



**NOTICE OF MEETING REGULAR MEETING**

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

**September 21, 2023**

The Board of Trustees of College District No. 10 will hold a regular meeting on Thursday, September 21, 2023 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/84440120382> Meeting ID 844 4012 0382 Passcode 98092.

| <b>TIME<br/>(approximate)</b> | <b>TOPIC</b>                | <b>PRESENTER</b>                                                                                                                          | <b>TAB</b>          |
|-------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 4:30 PM                       | <b>CALL TO ORDER</b>        | Jennifer Ramirez Robson                                                                                                                   |                     |
|                               | <b>ROLL CALL</b>            |                                                                                                                                           |                     |
|                               | <b>PUBLIC COMMENT</b>       |                                                                                                                                           |                     |
|                               | <b>CELEBRATING SUCCESS</b>  |                                                                                                                                           |                     |
| 4:35 PM                       | Grad to Gator Program       | Jaime Villa<br>Karen Hauck                                                                                                                | Celebrating Success |
| 4:45 PM                       | <b>APPROVAL OF MINUTES</b>  | Jennifer Ramirez Robson                                                                                                                   | Minutes             |
|                               | July 20, 2023               |                                                                                                                                           |                     |
|                               | August 2, 2023              |                                                                                                                                           |                     |
| N/A                           | <b>CORRESPONDENCE</b>       |                                                                                                                                           | Correspondence      |
| 4:50 PM                       | <b>INTRODUCTIONS</b>        |                                                                                                                                           | Introductions       |
|                               | New Faculty Introductions   | Christie Gilliland<br>Jamie Fitzgerald<br>Kara LaValley<br>Kit Alston<br>Miebeth Bustillo-Booth<br>Roseann Berg<br>Sidney Weldele-Wallace |                     |
| N/A                           | <b>REPORTS TO THE BOARD</b> |                                                                                                                                           |                     |
|                               | N/A                         |                                                                                                                                           |                     |

| <b>TIME<br/>(approximate)</b> | <b>TOPIC</b>                                                                                                                              | <b>PRESENTER</b>                     | <b>TAB</b>           |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------|
|                               | <b>STANDING REPORTS</b>                                                                                                                   |                                      |                      |
| 5:00 PM                       | Student Report                                                                                                                            | Abraham Gibson<br>Audrey Estep       | TAB A                |
| 5:10 PM                       | Equity, Diversity and Inclusion Reports <ul style="list-style-type: none"> <li>• AANAPISI Grant</li> <li>• HEDS Survey Results</li> </ul> | Ha Nguyen<br>Ava Karim               | TAB B<br>TAB C       |
| N/A                           | College Council Report                                                                                                                    | No Report                            |                      |
| 5:30 PM                       | Faculty Report                                                                                                                            | Jaeney Hoene                         | TAB D                |
| 5:40 PM                       | Classified Staff Report                                                                                                                   | Jordan Harrington<br>Amanda Clifford | TAB E                |
| 5:50 PM                       | President's Report                                                                                                                        | Suzanne Johnson                      | TAB F                |
|                               |                                                                                                                                           |                                      |                      |
|                               | <b>EXECUTIVE SESSION</b>                                                                                                                  |                                      |                      |
|                               | If needed                                                                                                                                 |                                      |                      |
|                               |                                                                                                                                           |                                      |                      |
|                               | <b>ACTION RECOMMENDATIONS</b>                                                                                                             |                                      | ACTION               |
|                               | AANAPISI Grant                                                                                                                            |                                      |                      |
|                               |                                                                                                                                           |                                      |                      |
| 6:00 PM                       | <b>TRUSTEES ASSOCIATION</b>                                                                                                               |                                      | Trustees Association |
|                               | ACCT Voting Delegate                                                                                                                      |                                      |                      |
|                               |                                                                                                                                           |                                      |                      |
|                               | <b>OTHER BUSINESS/PUBLIC COMMENT</b>                                                                                                      |                                      |                      |
|                               | Upcoming Activities/Meetings                                                                                                              |                                      | Other Business       |
|                               |                                                                                                                                           |                                      |                      |
| 6:05 PM                       | <b>ADJOURNMENT</b>                                                                                                                        |                                      |                      |

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](mailto:hr@greenriver.edu).

Green River College is an equal opportunity educator and employer. Learn more at [www.greenriver.edu/accessibility](http://www.greenriver.edu/accessibility).

# GRAD *TO* GATOR

Tailored on-boarding experience designed for high school seniors who are considering GRC.

Collaboration with the Placement & Testing Center, Financial Aid, Career & Advising Center, and Office of the Registrar.

Objectives of the Program:

- ✓ Provide guidance and support with transition to GRC
- ✓ Remove transportation barriers
- ✓ Assist with Summer and/or Fall registration

# GRAD *TO* GATOR



**JAN / FEB**

**Apply for Admission**



**FEB / MARCH**

**Placement & Pre-Advising**



**JAN - APRIL**

**Financial Aid Application**



**MAY**

**College Signing Day**

**New Addition!  
Summer Workshops**

9/21/2023 - TAB Celebrating Success



# GRAD *TO* GATOR



# GRAD *to* GATOR DATA

## Participating High Schools:

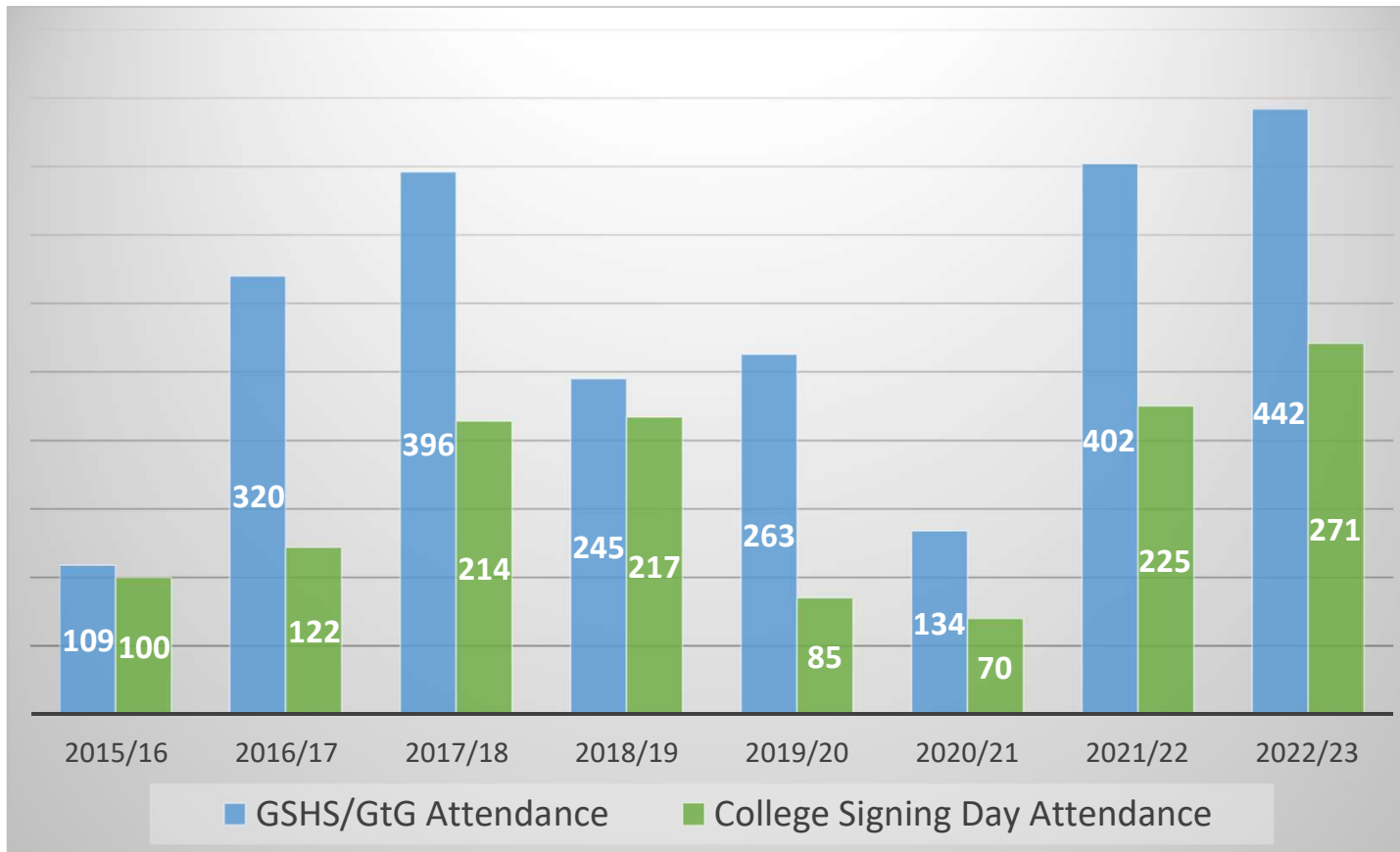
### 2022-2023 Year

- ✓ Auburn SD
- ✓ Kent SD
- ✓ Tahoma SD
- ✓ Enumclaw SD
- ✓ Muckleshoot Tribal School
- ✓ Hazen HS, Renton
- ✓ Thomas Jefferson HS, Federal Way

### Previous Years

- ✓ Bonney Lake HS
- ✓ Sumner HS
- ✓ Renton HS
- ✓ Lindbergh HS
- ✓ Federal Way HS
- ✓ Todd Beamer HS
- ✓ Highline HS
- ✓ White River HS
- ✓ Graham Kapowsin HS

# GRAD *to* GATOR DATA



9/21/2023 - TAB Celebrating Success



# HS Partner – Karen Hauck, KLA





# Recruitment & Outreach (R&O)

Lonnie Hunter  
Program Specialist

Brandon Chandler  
Welcome Desk Program Coordinator

Katrice Cyphers  
Assistant Director

Kristin Bulala  
R&O Specialist

Chealsey Olson  
R&O Specialist





C O L L E G E

COLLEGE DISTRICT NO.10

Green River College  
Auburn, Washington

July 20, 2023

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on July 20, 2023 in the ZC Boardroom and virtually via Zoom, ID #: 844 4012 0382. Board Chair Ramirez Robson presided.

