programming on the dangers or the prohibition against hazing.
 - Training can be electronic or in-person.
 - Must be part of new student orientation.
 - Training must be posted on the website.
- The anti-hazing policy statement must be distributed to student organizations, athletic teams, and living groups.

Hazing Prevention Committee

- GRC must convene a hazing prevention committee to promote and address hazing prevention.
- The anti-hazing committee must be comprised of a minimum of six members:
 - Chair appointed by the President.
 - Fifty percent of positions must be held by currently enrolled students.
 - At least one position held by a student from an athletic team, student organization, or living group.
 - Other fifty percent of positions must be held by:
 - At least one faculty or staff members; and
 - One parent or legal guardian of currently enrolled student.
 - Members of a student group found responsible for hazing within the past year are ineligible to serve.

Hazing Report

- Beginning in the 2022-2023 academic year, GRC must maintain records of and publicly report the following violations committed by student groups:
 - Student conduct code
 - Anti-hazing policies
 - State or federal laws
 - Relating to hazing; or
 - Offenses related to alcohol, drugs, sexual assault, or physical assault

Policy Changes Necessary for GRC

- Policy-making necessary for the following areas:
 - Newly added definition of "Student group" in WAC 132J-126-030 Definitions.
 - Revised definition of "Hazing" in WAC 132J-126-090 Conduct – Student responsibilities.
 - Newly added section of "Hazing prohibited – Sanctions" in WAC 132J-126-125 Hazing prohibited – Sanctions.

Newly Added Definition of Student Group

WAC 132J-126-030 Definitions.

- "Student group" for purpose of this code, is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

Old Definition of Hazing

WAC 132J-126-090 Conduct – Student responsibilities.

- Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.

New Definition of Hazing

WAC 132J-126-090 Conduct – Student responsibilities.

(a) Hazing is any act committed as part of:

- i. A person's recruitment, initiation, pledging, admission into, or affiliation with a student group;
- ii. Any pastime or amusement engaged in with respect to such a student group; or
- iii. That causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student.

(b) Examples of hazing include, but are not limited to:

- i. Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;
- ii. Humiliation by ritual act;
- iii. Striking another person with an object or body part;
- iv. Causing someone to experience excessive fatigue, or physical and/or psychological shock; or
- v. Causing someone to engage in degrading or humiliating games or activities that create a risk or serious psychological, emotional, and/or physical harm.

(c) "Hazing" does not include customary athletic events or other similar contests or competitions.

(d) Consent is not a valid defense against hazing.

Newly Added Section for Hazing Sanctions

WAC 132J-126-125 Hazing prohibited – Sanctions.

(1) Hazing by a student or a student group is prohibited pursuant to WAC 132-126-090(9).

(2) No student may conspire to engage in hazing or participate in hazing of another. State law provides that hazing is a criminal offense, punishable as a misdemeanor.

(3) Washington state law provides that:

- a) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages.
- b) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college.
- c) Student groups that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college.
- d) Student groups found responsible for violating the code of student conduct, college antihazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

Emergency Rule

- Under RCW 28B.50.140
 - The Board of Trustees has the authority to approve rules.
- Under RCW 34.05.350
 - The Board of Trustees can immediately adopt rule changes if state law requires immediate adoption of a rule.

BOT Request and Approval

- We are requesting Board approval of this emergency rule to be effective upon filing with the Code Reviser.
- This emergency rule will be effective for no longer than 120 days.
- The College will engage in the regular rule-making process that will allow stakeholder input to create a permanent rule.



Questions?

AMENDATORY SECTION (Amending WSR 15-15-071, filed 7/13/15, effective 8/13/15)

WAC 132J-126-030 Definitions. The following definitions shall apply for the purpose of this student conduct code:

"Assembly" is any overt activity engaged in by two or more persons, the object of which is to gain publicity, advocate a view, petition for a cause or disseminate information to any person, persons, or groups of persons.

"Business day" means a weekday, excluding weekends and college holidays.

"Cheating" is defined as intentional deception in producing or creating academic work. Cheating includes, but is not limited to:

- (a) Intentional plagiarism;
- (b) Selling or giving your own completed work to others who intend to turn it in as their own;
- (c) Purchasing or accepting the work of others with the intent of turning it in as your own;

(d) Acquiring and/or using teachers' editions of textbooks, without the permission of the specific instructor, in order to complete your course assignments;

(e) Obtaining or attempting to obtain an examination prior to its administration;

(f) Referring to devices, materials or sources not authorized by the instructor;

(g) Receiving assistance from another person when not authorized by the instructor;

(h) Providing assistance to another person when not authorized by the instructor;

(i) Taking an examination for another person;

(j) Obtaining or attempting to obtain another person to take one's own examination;

(k) Falsifying laboratory results or copying another person's laboratory results; and

(l) Falsifying or attempting to falsify the record of one's grades or evaluation.

"College" means Green River College.

"College facilities" includes all buildings, structures, grounds, office space, and parking lots.

"College groups" shall mean individuals or groups who are currently enrolled students or current employees of the college, or guests of the college who are sponsored by a recognized student organization, employee organization, or the administration of the college.

"College official" includes any person employed by the college, performing assigned administrative or professional responsibilities.

"College premises" shall include all campuses of the college, wherever located, and includes all land, buildings, facilities, vehicles, equipment, and other property owned, used, or controlled by the college.

"Complainant" means any person who submits a charge alleging that a student violated the student code. When a student believes that she/he has been a victim of another student's misconduct, the student who believes she/he has been a victim will have the same rights under this student code as are provided to the complainant, even if another member of the college community submitted the charge himself or herself.

"Conduct review officer" is the vice president of student affairs or other college administrator designated by the president to be responsible for receiving and for reviewing or referring appeals of

student disciplinary actions in accordance with the procedures of this code. The president is authorized to reassign any and all of the conduct review officer's duties or responsibilities as set forth in this chapter as may be reasonably necessary.

"Disciplinary action" is the process by which the student conduct officer imposes discipline against a student for a violation of the student conduct code.

"Disciplinary appeal" is the process by which an aggrieved student can appeal the discipline imposed by the student conduct officer. Disciplinary appeals from a suspension in excess of ten instructional days or a dismissal are heard by the student conduct appeals board. Appeals of all other appealable disciplinary action shall be reviewed through brief adjudicative proceedings.

"Expressive activity" includes, but is not necessarily limited to, informational picketing, petition circulation, the distribution of informational leaflets or pamphlets, speech making, demonstrations, rallies, appearances of speakers in outdoor areas, protests, meetings to display group feelings or sentiments and/or other types of assemblies to share information, perspectives or viewpoints.

"Fabrication" is defined as intentional misrepresentation of an activity done by a student for an academic project or practicum.

Fabrication includes, but is not limited to:

(a) Counterfeiting data, research results, information, or procedures with inadequate foundation in fact;

(b) Counterfeiting a record of internship or practicum experiences;

(c) Submitting a false excuse for absence or tardiness; and

(d) Unauthorized multiple submission of the same work; sabotage of others' work.

"Faculty member" means any person hired by the college to conduct classroom, counseling, or teaching activities or who is otherwise considered by the college to be a member of its faculty.

"Filing" is the process by which a document is officially delivered to a college official responsible for facilitating a disciplinary review. Unless otherwise provided, filing shall be accomplished by:

(a) Hand delivery of the document to the specified college official or college official's assistant; or

(b) By sending the document by email and first class mail to the specified college official's office and college email address.

Papers required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified college official.