**4:30 p.m. Regular Meeting**

**TRUSTEES**

Chair Jennifer Ramirez Robson  
Vice Chair Sharonne Navas  
Jackie Boschok

**STUDENTS/STAFF/GUESTS**

Miebeth Bustillo-Booth  
Charlie Crawford  
Jennifer Dysart  
Rolita Ezeonu  
Suzanne Johnson  
Nancy Kremer  
Kara LaValley

**STUDENTS/STAFF/GUEST**

Suzanne McCudden  
Camella Morgan  
Rachel Neville  
Wendy Stewart  
Michael Wilson  
And others who chose not to sign-in

**STUDENTS/STAFF/GUESTS**

Kit Alston  
Whitney Boswell

**ROLL CALL**

The meeting opened at 4:38 p.m. with Chair Ramirez Robson, Vice Chair Navas and Trustee Boschok present. Trustees Chu and Pierini were absent and excused.

**PUBLIC COMMENT**

No public comment.

**MINUTES**

It was moved by Trustee Navas, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 approve the meeting minutes of June 15, 2023, as distributed. Motion passes.

**ACTION**

*Three United Faculty MOU's*

Vice President of Instruction, Rolita Ezeonu and Interim Executive Director of Institutional Effectiveness, Charlie Crawford, presented a brief overview of the three United Faculty MOU's attached under TAB A: High Demand Funding Tier 1-3, Tier 4 and Nursing, with a request for action in today's meeting.

ACTION CONTINUED

*Interagency Agreement with Washington Certification Services*

Vice President of International Programs, Wendy Stewart, introduced Director of Washington Certification Services, Rachel Neville. Rachel reviewed the program and requested action to approve the interagency agreement and to receive funds, as described and attached under TAB B.

EXECUTIVE SESSION

No executive session.

BOARD ACTION

*Three United Faculty MOU's*

It was moved by Trustee Boschok, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the three United Faculty MOU's, as attached under TAB A. Motion passes.

*Interagency Agreement with Washington Certification Services*

It was moved by Vice Chair Navas, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 approve the interagency agreement between the Department of Health and Green River College to receive funds not to exceed \$1,113,000 over the period of July 1, 2023 to June 30, 2025, and as described in the attachments under TAB B. Motion passes.

OTHER BUSINESS/PUBLIC COMMENT

A list of upcoming activity dates was provided and is attached under other business.

Chair Ramirez Robson reminded Trustees of the Board Retreat scheduled for August 2, with Dr. Angela Davis.

Trustees briefly discussed attendance for the upcoming ACCT meeting in Las Vegas. Chair Ramirez Robson, Vice Chair Navas and Trustee Boschok plan to attend, as well as Dr. Johnson.

ADJOURNMENT

There being no further business, it was moved by Vice Chair Navas, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 adjourn its meeting of July 20, 2023 at 4:54 p.m. Motion passes.

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Jennifer Ramirez Robson, Chair  
GRC Board of Trustees

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Suzanne McCudden  
Secretary to the Board of Trustees



COLLEGE DISTRICT NO.10

Green River College  
Auburn, Washington  
August 2, 2023

The Board of Trustees of Green River College District No. 10 held a special meeting at 9:00 a.m. on August 2, 2023 in the Grove 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

**STUDENTS/STAFF**

Suzanne Johnson  
Suzanne McCudden

**GUESTS**

Angela Davis

**ROLL CALL**

The meeting opened at 9:00 a.m. with Chair Ramirez Robson, Vice Chair Navas, Trustees Boschok, and Pierini, present.

**PUBLIC COMMENT**

No public comment.

**FACILITATION SESSIONS WITH DR. ANGELA DAVIS**

- Reflection
  - Facilitation discussion/activity to reflect on the past year
  - Board Self-Evaluation
  - Board Chair reflection about the Trustee's past year
- Working Lunch
  - Review goals board set for 2022/2023
- Goals
  - 2022/2023 Goal Review – facilitated discussion/activity reviewing goals developed during the 2022 retreat and identified goals to revise and goals to create
  - 2023/2024 Goal Revision & Development – Created goals related to the strategic plan
  - Final Goal Review – Reflect on the work and set the course for the year ahead.

A copy of materials provided, are attached.

OTHER BUSINESS/PUBLIC COMMENT

Agreement to meet again the Fall for a mini-retreat to finalize Board Goals.

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 2, 2023 at 3:35 p.m. Motion passes.

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Jennifer Ramirez Robson, Chair  
GRC Board of Trustees

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Suzanne McCudden  
Secretary to the Board of Trustees

DRAFT



9/21/2023 TAB Introductions

# New Tenure Track Faculty Introduction

Board of Trustee's Meeting

September 21, 2023



# Monica Bowen

## Art History



### **Educational Background:**

- MA in Art History and Curatorial Studies (2008, Brigham Young University)
- BA in Art History and Curatorial Studies (2006, Brigham Young University)

### **Key Accomplishments:**

- A happy family (17+ year marriage with two children)
- Board member for the William Morris Society in the United States (2021-present)
- Chair of the session "Rethinking Craft: Colonialism, Postcolonialism, Decolonization" at the national College Art Association conference (2023)



# Rachel Stuart

## Communication Studies



### **Educational Background:**

- ABD (2021)- Edward R. Murrow College of Communication, Washington State University
- MA (2011)- Communication Studies, California State Univ., Chico
- BA (2004)- Communication Design, California State University, Chico

### **Key Accomplishments:**

- Outstanding Thesis of the Year, 2011- Communication Studies, CSU, Chico
- Graduate Teacher of the Year, 2013-2014, Murrow College, Washington State University
- Contributor, Social Media in *Communication Technology Updates and Fundamentals* textbook

# LuzMarina Tejada

## Nursing



### **Educational Background:**

- Masters in Nursing from the University of Washington
- Board certified in Case Management

### **Key Accomplishments:**

- CCMC, National Symposium, Speaker for “Advance Care Planning in Primary Care,” October 13, 2022
- WSMA/WSHA, Advisory Council Member for Serious Illness/POLST
- CommonSpirit Health, Overall Physician Enterprise Vision Awards, Compassion, national recognition for leading work on Advance Care Planning that is expected to impact quality outcomes prioritizing patient centered care, April 2022.
- Honor Society of Nursing, Sigma Theta Tau International, Member, 2018
- Best Performance Pillar Award, St. Elizabeth Hospital, September 2013- For being a part of reducing bad debt by \$1.2 million with development and implementation of the Quasi UR program

# Andee Church

## Early Childhood Education



### **Educational Background:**

- BA in Elementary & Early Childhood Education
  - CWU ~ go wildcats!
- MA in Montessori Education
  - St. Catherine's University

### **Key Accomplishments:**

- Been with GRC since 2015
- Supports childcare providers getting their education through the Early Achievers Grant
- Learned to sail this summer!

# Genevieve Corrin

## I-BEST



### **Educational Background:**

- MA with a focus on Experiential Learning, SIT-Vermont
- Current Ed. D. In Educational Leadership Candidate, UW-Tacoma

### **Key Accomplishments:**

- Helped establish and maintain the Muckleshoot Tribal College partnership Carpentry program
- Implemented and facilitated educational programming within community organizations, including several youth/ LGBTQ homeless shelters
- Collaborated with 3 departments at GRC to provide I-BEST instruction, including 5 years of co-teaching Carpentry courses

# Tracey Maurus

## ELL



### **Educational Background:**

- ELL Faculty
- BA Antropology
- MA anthropology, ELL Certification

### **Key Accomplishments:**

- Community ELL curriculum Development
- ELL Literacy, Level 1, and Level 2 Curriculum Development
- Community Based Doula and Doula Curriculum Development

# Dr. John Nuttall

## Anatomy & Physiology



### **Educational Background:**

- PhD in Nutritional Biology from University of California Davis
- BS in Biochemistry from St. Bonaventure University

### **Key Accomplishments:**

- Advised Shasta College Tehama Campus STEM Student Club
- Served as the Sciences Area Representative for the Shasta College Academic Senate
- Research investigated effects of primary and secondary zinc deficiency during pregnancy

# Dr. Jeremy Upsal

## Mathematics



### **Educational Background:**

- BS in Applied Mathematics, University of Colorado, Boulder
- MS in Applied Mathematics, University of Washington (UW)
- PhD in Applied Mathematics

### **Key Accomplishments:**

- Getting this job! (Goal since PhD program)
- Completing a 5-day, 120-mile circumnavigation of Glacier Peak in central Washington.
- Direct and lasting DEI impact in UW's Applied Math department as a graduate student and postdoc:
  - Changing undergraduate GPA-predominant admissions to holistic admissions
  - Clarifying PhD application essay guidelines
  - Receiving grant, then permanent funding for the Women in Applied Mathematics Mentorship (WAMM) program

# Josh Misenar

## Natural Resources



### Educational Background:

- University of Washington
  - Bachelors of Science in Forest Resources (2006)
  - Master of Forestry (Forest Management; 2007)

### Key Accomplishments:

- 20 years of Professional Forestry Experience for:
  - non-profit **Friends of the Cedar River Watershed** ( 2 years of Grant Proposal Writing)
  - **Hancock Forest Management** ( 2 years as a Silviculture Forester in Western WA)
  - **Sierra Pacific Industries** ( 11 years as a Silviculture Forester, 5 years as Forest Operations Forester in Western WA, 3 seasons as a Timber Cruiser in Northern CA)
- Taking time to understand the details of everything from how watersheds function at a broad scale, to how timber cruisers can make the most of their unique skill sets, is what makes forestry so personally rewarding for me.