"May" is used in the permissive sense.

"Member of the college community" includes any person who is a student, faculty member, college official or any other person employed by the college. A person's status in a particular situation shall be determined by the vice president of student affairs or designee.

"Noncollege groups" shall mean individuals, or combinations of individuals, who are not currently enrolled students or current employees of the college and who are not officially affiliated or associated with, or invited guests of a recognized student organization, recognized employee group, or the administration of the college.

"Organization" means number of persons who have complied with the formal requirements for college recognition/registration.

"Plagiarism" is defined as using others' original ideas in your written or spoken work without giving proper credit.

(a) Ideas include, but are not limited to:

(i) Facts;

(ii) Opinions;

- (iii) Images;
- (iv) Statistics;
- (v) Equations;
- (vi) Hypotheses;
- (vii) Theories.

(b) Plagiarism can occur in two ways: Intentional and unintentional.

(c) Ways that intentional plagiarism occur include, but are not limited to:

- (i) Turning in someone else's work as your own;
- (ii) Copying words or ideas from someone else without giving credit;
- (iii) Failing to put a quotation in quotation marks;
- (iv) Giving incorrect information about the source of a quotation;
- (v) Changing words but copying the sentence structure of a source without giving credit;
- (vi) Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

(d) Unintentional plagiarism may occur when a student has tried in good faith to document their academic work but fails to do so

accurately and/or thoroughly. Unintentional plagiarism may also occur when a student has not had course work covering plagiarism and documentation and is therefore unprepared for college academic writing or speaking.

"Policy" means the written regulations of the college as found in, but not limited to, the student code, the college web page and computer use policy, and catalogs.

"Respondent" is the student against whom disciplinary action is initiated.

"Service" is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:

(a) Hand delivery of the document to the party; or

(b) By sending the document by email and by certified mail or first class mail to the party's last known address.

Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail.

"Shall" is used in the imperative sense.

"Student" includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or

otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered students.

"Student conduct officer" is a college administrator designated by the president or vice president of student affairs to be responsible for implementing and enforcing the student conduct code. The president or vice president of student affairs is authorized to reassign any and all of the student conduct officer's duties or responsibilities as set forth in this chapter as may be reasonably necessary.

"Student group" for purposes of this code, is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

"The president" is the president of the college. The president is authorized to delegate any and all of his or her responsibilities as set forth in this chapter as may be reasonably necessary.

"Vice president of student affairs" means the college administrator who reports to the college president, who serves as the

college's student judicial affairs administrator, and who is responsible for administering the student rights and responsibilities code. The vice president of student affairs may designate a student conduct officer to fulfill this responsibility.

[Statutory Authority: RCW 28B.50.140 and 34.02.353 [34.05.353]. WSR 15-15-071, § 132J-126-030, filed 7/13/15, effective 8/13/15. Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-030, filed 12/3/14, effective 1/3/15.]

AMENDATORY SECTION (Amending WSR 14-24-129, filed 12/3/14, effective 1/3/15)

WAC 132J-126-090 Conduct—Student responsibilities. Any student or student group shall be subject to disciplinary action as provided for in this chapter, who either as a principal actor, aide, abettor, or accomplice as defined in RCW 9A.08.020:

Materially and substantially interferes with the personal rights or privileges of others or the educational process of the college;

Violates any provision of this chapter; or

Commits any prohibited act including, but not limited to, the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication. In academically honest writing or speaking, the student documents his/her source of information whenever:

Another person's exact words are quoted;

Another person's idea, opinion or theory is used through paraphrase; and

Facts, statistics, or other illustrative materials are borrowed.

In order to complete academically honest work, students should:

Acknowledge all sources according to the method of citation preferred by the instructor;

Write as much as possible from one's own understanding of the materials and in one's own voice;

Ask an authority on the subject, such as the instructor who assigned the work; and

Seek help from academic student services such as the library and/or writing center.

(2) **Tobacco, electronic cigarettes, and related products.** The use of tobacco, electronic cigarettes, and related products are not allowed on college campus. In addition to the main campus, this also includes any building and premises owned, leased or operated by the

college outside of the main campus. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(3) **Alcohol.** The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

(4) **Drugs/substance abuse.**

(a) Any student who, while in any college facility or participating in a college-related program, uses, possesses, consumes, is demonstrably under the influence of, or sells any narcotic drug or controlled substance as defined in RCW 69.50.101, in violation of law or in a manner which significantly disrupts a college activity. For purposes of this section, "sell" includes the statutory meaning in RCW 69.50.410.

(b) **Marijuana.** The use, possession, delivery, sale, or being visibly under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, is prohibited. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(5) **Conduct at college functions.** Any student who significantly disrupts or obstructs any teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or of other authorized noncollege activities when the conduct occurs on college premises.

(6) **Theft; stolen property; robbery.** Any student who, while in any college facility or participating in a college-related program, commits or attempts to commit theft as defined in RCW 9A.56.020, or possesses stolen property as defined in RCW 9A.56.140, or commits or attempts to commit robbery as defined in RCW 9A.56.190.

(7) **Damaging property.**

(a) Any student who causes or attempts to cause physical damage to property owned, controlled or operated by the college, or to property owned, controlled or operated by another person while said property is located on college facilities.

(b) Any student who in this or any other manner is guilty of malicious mischief in violation of RCW 9A.48.070 through 9A.48.100.

(8) **Abuse; intimidation.** Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person.

(9) **Hazing.** (~~Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.~~)

(a) Hazing is any act committed as part of:

(i) A person's recruitment, initiation, pledging, admission into, or affiliation with a student group;

(ii) Any pastime or amusement engaged in with respect to such a student group; or

(iii) That causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student.

(b) Examples of hazing include, but are not limited to:

(i) Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;

(ii) Humiliation by ritual act;

(iii) Striking another person with an object or body part;

(iv) Causing someone to experience excessive fatigue, or physical and/or psychological shock; or

(v) Causing someone to engage in degrading or humiliating games or activities that create a risk of serious psychological, emotional, and/or physical harm.

(c) "Hazing" does not include customary athletic events or other similar contests or competitions.

(d) Consent is not a valid defense against hazing.

(10) **Failure to comply.** Failure to comply with directions of college officials, campus safety officers, or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

(11) **Possession of keys.** Unauthorized possession, duplication or use of keys to any college premises or unauthorized entry to or use of college premises.

(12) **Policy violation.** Violation of any college policy, rule, or regulation published in hard copy or available electronically on the college website.

(13) **Violation of laws.** Violation of any federal, state, or local law.

(14) **False alarms.** Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of individuals and/or college facilities.

(15) **Harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "Sexual misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic.

(16) **Sexual misconduct.**

(a) Sexual misconduct is any sexual activity with another that is unwanted and nonconsensual. Sexual misconduct includes physical contact as well as voyeurism.

(b) Consent to sexual activity requires that, at the time of the act, there are actual words or conduct demonstrating freely given agreement to sexual activity, silence or passivity is not consent. Even if words or conduct alone seem to imply consent, sexual activity is nonconsensual when:

(i) Force or blackmail is threatened or used to procure compliance with the sexual activity; or

(ii) The person is unconscious or physically unable to communicate his or her unwillingness to engage in sexual activity; or

(iii) The person lacks the mental capacity at the time of the sexual activity to be able to understand the nature or consequences of the act, whether that incapacity is produced by illness, defect, the influence of alcohol or another substance, or some other cause.

(c) A person commits voyeurism if, for the purpose of arousing or gratifying the sexual desire of any person, he or she knowingly views, photographs, or films another person, without that person's knowledge and consent, while the person being viewed, photographed, or filmed is in a place where he or she has a reasonable expectation of privacy.

(d) The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and that does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.

(e) The term "sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.

(17) **Sexual violence.** The term "sexual violence" incorporates the definition of "sexual harassment" and means a physical sexual act perpetrated without clear, knowing, and voluntary consent, such as committing a sexual act against a person's will, exceeding the scope of consent, or where the person is incapable of giving consent, including rape, sexual assault, sexual battery, sexual coercion, sexual exploitation, gender- or sex-based stalking. The term further includes acts of dating or domestic violence. A person may be incapable of giving consent by reason of age, threat or intimidation,

lack of opportunity to object, disability, drug or alcohol consumption, or other cause.

(18) **Weapons and fireworks.** Possession or use of fireworks anywhere on campus; possession, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife, or any other cutting or stabbing instrument, or club, or incendiary device, or explosive, or any facsimile weapons, or any other weapon apparently capable of producing bodily harm and/or property damage is prohibited on the college campus, subject to the following exceptions:

(a) Commissioned law enforcement personnel, legally authorized military personnel, or bank-related security personnel required by their office to carry such weapons or devices.

(b) Possession or use of disabling chemical sprays when used for self-defense.

(c) The president may authorize possession of a weapon on campus upon a showing that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

(19) **Demonstrations.** Participating in an on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations

of the college and/or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

(20) **Disorderly conduct.** Conduct that is disorderly, lewd, indecent, or obscene; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by, or participated in by, the college or members of the college community. Disorderly conduct includes, but is not limited to, any unauthorized use of electronic or other devices to make an audio or video record of any person while on college premises without his/her prior knowledge, or without his/her effective consent when such a recording is in a place or situation where he or she has a reasonable expectation of privacy. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

(21) **Discriminatory conduct.** Discriminatory conduct which harms or adversely affects any member of the college community because of his/her race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information;

sexual orientation; gender identity; veteran's status; or any other legally protected classification.

(22) **Stalking.** Stalking, defined as intentionally and repeatedly harassing or following a person and intentionally or unintentionally placing the person being followed or harassed in fear of physical harm to one's self or property or physical harm to another person or another's property.

(23) **Improper use of technology.** Theft or other abuse of computer facilities and resources including, but not limited to:

(a) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

(b) Unauthorized transfer of a file.

(c) Use of another individual's identification and/or password.

(d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or college official.

(e) Use of computing facilities and resources to view or send obscene or abusive messages.

(f) Use of computing facilities and resources to interfere with normal operation of the college computing system.

(g) Use of computing facilities and resources in violation of copyright laws.

(h) Any violation of the Student Affairs Policy SA-24 - Student Acceptable Computer Use.

(24) **Forgery or alteration of records.** Any student who, while in any college facility or participating in a college-related program, engages in forgery, as defined in RCW 9A.60.020.

(25) **Disruption of conduct process.** Abuse of the student conduct system including, but not limited to:

(a) Falsification, distortion, or misrepresentation of information before a student conduct officer.

(b) Disruption or interference with the orderly conduct of a student conduct hearing proceeding.

(c) Institution of a student conduct code proceeding in bad faith.

(d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

(e) Attempting to influence the impartiality of a member of a student conduct officer prior to, and/or during the course of, the student conduct hearing proceeding.

(f) Harassment (verbal or physical) and/or intimidation of a member of a student conduct officer prior to, during, and/or after a student conduct hearing proceeding.

(g) Failure to comply with the sanction(s) imposed under the student code.

(h) Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

(26) **False complaint.** Filing a formal complaint falsely accusing another student or college employee with violating a provision of this chapter.

(27) **Classroom conduct.** Any student who significantly disrupts any college class and makes it unreasonably difficult to conduct the class in an orderly manner shall be subject to disciplinary action. An instructor/faculty member may impose any of the following actions for classroom conduct:

(a) **Warning:** An oral or written notice to a student that college and/or classroom expectations about conduct have not been met.

(b) **Reprimand:** A written notice which censures a student for improper conduct and includes a warning that continuation or repetition of improper conduct shall result in further disciplinary action.

(c) **Summary suspension for a maximum of two days:** As defined in WAC 132J-126-230.

At any time, severe misconduct or continued misconduct shall be just cause for the matter to be forwarded immediately to the vice president of student affairs or designee for further action.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-090, filed 12/3/14, effective 1/3/15.]

NEW SECTION

WAC 132J-126-125 Hazing prohibited—Sanctions. (1) Hazing by a student or a student group is prohibited pursuant to WAC 132-126-090(9).

(2) No student may conspire to engage in hazing or participate in hazing of another. State law provides that hazing is a criminal offense, punishable as a misdemeanor.

(3) Washington state law provides that:

(a) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages.

(b) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college.

(c) Student groups that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college.

(d) Student groups found responsible for violating the code of student conduct, college antihazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

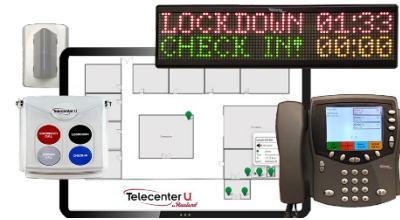
[]



Information Technology

Kent Campus Building Emergency Paging System (Telecenter U)

We worked with our vendor to install and configure the campus standard ER paging system for the Kent Campus. This system allows for needed communications throughout classrooms and building office locations. Specific features include an intercom system and the ability to make regular announcements as well as send time-critical alerts.



This project was included in last year's budget and was installed however the invoice was not received in time to accrue the expense for 2021-22. Because the purchase has not been approved for expenditure in the 2022-23 budget, we are here today to request that authorization, as required by BSR-1 which states that the board reserves the right to enter into contracts for amounts in excess of \$100,000. The expenditure will be from funds designated for technology.

SDEV (Software Development

This is year two of a 2-year project to build sustainable, high-quality, career-connected learning and grow FTEs in the Software Development program, funded by a State Board allocation for growth in Career Launch Endorsed programs. The Software Development team is committed to addressing persistent educational opportunity gaps, meeting the talent needs of employers and leading to academic learning and building awareness of, exposure to, and preparation for career opportunities.

During the 22-23 year, \$104,500 is budgeted in contractual services to be performed by Mentors in Tech (MinT). These costs will be as follows:

- \$40,000 for the routine operational costs of the capstone program.
- \$30,000 for staff time managing the technical aspects of capstone projects.
- \$20,000 for time and resources expended marketing the capstone program to employers.
- \$8,000 for program evaluation and research, including tracking student outcomes.
- \$5,000 for management and updating of the technical platform through which students, faculty, and employers that host capstone projects will interact and record their activities.
- \$1,500 in legal costs to monitor and renew partnership agreements with tech employers who will host capstone projects.

Mentors in Tech (MinT) is a social good organization that helps late college and early career tech majors navigate, path find, and transition to successful professionals. MinT achieves this through a structured, curated, sustainable, and scalable model that builds long term relationships between the students, industry volunteer mentors, and industry project clients that sponsor student project teams

High Demand Funding Tier 1-3 Draft 9.8.22

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
GREEN RIVER COLLEGE
AND
THE GREEN RIVER UNITED FACULTY COALITION, A.F.T. LOCAL 2195-AFL-CIO

This memo confirms the following understanding and commitment made between Green River College and the Green River United Faculty Coalition, A.F.T. Local 2195. The \$904,283 allocated by the legislature in E2SHB 2158 (2019-20) for Fiscal Year-July 1, 2022 - June 30, 2023, is to increase high-demand program faculty salaries (identified herein as Tiers 1-3). The premium payments in this memo are for Fiscal Year-July 1, 2022 - June 30, 2023. Nothing herein should be construed to affect the Nurse Educator Allocation MOU for fiscal Year-July 1, 2022 - June 30, 2023, which addresses Nursing faculty compensation legislatively allocated in House Bill 2158.