# Jean-Paul Yafali

## Business



### Educational Background:

- Master of Science in Economics & Business Administration, Saint Mary's College of California
- Master of Business Administration, Seattle University
- Undergrad Certificate in Accounting Fraud, North Seattle College
- Master of Science in Development Economics, Catholic University of the Congo
- Master of Arts in Philosophy and History of Science, Catholic University of the Congo
- Bachelor of Arts in Philosophy, Catholic University of the Congo
- Teaching License in Philosophy, Catholic University of Congo
- Previous Teaching experience at Catholic University of the Congo (Philosophy, Economics, Communications Departments - 2006 - 2012, Highline College (Economics Department – 2017 – 2022), University of Washington (Milgard School of Business – 2019 – 2023).

### Key Accomplishments:

- Refugee... Business practitioner and Owner:
  - For-profit: **Pacific Northwest Webtors** ([www.webtors.net](http://www.webtors.net)): a US based Software Startup
  - Non-profit: **Nested Communities** ([www.nc-us.org](http://www.nc-us.org))
- Both businesses are headquartered in Federal Way, Washington and are each currently implementing a \$200k community project on Digital Equity from September 2023 – June 2024, and are each guaranteed to secure at least the same amount for July 2024 – June 2025.

Student Report  
September 21,  
2023

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# 2023-2024 ASGRC Executive Committee



ASGRC Vice President of Governance  
Abraham Gibson



ASGRC Vice President of Finance  
Audrey Estep

# ASGRC Board Report Plan



HIGHLIGHT STRATEGIC PLAN  
GOALS



HIGHLIGHT STUDENT  
ENGAGEMENT SUCCESS

# September 2023

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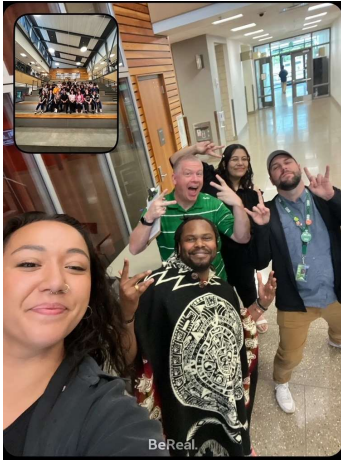
- Student Leadership Training
  - Campus Life Leadership Team
  - 2 weeks of combined training
  - 2 weeks of training in groups



CUSP  
Student  
Leadership  
Conference  
2023



9/21/2023 TAB A



# Moments Together During Summer Training 2023



## Our Goals

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- Improving Student Outreach Efforts
- Fostering A Greater Sense Of Community
- Correcting Information Gaps
- Better Communication Between Campus Life Leaders
- Addressing Food & Housing Insecurity



9/21/2023 TAB A



## **Summary of Grant:**

The U.S. Department of Education has offered a five-year Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program grant of \$1,891,827. Funding will be issued in annual installments. The first installment will be \$295,257. The grant is anticipated to impact 4,648 current and prospective students during the grant period. If approved by the Board of Trustees, the grant will begin on October 1, 2023 and end on September 30, 2028.

Project activities will improve Asian American (AA), Pacific Islander (PI), and low-income students' enrollment, success in critical courses, retention, credential completion, and graduation. This will be achieved through culturally responsive professional development; targeted outreach and co-curricular events; enhancing courses with accelerated options, no-cost textbooks, tutors, and more engaging forms of learning; individual academic support; emergency aid for students in crisis\*; and partnerships with nonprofit agencies – in particular, the College Success Foundation - to provide students with wrap-around support.

The project will be evaluated during the grant period using quantitative and qualitative measures, as well as an internal Steering Committee and an expert External Evaluator, to monitor its progress and make continuous improvements in order to meet its goals, as well as fulfill U.S. Department of Education reporting requirements.

\* 20% of grant funds will be deposited in an endowment at the GRC Foundation. An equal amount of non-grant funds must be deposited to match grant funds. Up to 50% of earned interest may be annually spent to issue emergency funding awards to AA, PI, and/or low-income students. 100% of earned interest may be annually spent after 20 years have elapsed.

## **Motion Requested:**

That the Board of Trustees of Community College District No. 10 accept the AANAPISI Program grant of \$1,891,827, as described under TAB B.

# U.S. Department of Education

## Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program

- ▶ **Purpose:** This program provides grants and related assistance to AANAPISI-serving institutions to enable such institutions to improve and expand their capacity to serve Asian Americans (AAs) and Native American Pacific Islanders (PIs) and low-income individuals.
- ▶ **Amount:** \$1,891,827 over five years. Start date: October 1, 2023.
- ▶ **Led by:** Diversity, Equity, & Inclusion
- ▶ **Goals:**
  1. Increase enrollment of under-represented AA and PI students.
  2. Close equity gaps in course success experienced by AA and PI students.
  3. Close equity gaps in academic milestones achieved by AA and PI students.
  4. Improve completion and graduation rates among AA and PI students.
- ▶ **Key Partner:** College Success Foundation

# Request For Approval

- ▶ BSR-1: The Board of Trustees reserves unto itself the authority to enter into major contracts, other than public works contracts, for amounts in excess of \$100,000
- ▶ For your consideration, acceptance of the AANAPISI grant in the amount of \$1,891,827.

# Lifting Up the Voices of GRC: Unveiling Insights from the 2022 HEDS Diversity and Equity Survey

Ha Nguyen, Vice President for Equity, Diversity, & Inclusion  
Ava Karami, Institutional Research Analyst



# OUR EQUITY STATEMENT

**The Green River College Promise:** We commit to be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals. Green River College makes social and economic justice, equity, and inclusion our highest priorities.

The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. We understand individual needs vary widely, and the effects of discrimination and historical oppression must be taken into account while aiming for equitable opportunities and outcomes for all.

Let this be a call to action to all members of the Green River College Community: everyone must contribute to this on-going effort to achieve equity for all.



# Why the HEDS Survey?

Specialized survey focus areas

Impartial and confidential survey instrument

Customizable and accessible

Encompasses students, staff, and faculty

Opportunities to benchmark with peer institutions, two-year institutions, and all participating institutions

Cost-effective

Coordinated support from HEDS Diversity and Equity Staff

9/21/2023 TAB C



# Survey Administration Process

- Administered on October 3, 2022 and closed October 24, 2022
- Sent to all students, staff, and faculty over the age of 18
- Survey reminders
  - Initial survey invitation, survey reminder midway through the administration period, and closing survey reminder
  - Sent reminder emails through the GRC-Surveys listserv to all participating staff, students, and employees about the survey
  - Sent Q&A emails twice when we encountered problems with the survey administration process

# Survey Administration Considerations

- Issues with ctcLink queries resulting in lack of initial engagement from faculty and staff
- Shorter administration period due to near overlapping survey schedules
- Survey was conducted fall quarter
- Students, faculty, and staff may have believed the survey invitation might have been a spam email
- Survey invitation went to junk email
- Student survey fatigue

9/21/2023 TAB C



# Survey sample & response rates



The HEDS Diversity and Equity Campus Climate Assessment was sent to 5,256 students, 260 faculty members, and 447 staff and administrators.



We received 502 total responses, 182 from students, 137 from faculty members, and 183 from staff and administrators.



Overall response rate was approximately 4.5%.

# Comparison data: response rates

| Role                 | Response Rate | Two-Year Institutions | All Participating Institutions |
|----------------------|---------------|-----------------------|--------------------------------|
| Students             | 4%            | 6%                    | 13%                            |
| Staff/Administration | 41%           | 51%                   | 41%                            |
| Faculty              | 53%           | 27%                   | 36%                            |

9/21/2023 TAB C

# Overview of survey categories

Demographics

Campus Climate

Institutional Support for Diversity and Equity

Disparaging Remarks

Discrimination and Harassment

Impact of Activities Increasing Support



# THEMES

- 1) We serve a diverse community at Green River College
- 2) Groups within our community have varying perceptions and experiences with the campus environment.
- 3) Groups within our community report a range of perception and experiences with institutional support.
- 4) Marginalized groups within our community report more disparaging and insensitive remarks.
- 5) Groups within our community report a range of experiences with discrimination or harassment while on campus
- 6) There is a variation on which activities influence support of diversity and equity by role on campus.



# Theme #1: Demographics

## TAKE-AWAYS

- Our student body is more likely to represent diverse identities on campus.
  - Students are more likely to represent a wider spectrum of genders, sexualities, races, political identities, and ages as compared to staff and faculty.
- Students are more likely to primarily or entirely attend classes remotely as compared to staff and faculty who are less likely to primarily or entirely work remotely.