- Provide a premium of \$7,000 to identified High Demand Full-time Faculty in Tier 1* up to 1.0 FTEF.
- Provide a premium of \$5,000 to identified High Demand Full-time Faculty in Tier 2* up to 1.0 FTEF.
- Provide a premium of \$3,500 to identified High Demand Full-time Faculty in Tier 3* up to 1.0 FTEF.
- Provide a premium of up to \$7,000 to identified High Demand Adjunct Faculty in Tier 1 equivalent to the percent of 1.0 annual FTEF taught Summer 2022, Fall 2022, Winter 2023, and Spring 2023.
- Provide premium of up to \$5,000 to identified High Demand Adjunct Faculty in Tier 2 equivalent to the percent of 1.0 annual FTEF taught Summer 2022, Fall 2022, Winter 2023, and Spring 2023.
- Provide a premium of up to \$3,500 to identified High Demand Adjunct Faculty in Tier 3 equivalent to the percent of 1.0 annual FTEF taught Summer 2022, Fall 2022, Winter 2023, and Spring 2023.
- Cover benefit costs associated with the wage supplements.
- For full-time faculty members in Tiers 1-3, high demand premiums will be included in annual salary contracts and distributed evenly over 19 pay periods.
- For adjunct faculty members, high demand premiums will be paid in a lump sum for each quarter. Each quarter's premium will be based on the percent of 1.0 FTEF worked that quarter, up to 1.0 FTEF cumulatively for the academic year.

Programs included in each Tier:

- Tier 1 Programs: Trades (Mechatronics, Manufacturing, Carpentry, Welding, Automotive), Engineering, Computer Science, Information Technology, OTA, PTA.

- Tier 2 Programs: Criminal Justice, Business (Business Management and Business Entrepreneurship), BTAC, Accounting, Court Reporting, Drafting, Natural Resources, Aviation, ECE.
- Tier 3 Programs: Science (Chemistry, T AP/Biology, Physics, Geology), Math, Counseling Services.

NOTE: When faculty members from the TS division teach an IBEST course combined with a class in a higher tier, they will receive the stipend for the higher tier for the IBEST proportion of their load, up to 1.0 FTEF. TS faculty participating in IBEST in Nursing programs will receive the Tier 1 stipend.

Jaeney Hoene, President
Green River United Faculty Coalition

Jennifer Ramirez Robson
Board Chairperson
Green River College

Tier 4 MOU Draft 9.8.22

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
GREEN RIVER COLLEGE
AND
THE GREEN RIVER UNITED FACULTY COALITION, A.F.T. LOCAL 2195-AFL-CIO

This memo confirms the following understanding and commitment made between Green River College (the college) and the Green River United Faculty Coalition, A.F.T. Local 2195 (the UF). The \$565,000 budgeted by college to compensate the faculty and programs not covered by E2SHB 2158 (2019-20). The Tier 4 payments specified in this MOU are for Fiscal Year July 1, 2022 - June 30, 2023 and will be paid out accordingly in the fiscal year.

However, this agreement and premium payments in future fiscal years will be renegotiated provided that dedicated, High-Demand Funding from the legislature is maintained and that the High-Demand Premium MOU is renewed. If the funding in E2SHB 2158 (2019-20) is not renewed for FY 2024, the college and the UF agree to negotiate the \$565,000 currently budgeted for Tier 4.

- Provide a premium of \$3,000 to identified Full-time Faculty in Tier 4* up to 1.0 FTEF.
- Provide premium of up to \$3,000 to identified Adjunct Faculty in Tier 4 equivalent to the percent of 1.0 annual FTEF taught Summer 2022, Fall 2022, Winter 2023, and Spring 2023.
- Cover benefit costs associated with the wage supplements.
- For full-time faculty members in Tier 4, premiums will be included in annual salary contracts and distributed evenly over 19 pay periods.
- For adjunct faculty members, premiums will be paid in a lump sum for each quarter. Each quarter's premium will be based on the percent of 1.0 FTEF worked that quarter, up to 1.0 FTEF cumulatively for the academic year.

Programs included in each Tier:

- -Tier 1 Programs: Trades (Mechatronics, Manufacturing, Carpentry, Welding, Automotive), Engineering, Computer Science, Information Technology, OTA, PTA.
- -Tier 2 Programs: Criminal Justice, Business (Business Management and Business Entrepreneurship), BTAC, Accounting, Court Reporting, Drafting, Natural Resources, Aviation, ECE.
- -Tier 3 Programs: Science (Chemistry, T AP/Biology, Physics, Geology), Math, Counseling Services.
- -Tier 4 Programs: All programs, including the Intensive English Program, not named in Tiers 1, 2, 3, or covered by the current Nursing MOU.

NOTE: When faculty members from the TS division teach an IBEST course combined with a class in a higher tier, they will receive the stipend for the higher tier for the IBEST proportion of their

load, up to 1.0 FTEF. TS faculty participating in IBEST in Nursing programs will receive the Tier 1 stipend.

Jaeney Hoene, President
Green River United Faculty Coalition, President

Jennifer Ramirez Robson
Board Chairperson
Green River College

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
GREEN RIVER COLLEGE
AND
THE GREEN RIVER UNITED FACULTY COALITION, A.F.T. LOCAL 2195-AFL-CIO

This memo confirms the following understanding and commitment made between Green River College and the Green River United Faculty Coalition, A.F.T. Local 2195, regarding the \$309,000 from the HB 2158 Nurse Educator. This funding will be allocated strictly for the purpose of increasing compensation for Nurse Educators, defined as those educators and administrators whose positions require a nursing credential, by a 26.5%.

Green River College and the United Faculty Coalition agree to the following compensation adjustments, to be drawn solely from the \$309,000 allocated for this purpose:

1. All full-time faculty who are Nurse Educators will receive a stipend in the amount of 26.5% of their full annual salary, as represented in their 2022-2023 annual contracts.
2. All adjunct faculty will receive a stipend in the amount of 26.5% of their full quarterly salary, as represented in the contract issued for that quarter.
3. All full-time faculty teaching “moonlight” classes will receive a stipend in the amount of 26.5% of the amount indicated in their quarterly contract for “moonlight” classes.
4. All Nurse Educators teaching summer quarter 2022 will receive a lump sum payment equal to 26.5% of their summer 2022 teaching contract.

The agreement represented is in effect until June 30, 2023 and will be revisited separate from full scope bargaining pending ongoing, dedicated NEA funding from the legislature.

Jaeney Hoene, President
Green River United Faculty Coalition, President

Jennifer Ramirez Robson
Board Chairperson
Green River College

Human Resources and Equity

Audit Results and Next Steps

Mark Brunke, Senior Director of Human Resources
Green River College
September 15, 2022

9/15/2022 TAB E



HR Audit: Operationalize Equity

Focus on putting equity into HR practices: to create an equitable and inclusive workplace that attracts, develops, and retains diverse talent

HR Audit areas of focus: HR policies, employee job descriptions, employee handbooks, performance management documentation and guidelines, recruiting, hiring, onboarding, and continuing through organizational learning.