# RESPONDENTS BY GENDER IDENTITY

## Students

- 49% Cisgender Women
- 41% Cisgender Men
- 9% Non-binary and/or Transgender

## Staff

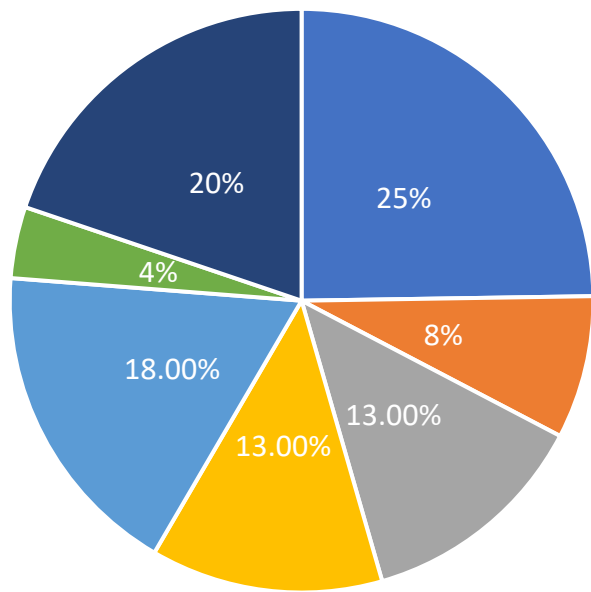
- 65% Cisgender Women
- 32% Cisgender Men
- 3% Non-binary and/or Transgender

## Faculty

- 63% Cisgender Women
- 36% Cisgender Men
- 1% Non-binary and/or Transgender

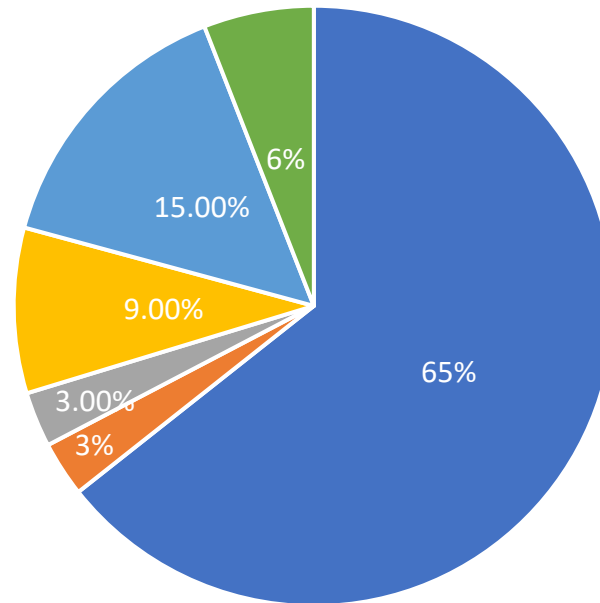
# RESPONDENTS BY RACE AND/OR ETHNICITY

Students



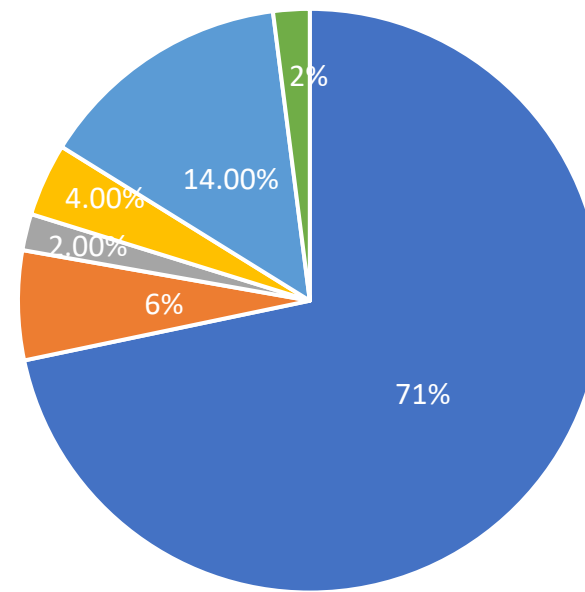
■ White  
■ Asian

Staff



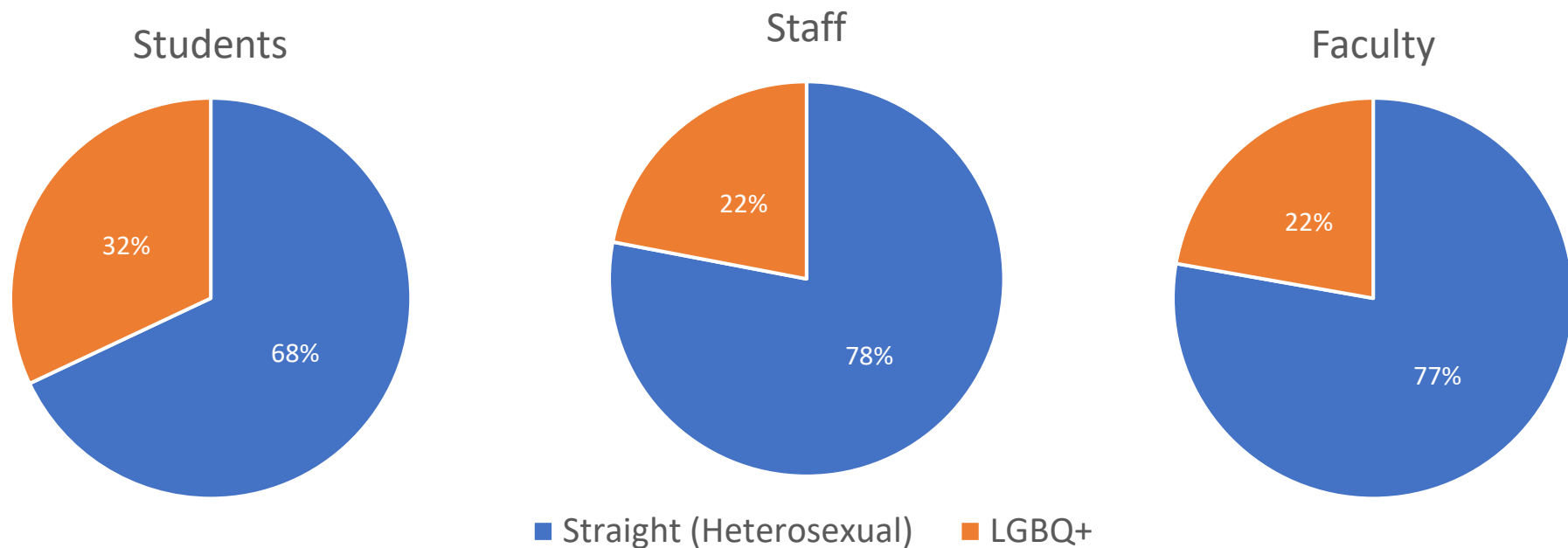
■ African American/ Black    ■ Hispanic/ Latino  
■ Multiple Races/ Ethnicities    ■ All Other Races/ Ethnicities

Faculty



9/21/2023 TAB C

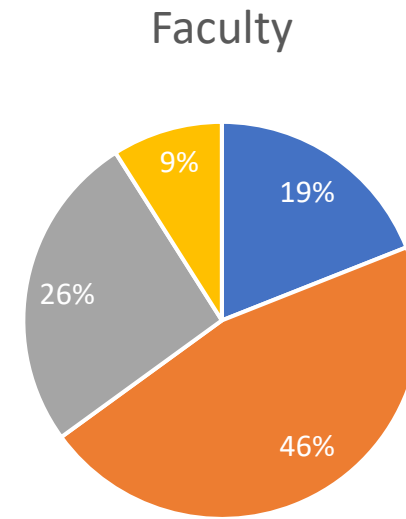
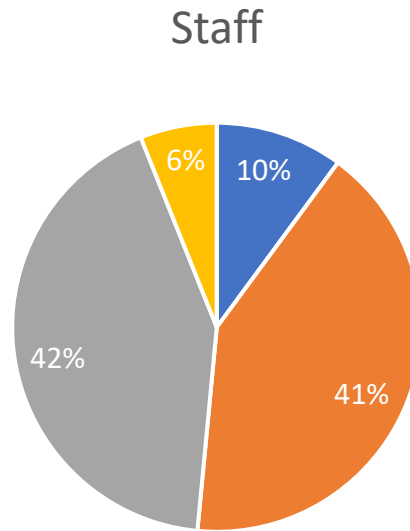
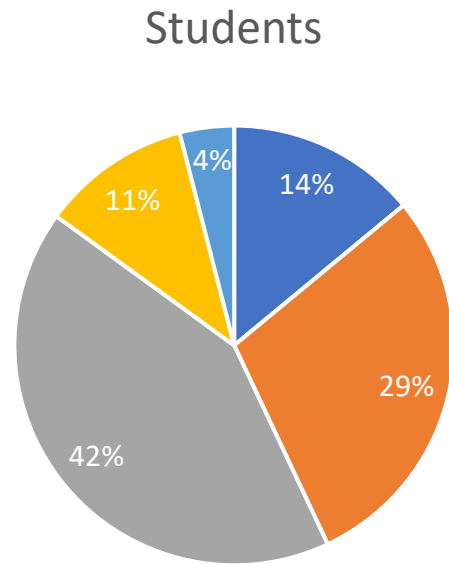
# RESPONDENTS BY SEXUAL ORIENTATION



9/21/2023 TAB C



# RESPONDENTS BY POLITICAL AFFILIATION

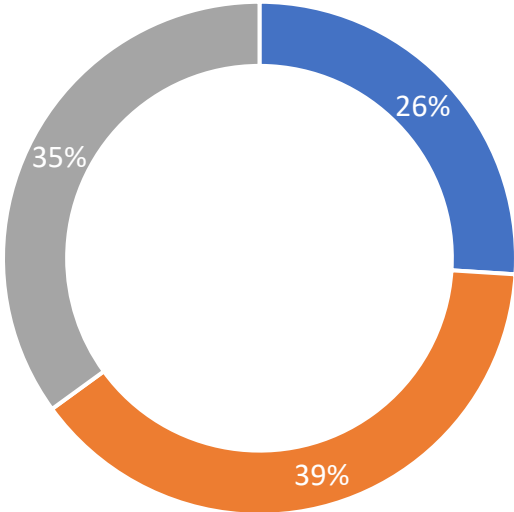


■ Far Left ■ Liberal ■ Middle-of-the-road ■ Conservative ■ Far Right

9/21/2023 TAB C

# STUDENTS: HOW DO YOU ATTEND CLASSES AT GRC?

Students



■ Primarily or Entirely Online ■ Split between On-Campus and Online ■ Primarily or Entirely On-Campus