About the Consultant

Andrea Paull, M.Ed., of AP Consulting, has been facilitating workshops centered on racial equity, building cultural capacity and transformation for the past 15 years, and has dedicated her life to supporting leaders who are committed to creating extraordinary results towards an equitable world. She has worked with Seattle University, United Way, Forum for Theological Exploration, Everett Community College, YMCAs of Snohomish County, and Treehouse, among others. Andrea has worked in the education sector for 15 years, four of those focused on HR equity, and previously worked in the banking and real estate industries. She earned her Bachelor's degree in Economics from the University of Washington, Seattle, and her Master's in Education from Western Governors University. Andrea is a Filipina immigrant currently residing in the greater Seattle area with her husband and two children.



Engagement Overview

- ▶ Equity review of Green River College's internal HR policies, practices and procedures
- ▶ Employee Handbook
- ▶ Hiring Process
- ▶ Onboarding Process
- ▶ Job Descriptions

- ▶ Conducted seven in-depth interviews with GRC DEI leaders for added context and insight; additional meetings and feedback sessions with GRC employees across all departments and employee groups; feedback from supervisors from the GRC Supervisor DEI Learning Series conducted in 2021-22 Academic Year

Organization Commendations

- ▶ GRC cares for its people, demonstrating commitment to and investment in DEI.
- ▶ Leadership has an openness and willingness to receive feedback
- ▶ Utilizes Expected Competencies for Creating Racially Inclusive Organizations in DEI Learning Series, Equity Representative Trainings, and HR Audit
 - ▶ Specific Examples include
 - ▶ Continually deepen your self-awareness, knowledge and capacity to effectively engage in meaningful dialog about race, racism, whiteness, white privilege, white supremacy culture
 - ▶ Use a Race Lens to analyze all current policies, programs, practices and services to eliminate negative differential impact on People of Color
 - ▶ Recognize and shift unproductive white cultural dynamics in your organization to create a more inclusive, racially just organizational climate and culture

Opportunities for the Organization

Transparency

Formalize and clearly communicate processes to mitigate bias, minimize the appearance of favoritism, and ease confusion. Create formal feedback mechanisms and protocols for follow-up; close feedback loops.

Accountability

Address harm/microaggressions in the moment. When issues are addressed, communicate how and why they are being addressed to all concerned parties, to the extent possible (even if the steps involved include inaction).

Conflict Resolution

There is a consensus across all employee groups that influential, protected groups are abusing their power; they use their influence to advance their agendas at the cost of other employees. Their protected status makes it difficult for others to address and/or resolve conflicts.



Overview - Employee Handbook

Recommendations Overview

- 1) opportunities to improve the Employee Handbook;
- 2) recommended language modifications; and
- 3) other considerations.

Documents reviewed:

- Model Policies and Considerations for a Diverse, Equitable, Inclusive and Respectful Work Environment (February 2020)
- Administrative/Exempt Handbook
- HR-21 Suspended Operations - Employee's Leave Options
- HR-22 Nondiscrimination and Harassment
- HR-22 Discrimination/Harassment Formal Complaint Form
- HR-23 Leave Without Pay

Overview - Employee Handbook

Documents reviewed (continued):

- HR-24 Administrative/Exempt Position Title Changes
- HR-25 Layoff Procedure, Non-Rep. Classified Staff
- HR-31 Family and Medical Leave Act
- HR-32 Retirement Medical Expense Plan (VEBA)
- HR-33 State Board Retirement Plan (TIAA)
- HR-34 DRS Retire/Rehire
- HR-35 Shared Leave
- HR-36 Fitness for Duty
- HR-37 Domestic Violence
- HR-37 Domestic Violence Leave Request
- HR-38 Vacation
- HR-41 Employee Change of Personal Information

Opportunities with the Employee Handbook

Organization

Centralize information so that employees know where and how to access all policies and procedures.

Transparency

If criteria need to be met to qualify for leave, transfer to a comparable position in a layoff procedure, etc., explicitly state the criteria. This will mitigate bias in decision-making, and provide guidelines for the employee. Similarly, offer timelines for application processing, etc.

Accuracy

Ensure that information is accurate, particularly contact information provided within policies. This allows employees to seek clarification when policies are vague and/or incomplete.



Examples: Handbook and Policy Modifications (88 total recommendations)

Document	Section	Change from	Change to	Notes
Administrative/ Exempt Handbook	Conditions of Employment - Professional Standards			Add a semicolon at the end of each bullet point. The final bullet point should end with a period.
		<i>superiors</i>	<i>leadership or executive committee members</i>	
	Exemption Criteria - Exemptions	<i>confidential secretaries, personal assistants, principal assistants</i>		Are these titles still being used? If not, consider removing unless required under an RCW.
	Compensation - Multiple Appointments	<i>his or her</i>	<i>their</i>	Gender neutral language.
	Leave Provisions - Sick Leave	<i>his or her</i>	<i>their</i>	Gender neutral language.
		<i>mother, father, stepmother, stepfather</i>	<i>parent, stepparent</i>	Gender neutral language.
		<i>sister, brother</i>	<i>sibling</i>	Gender neutral language.

Overview - Job Descriptions

In this section, the Consultant Team will present:

- 1) commendations
- 2) opportunities to improve Job Descriptions;
- 3) recommended language modifications; and
- 4) other considerations.

Documents reviewed:

- Job Description Template
- Expected Competencies for Creating Racially Organizations
- ADA Compliant Language for Job Descriptions
- Career Opportunities posted on the Green River College website

Commendations for Job Descriptions

- The GRC Careers Opportunities page has an inviting introductory message. By speaking to the “responsive services” students can expect from non-faculty staff, it keeps the focus from being solely on the instruction side of the house.
- By prominently featuring GRC’s commitment to DEI in each of its job postings, the college is signalling the type of culture it is trying to foster and building in accountability.
- Salary ranges are listed for non-faculty positions. Posting salary ranges promotes pay equity and allows applicants to make informed decisions about what positions will support their life and financial planning.

Opportunities with Job Descriptions

Consistency

Job descriptions are inconsistent in basic information provided and/or required (e.g., salary range, request for resume/cover letter).

Culture

Create the connection of how each role can serve the culture that GRC is trying to create.

Flexibility

Consider ways GRC can be flexible in searching for candidates, to allow for a more diverse applicant pool. (E.g., considering lived and/or professional experience in lieu of education.)



Examples: Job Description Considerations (20 total recommendations)

Document	Section	Notes
Job Posting: Assistant Director of International Student Advising	About the College	Include language about the number of students served, number of staff, and a little about the history of GRC (e.g., year it was founded, etc.) Contextualize the “About the College” section beyond statistics and locations.
	Commitment to Diversity, Equity and Inclusion	Well done including the DEI Commitment Statement in the job posting. Also consider including language in each job description about how the role will uphold the commitment to DEI. (This practice appears to be applied inconsistently.)
	Position Responsibilities	Under the bullet “Execute other related responsibilities as assigned”, consider including language that these other related responsibilities will not exceed a 10% deviation from what is listed in the job description. Doing so will help manage job duty creep and help prevent not compensating the employee fairly for work done outside the scope and salary/job band.
	Minimum Qualifications	<p>One qualification listed is that the candidate should have “experience working in a fast-paced environment with little downtime”. Explicitly state what kind of hours an employee in this role could expect to work - peak times, and any “down” times - to help manage expectations and to better support applicants in making an informed decision.</p> <p>Also, language such as “fast-paced” deters individuals from applying, which usually leads to fewer Black, Indigenous, People of Color (BIPOC) applicants; it reads as requiring a lot of work to be done in not enough time, or more than the individual will likely be compensated for. Instead, reword this to state the position requires coordination of multiple projects and the ability to execute at a high level.</p> <p>(See article: 6 Red Flags You Should Pay Attention to in a Job Description)</p>

Overview - Hiring Process

In this section, the Consultant Team will present:

- 1) commendations
- 2) opportunities to improve the Hiring Process;
- 3) recommended language modifications;
- 4) other considerations;
- 5) recommended process; and
- 6) example of a rubric.