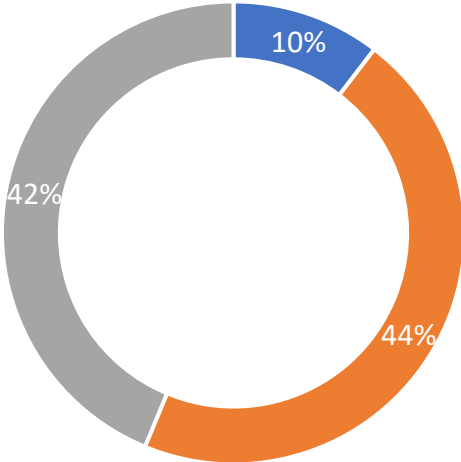
9/21/2023 TAB C

**INTERSECTIONS**  
*Bridging Perspectives,  
Choosing Anti-Racism*



# STAFF AND FACULTY: HOW DO YOU WORK AT GRC?

Staff and Faculty



- Primarily or Entirely Remotely
- Split Between On-Campus and Remotely
- Primarily or Entirely On-Campus

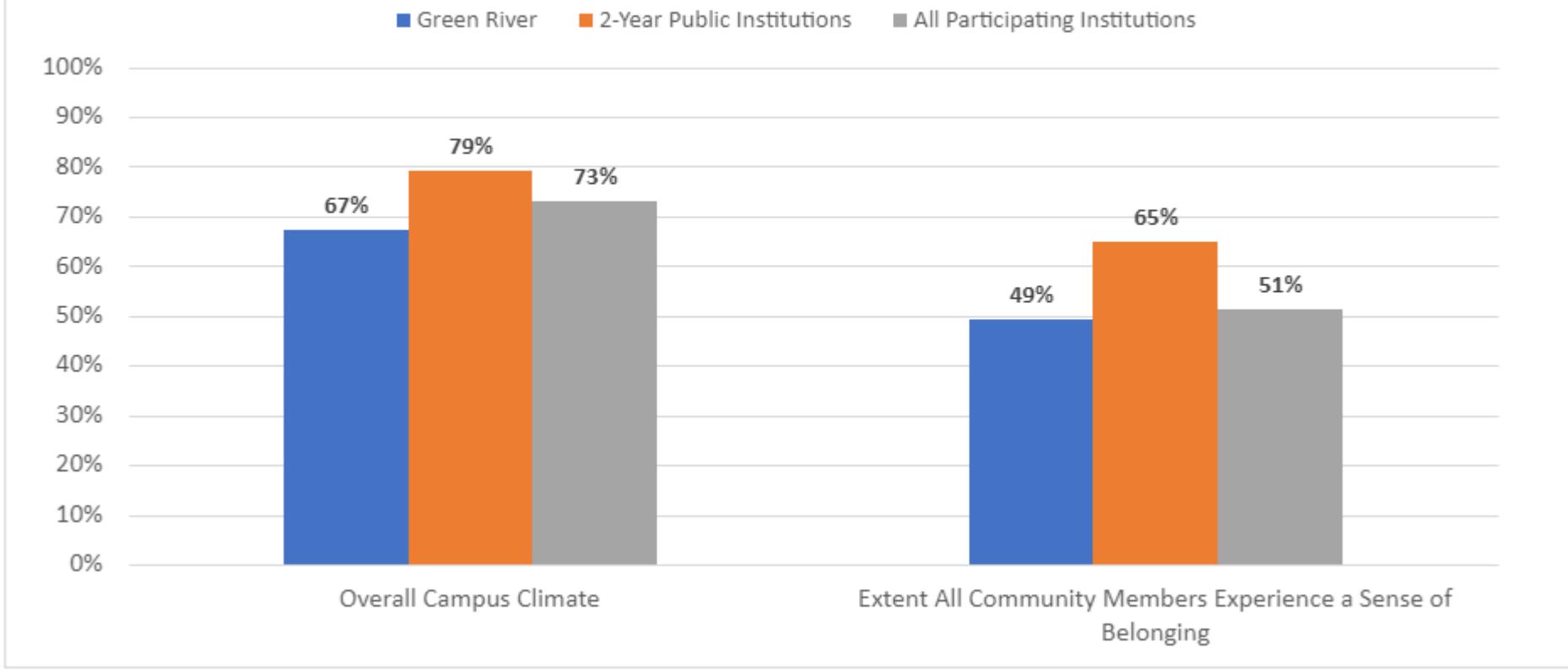
# Theme #2: Campus Climate

## TAKE-AWAYS

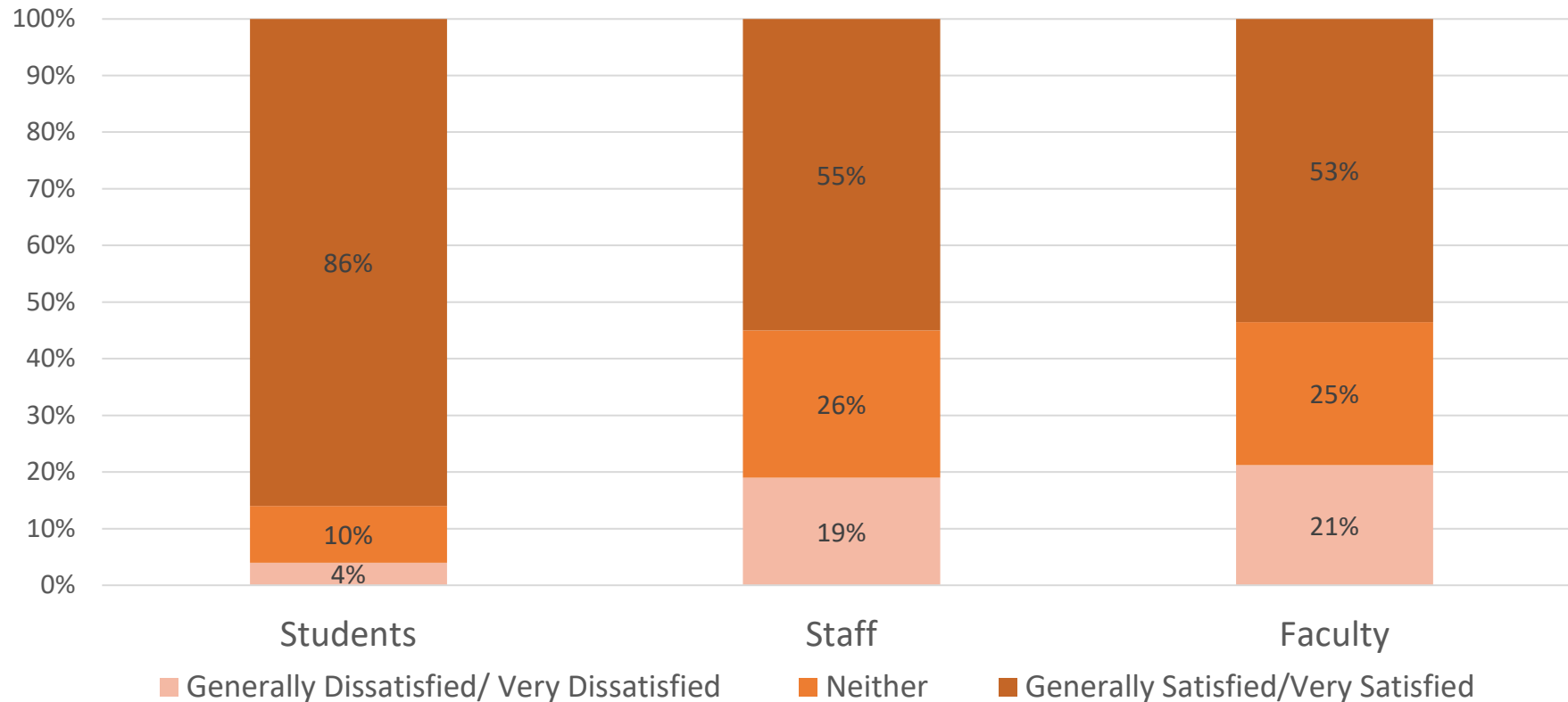
- Students indicate the highest level of satisfaction in regards to campus climate among roles on campus.
- Staff and faculty indicate similar levels of satisfaction in regards to campus climate among roles on campus.
- Staff and faculty report experiencing their own sense of community, but express concern that others do not have a positive sense of community.
- Marginalized members of our community generally report lower satisfaction with our campus climate.