Documents reviewed:

- HR-11 Employment of Relatives
- HR-12 Background Verification
- HR-13 Relocation Compensation
- Brown Brunke Equity Representative Training
- Equity Representative Training Supplemental Materials

Overview - Hiring Process

Documents reviewed (continued):

- 2018 Best Employment Practices for Part-Time/Adjunct Faculty (Resolution 17-03-22)
- 2019 Best Employment Practices for Part-time/Adjunct Faculty (Resolution 17-03-22)
- Equity and Hiring TaskForce 2021
- 17 Steps in the Hiring Process
- Sample Interview Questions
- Guidelines Legal Interview Questions
- Fair and Unfair Pre-employment Inquiries
- Employment Verification Process
- Confidentiality Agreement - Candidate Screening Committee
- Employee Affirmative Action and Demographic Data Form
- *(Note: The Consultant Team was unable to access the Hiring Process Overview as it was provided via a secure site.)*

Commendations for the Hiring Process

- GRC engages in a great practice of keeping in touch with candidates who were not ultimately offered a position but are potentially excellent additions to the organization. (GRC encourages candidates to apply for other positions that match their qualifications, and follow up with upcoming positions.)
- The Equity Representative Training helps maintain integrity and accountability in the hiring process by identifying and managing for bias.
- Within the Employment Verification Process, the guidelines support in managing for bias in the verification process. Providing counteractions in the case a negative comment is made about a candidate also helps to mitigate any potential sabotage and/or bias.

Opportunities for the Hiring Process

Consistency

People across job bands have reported inconsistent hiring experiences, be it as the candidate or the hiring manager. Having a clear, consistent and rigorous process eases confusion, increases efficiency and mitigates bias.

Support

Properly executing these processes to hire the most qualified and diverse talent requires a lot of oversight and support. Consider hiring additional recruiting staff and assign an equity representative to every hiring committee (for both faculty and non-faculty positions).



- *indicates areas to prioritize*

Examples: Hiring Process Considerations (25 total recommendations)

Document	Section	Change from	Change to	Notes
HR-11 Employment of Relatives	Definitions	<i>son, daughter</i>	<i>child</i>	Gender neutral language
		<i>son-in-law, daughter-in-law</i>	<i>child-in-law</i>	Gender neutral language
		<i>brother, sister</i>	<i>sibling</i>	Gender neutral language
		<i>aunt, uncle</i>	<i>parent's/guardian's sibling</i>	Gender neutral language
		<i>niece, nephew</i>	<i>child of parent's/guardian's sibling</i>	Gender neutral language
		<i>brother-in-law, sister-in-law</i>	<i>sibling-in-law</i>	Gender neutral language
Employment Verification Process	When Talking to a Reference	<i>he or she</i>	<i>they</i>	Gender neutral language
	If I receive a negative evaluation of a candidate, should I immediately disqualify him or her?	<i>If I receive a negative evaluation of a candidate, should I immediately disqualify him or her?</i>	<i>If I receive a negative evaluation of a candidate, should I immediately disqualify them?</i>	Gender neutral language

Recommended Hiring Process

In the following slides, the Consultant Team outlines its recommended hiring process. This is an external hiring process for **faculty and non-faculty** alike, adjusting for Collective Bargaining Agreement (CBA) requirements as needed/required.

To create this process, the Consultant Team used feedback provided during interviews with GRC staff, and leveraged the following documents:

- 17 Steps in the Hiring Process
- Brown Brunke Equity Representative Training
- Equity Representative Training Supplemental Materials
- Equity and Hiring TaskForce 2021
- *(Note: The Consultant Team was unable to access the Hiring Process Overview as it was provided via a secure site.)*

RECOMMENDED HIRING PROCESS

01	Assessing Position	<ul style="list-style-type: none">● First draft of job description to be written by supervisor/Dean/Appointing Authority and should be reviewed by equity representative and HR.● (See Job Descriptions section for more detail.)
02	Assigning Hiring Manager/ Appointing Authority	<ul style="list-style-type: none">● Use the hiring process guide/checklist, identifying who the hiring manager is and outlining the role of each person involved in the process (e.g., HR, screening committee, interview committee, etc.).● Each person involved should have a copy of the guide/checklist for each hire.● The guide should include a timeframe and timeline of events, specific to the hire.
03	Job Announcements/ Posting	<ul style="list-style-type: none">● (See Job Descriptions section for more detail.)● In addition to traditional channels such as LinkedIn, Indeed, Facebook, etc., post positions on less traditional channels to help diversify the candidate pools. Examples include:<ul style="list-style-type: none">○ La Raza del Noroeste, www.LaRazaNW.com○ Seattle Medium, www.seattlemedium.com○ Colors Northwest Careers, www.colors-careers.com○ Historically Black Colleges and Universities (HBCUs)○ Other higher education institutions' DEI departments
04	Recruiting	<ul style="list-style-type: none">● Job postings should be open for at least 30-45 days. Keep postings open through the interview process in case the candidate pool is not diverse.
05	Application Process	<ul style="list-style-type: none">● If a resume and/or cover letter is required as part of the application, consider why. Information sought from these may already be captured on the application.● Supplemental questions should always include at least one DEI question that relates to the position.● Provide applicants with expected timelines (e.g. when applications will be reviewed, when interviews will be conducted, etc.).

06

Screening Process

- For the initial screening, redact identifiers in application materials.
- HR performs initial screening to determine if the minimum qualifications are met.
- If an applicant seems otherwise qualified but is missing some information/materials in their application packet, the Consultant Team strongly encourages HR to follow up to request that information, especially if the job has not yet been closed or filled.
- If the hiring committee screens the remaining applicants, the hiring committee should use a scoring rubric or develop a minimum threshold as a group. The first draft could be developed by HR, then reviewed by the hiring manager/supervisor and equity representative, be revised as needed, and finally reviewed with the hiring committee as a whole before screening out candidates.
- In addition to the equity representative training (as currently provided by Mark Brown and Mark Brunke), the screening and hiring committee should hold an alignment meeting before each hire to come to an agreement on: the type of candidate needed; how the role will serve the overall mission of GRC; red flags; look-fors; how to manage for implicit bias; etc. The alignment meeting should begin with the equity representative leading the conversation on how to manage for bias. (This could include a review of the Equity Representative Training Supplemental Materials.)
- For potential candidates, outline the entire process, including timelines; do not communicate just the immediate next step. Communicate details such as how interviews will be conducted (e.g., group vs. individual, virtually or in-person).
- For those not selected to interview, notify them *after* interviews are completed and finalists have been identified, in case GRC needs to draw from the applicant pool.