**Figure 1. Percent of Respondents who are Generally or Very Satisfied with Characteristics of the Campus Climate**

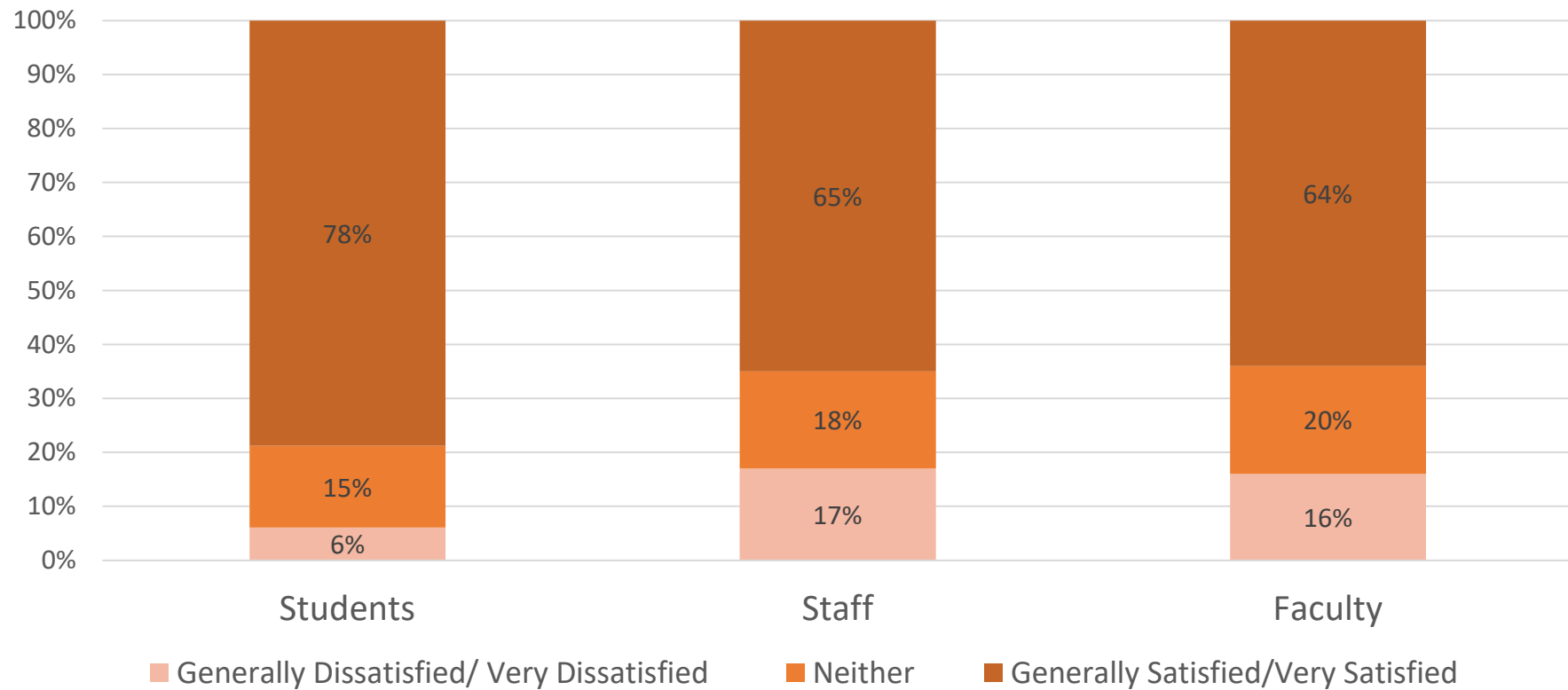


# Please indicate your level of satisfaction with the following at Green River: Overall Campus Climate



9/21/2023 TAB C

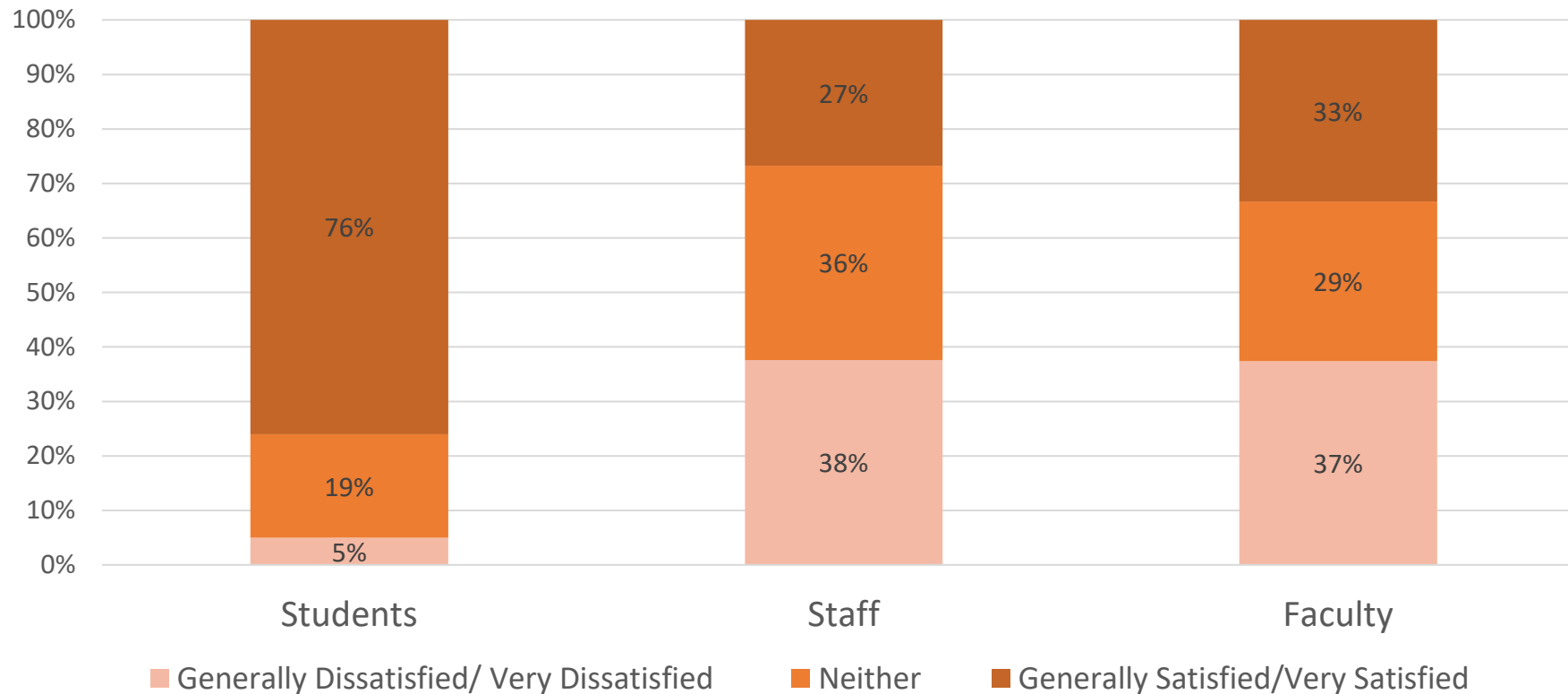
# Please indicate your level of satisfaction with the following at Green River: The extent to which you experience a sense of belonging or community at Green River



9/21/2023 TAB C



# Please indicate your level of satisfaction with the following at Green River: The extent to which you feel all community members experience a sense of belonging or community at Green River