07

Interview Process

- There should be at least two candidates of color to support diverse hiring. If not, keep the position posted and/or review candidates who may have been passed over after the initial screen (minimum qualifications met) to see if there are other candidates who may qualify for an interview.
- Provide interview questions ahead of time to allow for some preparation and for candidates to work out nervous energy. These candidates are being interviewed for their skills and knowledge, not their ability to manage their anxiety at a job interview. GRC can - and should - request that interview questions not be shared outside of the interview process.
- For faculty who are required to do a teaching demonstration, provide at least 5 business days for candidates to develop their materials/presentation. Provide specific time allotment/parameters. If GRC is asking the candidate to develop materials that will later be used by the college, compensate the candidate for their work.
- Ask at least one DEI-focused question that relates to the position so that candidates can see that it is an expectation of their role to create an inclusive and anti-racist culture and practice. The question should not be too broad in scope.
- Use a scoring rubric or scale for interview questions.
 - Each person on the interview committee should answer the questions for themselves and share their answers with the committee. This can be an opportunity to realign (should answers differ significantly) and get clarity on how interview questions will identify the “culture add” (vs. “culture fit”) candidate/finalist. This also allows the committee to clearly articulate how this role will serve the overall mission of GRC and help mitigate for bias in the interview process, as people will not be assessing strictly based on their opinions and ideas of what “professionalism” or the “right fit” is.
 - Discuss what qualifies a specific score (e.g., for a 1-10 scale, what is a “10” answer, “9”, etc.)
 - (See [example of a rubric.](#))

RECOMMENDED HIRING PROCESS (continued)

07

Interview Process (continued)

- Conduct small group or one-on-one interviews. While this will result in more interviews, but a more intimate setting will promote relationship development and may ease anxiety for the candidate. These interviews can be done through coffee breaks, walking tours, etc., and not just in a conference room setting. End with a large group interview of people who had already interviewed the candidate throughout the day, including the hiring manager/supervisor so that the ultimate decision is informed by all feedback and not just at the discretion of the hiring manager/supervisor.
- Campus forum (if needed/applicable)
 - Send intentional invitations: invite those who are most impacted by the role/job that is being filled.
 - Consider video conferencing options for those who may not be on campus but may want to participate. Is accessing a recording (for a finite amount of time) also a possibility?
 - Provide a feedback survey/rubric for those who participate.
 - Structure the time, if needed, so that one stakeholder group does not take up more time than others.
- Include a campus tour.
- In the case that a candidate is traveling for the interview, try to schedule all of their interviews in one day as travel reimbursement is minimal (\$250).

08

Reference Checks

- Reference checks should be conducted by the hiring manager, equity representative and HR. There should be a set of questions and a rubric scoring scale established and discussed beforehand, ensuring alignment and fairness. (This is assuming that each reference is not contacted by everyone conducting reference checks.)
- Have a shared/centralized location for all reference checks conducted for a particular position. This is for accountability purposes, ensuring that reference checks were equitably conducted and that biases did not influence/interfere with the process.

RECOMMENDED HIRING PROCESS (continued)

09	Background Checks	<ul style="list-style-type: none">● Explicitly state what the background check entails (since the extent of the background check differs depending on job band/title/role).
10	Job Offer	<ul style="list-style-type: none">● Offer should be made by the hiring manager or whomever the candidate identifies as their person of contact during the hiring process. Preferably, the offer should be made over the phone before providing a written job offer.● Provide information pertaining to start date, onboarding and any other information regarding next steps. If the candidate is relocating, be flexible with timing to support the new employee's transition.● Provide any necessary contact information (e.g., supervisor, affinity group(s), HR, etc.)● Give time for any questions the candidate may have.

Example of a Rubric

*What action have you taken to support an organization in becoming anti-racist?
What resulted from your efforts?*

Beginning	Developing	Accomplished	Exemplary
<i>Provides vague examples with little to no examples of individual contributions.</i>	<i>Provides examples of team/department contributions but little to no examples of individual contributions.</i>	<i>Provides specific examples of individual contributions in supporting departmental or org-wide equity strategies. Examples include actionable items.</i>	<i>Provides specific examples of individual contributions in supporting org-wide equity strategies. Examples include actionable items and outcomes.</i>

Overview - Onboarding Process

In this section, the Consultant Team will present:

- 1) opportunities to improve the Onboarding Process;
- 2) recommended language modifications;
- 3) other considerations; and
- 4) recommended process.

Document reviewed:

- HR-17 New Employee Orientation Program

Opportunities for the Onboarding Process

Robustness

It takes an employee an average of one year to be fully onboarded. Invest in a robust onboarding process to support retention, develop relationships and to fully care for employees as they transition and acclimate to a new environment.

Consistency

Apply the recommended onboarding process as consistently as possible across all staff, departments.



- *indicates areas to prioritize*

RECOMMENDED LANGUAGE MODIFICATIONS

Document	Section	Change from	Change to	Notes
HR-17 New Employee Orientation Program	Procedure	<i>her/himself</i>	<i>themselves</i>	Gender neutral language.

OTHER CONSIDERATIONS

Document	Section	Notes
HR-17 New Employee Orientation Program	History	Update contact information.

RECOMMENDED ONBOARDING PROCESS

01	Timeline / Checklist	<ul style="list-style-type: none"> ● Reviewed jointly by supervisor and employee; each to receive a copy. ● Entire process should be at least 30 days in length. ● Include critical deadlines (e.g., submission date for paperwork due to HR).
02	New Hire Paperwork ^{1,2}	<ul style="list-style-type: none"> ● Allot time to complete paperwork.
03	Technology and Logins ¹	<ul style="list-style-type: none"> ● Provide appropriate technology, logins and access information.
04	Campus Tour ^{1,2}	<ul style="list-style-type: none"> ● Provide support for purchasing a parking pass, obtaining ID badge, etc.
05	Mission, Vision, Values ²	<ul style="list-style-type: none"> ● Review GRC mission, vision, values.
06	Employee Handbook / CBA ²	<ul style="list-style-type: none"> ● Review employee handbook / collective bargaining agreement; this process should take place over the course of one week (approximately 1-2 hours per day). ● Review policies that impact the employee the most.
07	Benefits ²	<ul style="list-style-type: none"> ● Review healthcare benefits. ● Include financial planning (e.g., potential payroll reductions and retirement plans to support long-term financial goals). This supports to address generational wealth gaps that disproportionately impact BIPOC communities.
08	Supervisor Meeting ¹	<ul style="list-style-type: none"> ● Supervisor to determine employee's learning style, how they like to be recognized, etc. ● Supervisor conducts a stay interview to support retention. The stay interview provides baseline data that can be compared to responses from exit interviews to see if there are gaps in what the employee needed and what led to their decision to leave. The two questions recommended for the stay interview: <ul style="list-style-type: none"> ○ What attracted you to GRC? ○ What would have you stay at GRC? (Or: What would you need to feel supported and have you stay at GRC?) ● <i>(Note: If specific individuals are named in exit interviews, this feedback should be utilized during performance evaluations to support growth and accountability.)</i>

RECOMMENDED ONBOARDING PROCESS (continued)

09	Other Meetings ¹	<ul style="list-style-type: none"> ● Employee to meet with other staff, departments with whom they will work and/or partner consistently to promote relationships and collaboration. ● Employee to meet with leadership to support the development of relationships with leadership and to support succession planning.
10	Training Plan ¹	<ul style="list-style-type: none"> ● Supervisor to develop a training plan. <ul style="list-style-type: none"> ○ Build in intentional “feedback” check-ins that allows the employee to communicate their needs. ○ Dedicate time to properly train new employees on the different platforms they will be using, the purpose of each platform and how they will be used. ○ Include time for employee to “shadow” different staff members to support them being successful in their role.
11	Buddy ¹	<ul style="list-style-type: none"> ● Assign a “buddy” to support the new employe for the first 90 days (at a minimum). This creates a relationship outside of the supervisor and HR where the new employee can ask questions without needing to be mindful of power and positionality.
12	Mentorship ^{1,2}	<ul style="list-style-type: none"> ● GRC is currently inviting faculty of color to join a mentor program. This could be further supported by doing “warm” introductions with at least 1-2 faculty members, creating the initial connection. ● <i>(Note: Consider creating a mentorship program for non-faculty staff, if one does not already exist. The Consultant Team received feedback that BIPOC non-faculty staff feel isolated and burned out.)</i>
13	Feedback	<ul style="list-style-type: none"> ● At the end of the 30-day orientation, provide feedback to HR about the onboarding process.