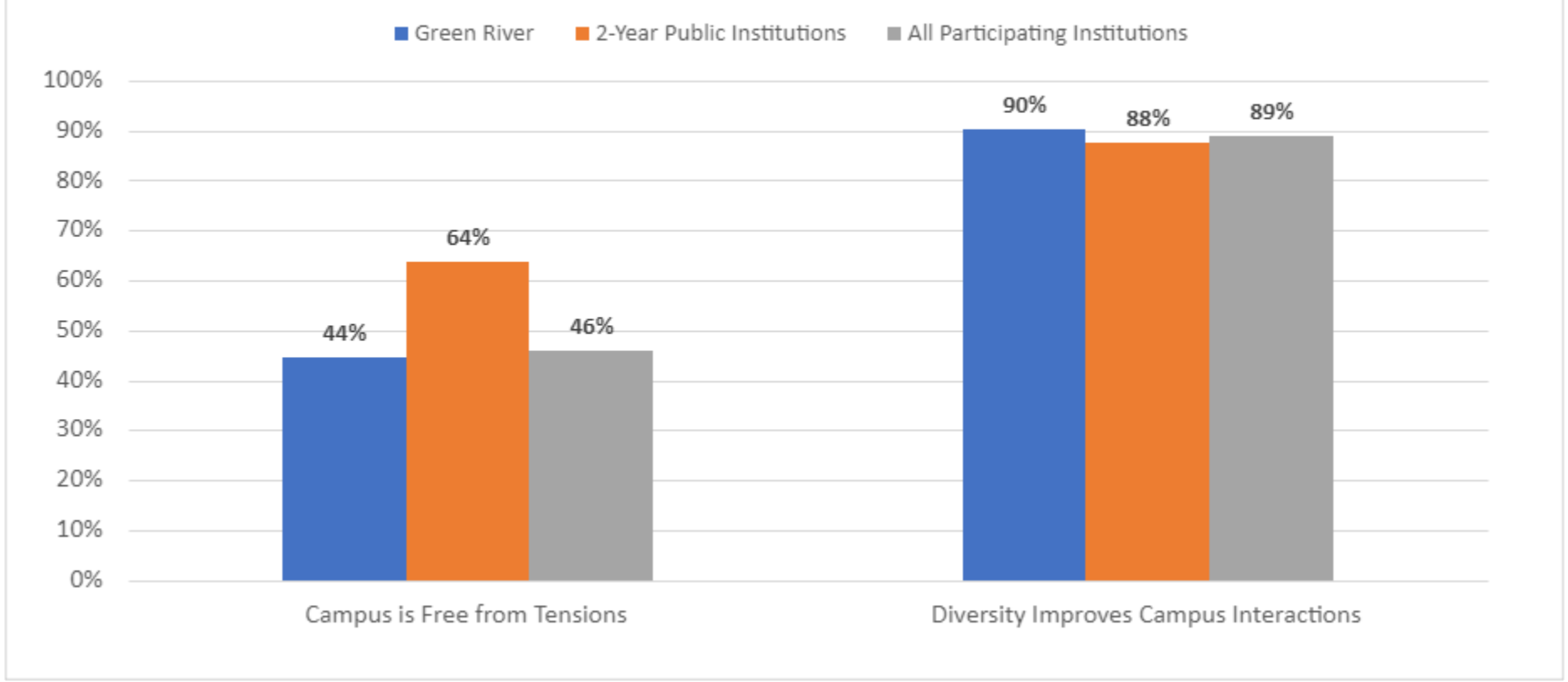


9/21/2023 TAB C

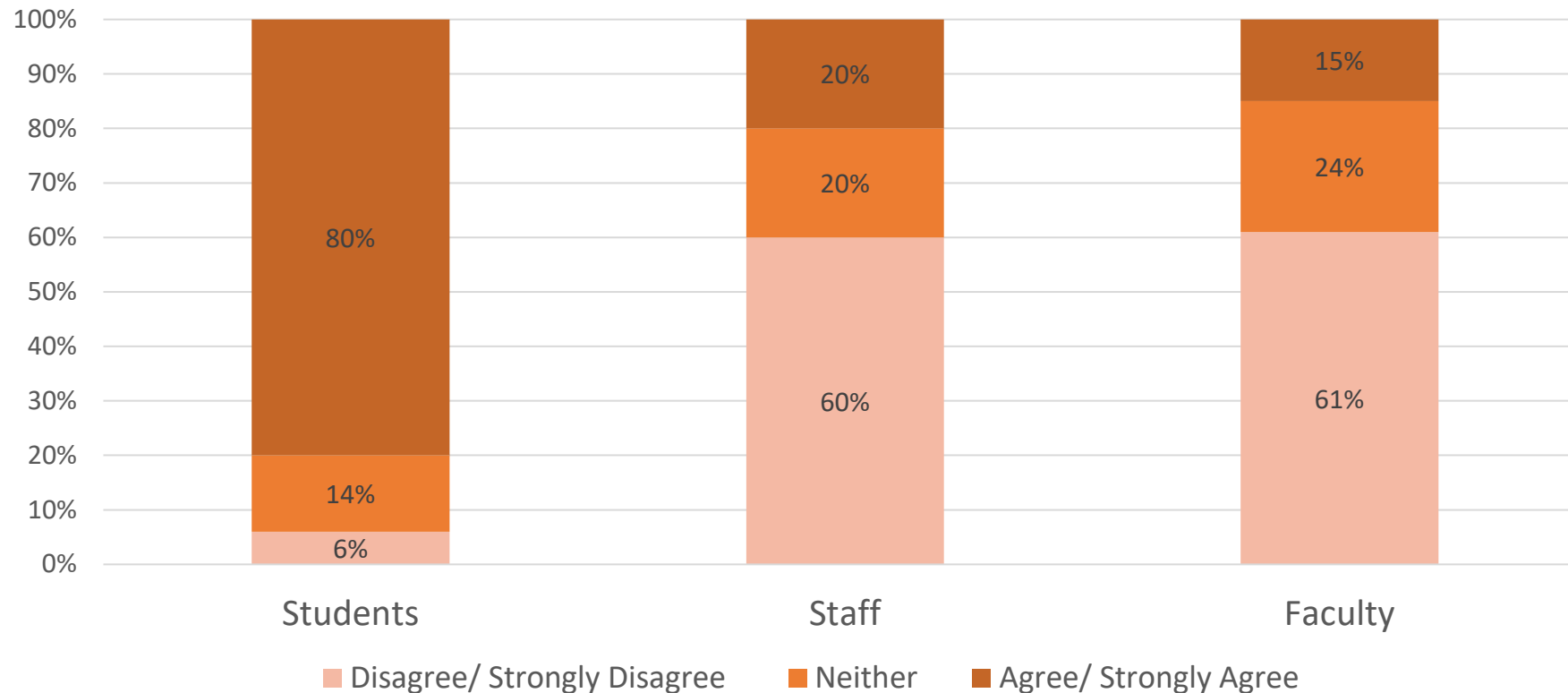




**Figure 2. Percent of Respondents who Agree or Strongly Agree with Statements about Diversity on Campus**

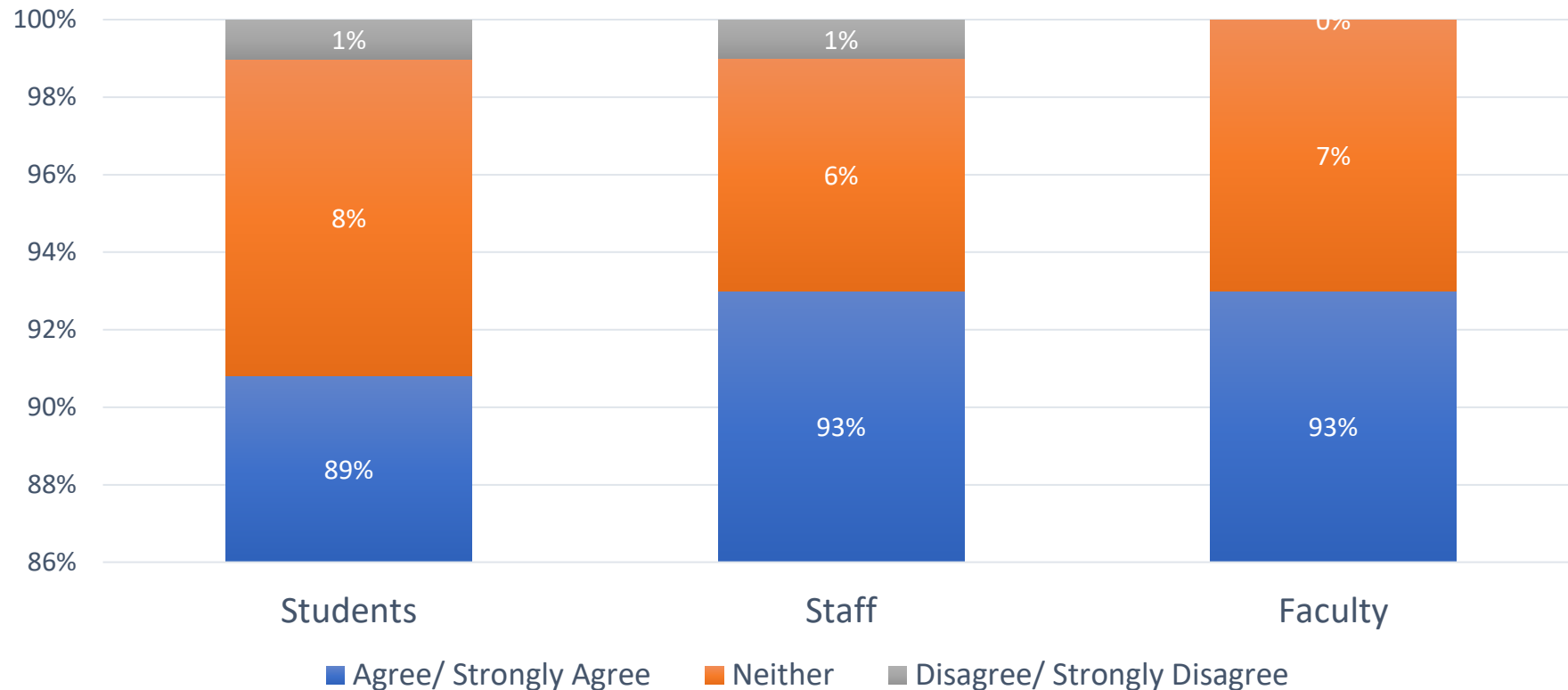


# Please indicate your level of agreement with the following at Green River: The campus environment is free from tensions related to individual and group differences