¹ Done individually

² Can be done using a cohort model

Next Steps

- **Prioritize** items delineated by outline.
- **Share** findings and next steps with the organization.
- **Race-based caucusing** to hold safe spaces for BIPOC and White-identifying employees to have honest discussions and relationship building.
- ↳ **Executive coaching** for senior leaders to implement strategies.
- ↳ Expand **DEI learning sessions** to other stakeholders, beyond leaders + managers.

Continued Learning Resources

JUST BEGINNING

<p>White Identifying</p>	<p>Activities</p> <ul style="list-style-type: none"> • White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh) <p>Podcast</p> <ul style="list-style-type: none"> • Whistling Vivaldi (NPR) 	<p>Videos</p> <ul style="list-style-type: none"> • "I'm Still Here" by Austin Channing Brown (Art of the Sermon) • "White Awake" by Daniel Hill (FSP Chicago)
<p>Non-Black or Indigenous People of Color</p>	<p>Articles</p> <ul style="list-style-type: none"> • How Latinx People Can Fight Anti-Black Racism in Our Own Culture (Teen Vogue) • Letters for Black Lives (Medium) 	<ul style="list-style-type: none"> • 20 Allyship Actions for Asians to Show Up for the Black Community Right Now (Medium)
<p>Black and Indigenous</p>	<p>Book</p> <ul style="list-style-type: none"> • Braiding Sweet (Robin Wall Kimmerer) <p>Article</p> <ul style="list-style-type: none"> • The Case for Reparations (Ta-Nehisi Coates) 	<p>Podcast</p> <ul style="list-style-type: none"> • Why We are All Suffering from Racial Trauma (Resmaa Menakem)

SOME EXPERIENCE

<p>White Identifying</p>	<p>Podcasts</p> <ul style="list-style-type: none"> ● Side Effects of White Women (Small Doses with Amanda Seales) ● Well Meaning White People (Smartest Person in the Room) ● Seeing White (Scene on Radio) <p>Articles</p> <ul style="list-style-type: none"> ● The Uses of Anger: Women Responding to Racism (Audre Lorde) ● When Feminism is White Supremacy in Heels (Rachel Elizabeth Cargle) 	<p>Book</p> <ul style="list-style-type: none"> ● Me and White Supremacy (Layla F. Saad) <p>Videos</p> <ul style="list-style-type: none"> ● "Bloomberg and The Legacy of Stop-and-Frisk" (The Daily Show) ● "Dear White People" (Netflix) ● "Why 'I'm not racist' is only half the story" (Robin DiAngelo)
<p>Non-Black or Indigenous People of Color</p>	<p>Videos</p> <ul style="list-style-type: none"> ● "How to Overcome Our Biases? Walk Boldly Towards Them" (TED Talk) ● "How We're Priming Some Kids for College and others for prison" (TED Talk) ● "Why Aren't There More Black People in Oregon" (Walidah Imarisha) 	<ul style="list-style-type: none"> ● "The Urgency of Intersectionality" (Kimberlé Crenshaw) <p>Podcast</p> <ul style="list-style-type: none"> ● The 1619 Project (New York Times)
<p>Black and Indigenous</p>	<p>Book</p> <ul style="list-style-type: none"> ● Braiding Sweet (Robin Wall Kimmerer) <p>Article</p> <ul style="list-style-type: none"> ● The Case for Reparations (Ta-Nehisi Coates) 	<p>Podcast</p> <ul style="list-style-type: none"> ● Why We are All Suffering from Racial Trauma (Resmaa Menakem)

CHALLENGING CONCEPTS

For Everyone

Podcasts

- [Kaepernick](#) (Still Processing)
- [White Lies](#) (NPR)

Articles

- [The Case for Reparations](#) (Ta-Nehisi Coates)
- [Why Seeing Yourself Represented on Screen Is So Important](#) (Kimberley Lawson)
- [75 Things White People Can Do for Racial Justice](#)
- [Resources for White People to Learn and Talk About Race and Racism](#)
- [White People it's time to Live in the Answer](#) (Melia Lecour)

Books

- [The New Jim Crow](#) (Michelle Alexander)
- [Accounting for Slavery](#) (Caitlin Rosenthal)
- [How to be An Antiracist](#) (Ibram Kendi)
- [The Fire Next Time](#) (James Baldwin)

Video

- [5 Tips for Being an Ally](#)

Movies

- I Am Not Your Negro
- 13th

OTHER LEARNING RESOURCES

[Justice in June](#)

[Anti-Racist Resources for White People](#)

(Live Google Doc with articles, podcasts, people to follow, etc.)

[Columbia Land Trust Equity Statement](#)

WHITE CAUCUSING RESOURCES

[White People it's time to Live in the Answer](#) (Melia Lecour)

[Why We are All Suffering from Racial Trauma](#) (Resmaa Menakem)

[How to Plan a White Caucus](#) (Pippi Kessler)

[Caucuses as Racial Justice Strategy](#) (Justlead Nonprofit)

[Racial Identity Caucuses](#) (Edible Schoolyard)

Thank You!

2022 & 2023				Passcode	
Event/Meeting	Date(s)	Time	Location		
Trustee Tuesday	9/13/2022	TBD	Virtual		
Board Meeting	9/15/2022	4:30pm	Hybrid - Board Room in ZC		
Board Meeting	10/20/2022	4:30pm	Board Room in ZC		
Scholarship Banquet / Hanford Award	10/25/2022	5:30pm	Main stage in SU		
ACCT Leadership Congress	10/26 to 10/29	4 days	New York, New York		
Board Meeting	11/17/2022	4:30pm	Board Room in ZC		
Legislative Action Committee Retreat	11/17/2022	TBD	Hilton Seattle Airport & Conference Center, Seatac		
ACT Fall Conference	11/18/2022	TBD	Hilton Seattle Airport & Conference Center, Seatac		
Trustee Tuesday	12/13/2022	TBD	Virtual		
Board Meeting	12/15/2022	4:30pm	Board Room in ZC		
Board/Team Retreat	1/20/2023	9am - 4pm?	Lake Wilderness Lodge?		
Transforming Lives Awards Dinner	1/23/2023	6:00pm	Olympia Hotel at Capitol Lake, Olympia		
ACT Winter Legislative Conference	1/24/2023	TBD	Olympia Hotel at Capitol Lake, Olympia		
ACCT National Legislative Summit	February 5-8, 2023	All Day	Marriott Marquis, Washington DC		
Retirement Social	6/7/2023	3:00pm	SU Grand Hall		
Commencement	6/16/2023	TBD	ShowWare?		
Board Retreat	8/2/2023	9am - 4pm	Lake Wilderness Lodge?		