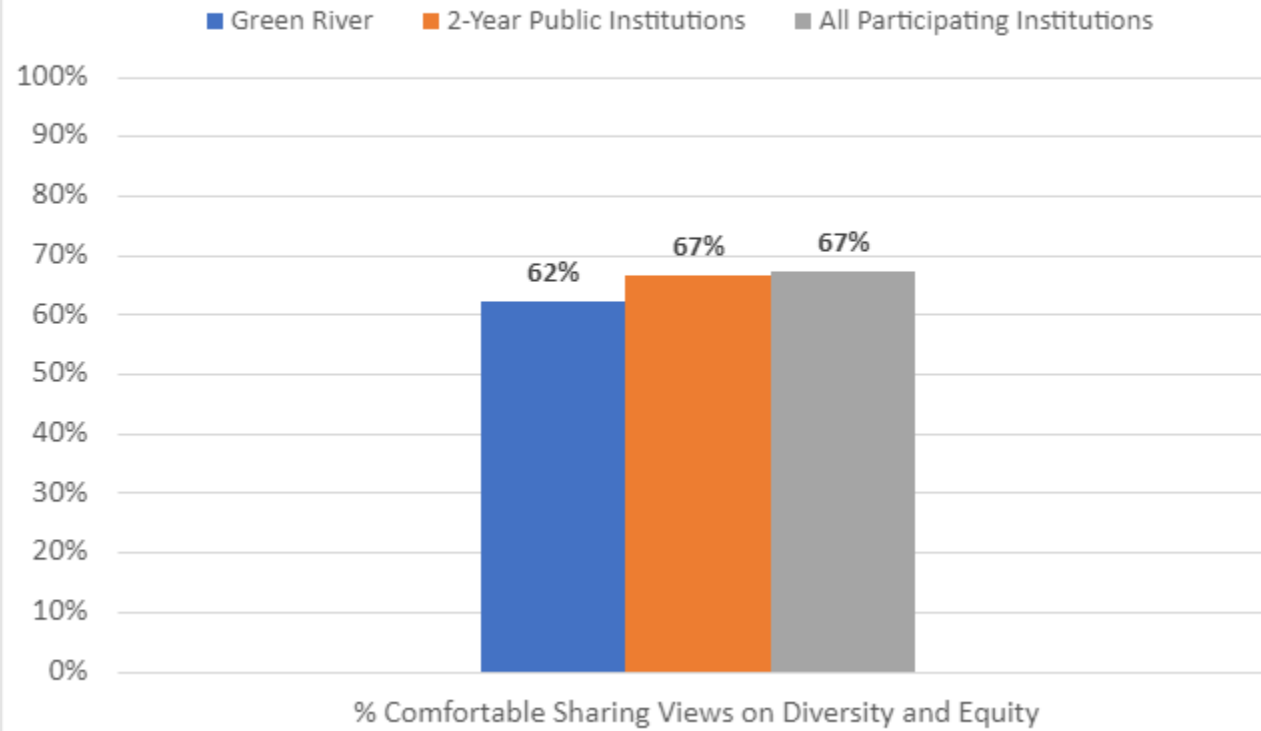
9/21/2023 TAB C

# To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?

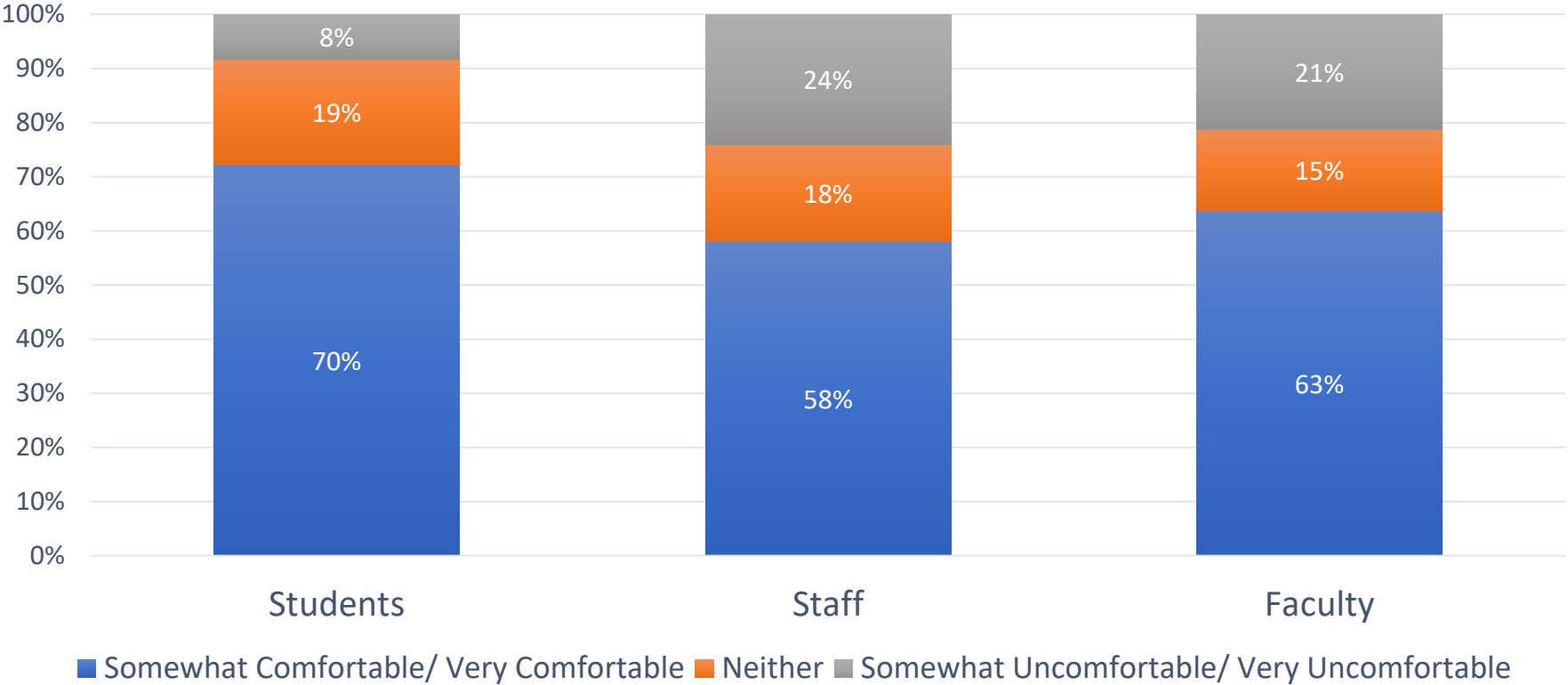


9/21/2023 TAB C

**Figure 3. Percent of Respondents who are Somewhat or Very Comfortable with Sharing Views on Diversity and Equity**



# Overall, how comfortable would you be sharing your views on diversity and equity?



# GROUPS PERCEPTION OF CAMPUS CLIMATE

## More Negative Perceptions

- African American/ Black respondents
- Asian respondents
- Non-binary and/or transgender respondents
- Cisgender women
- LGBTQ+ respondents
- Liberal respondents
- Respondents with disabilities
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

## More Positive Perceptions

- International respondents
- Respondents of multiple races and/or ethnicities
- Cisgender men
- Heterosexual respondents
- Respondents that identify as Middle-of-the-Road
- Respondents with no disability
- Christian respondents
- Respondents that have served in the U.S military

9/21/2023 TAB C

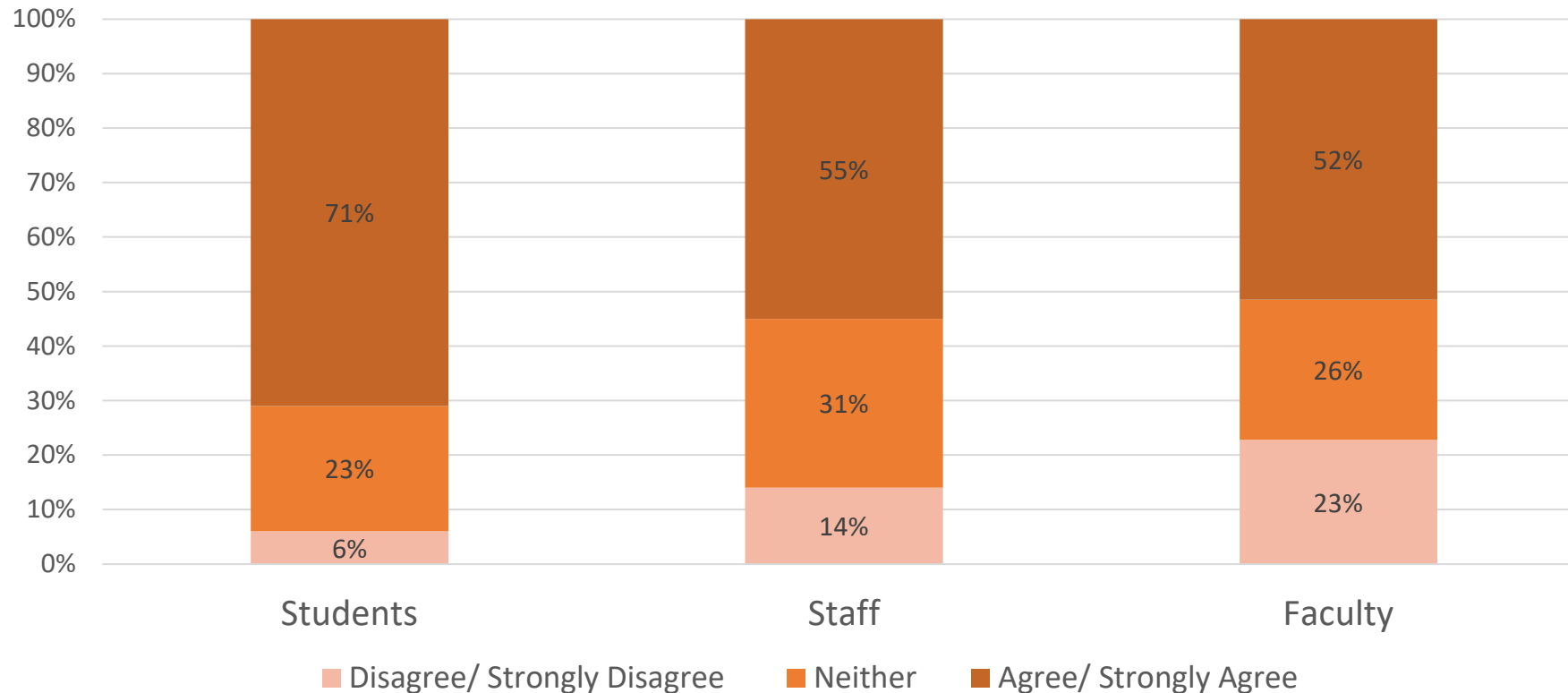
# Theme #3: Institutional Support for Diversity & Equity

## TAKE-AWAYS

- Students indicate the highest levels of satisfaction in regards to institutional support among roles on campus.
- Staff and faculty indicate there is a stronger institutional prioritization of recruitment of marginalized groups as compared to retention.
- Marginalized members of our community generally report lower satisfaction with institutional support.



# Please indicate your level of agreement with the following at Green River: Recruitment of historically marginalized students, faculty, and staff is an institutional priority

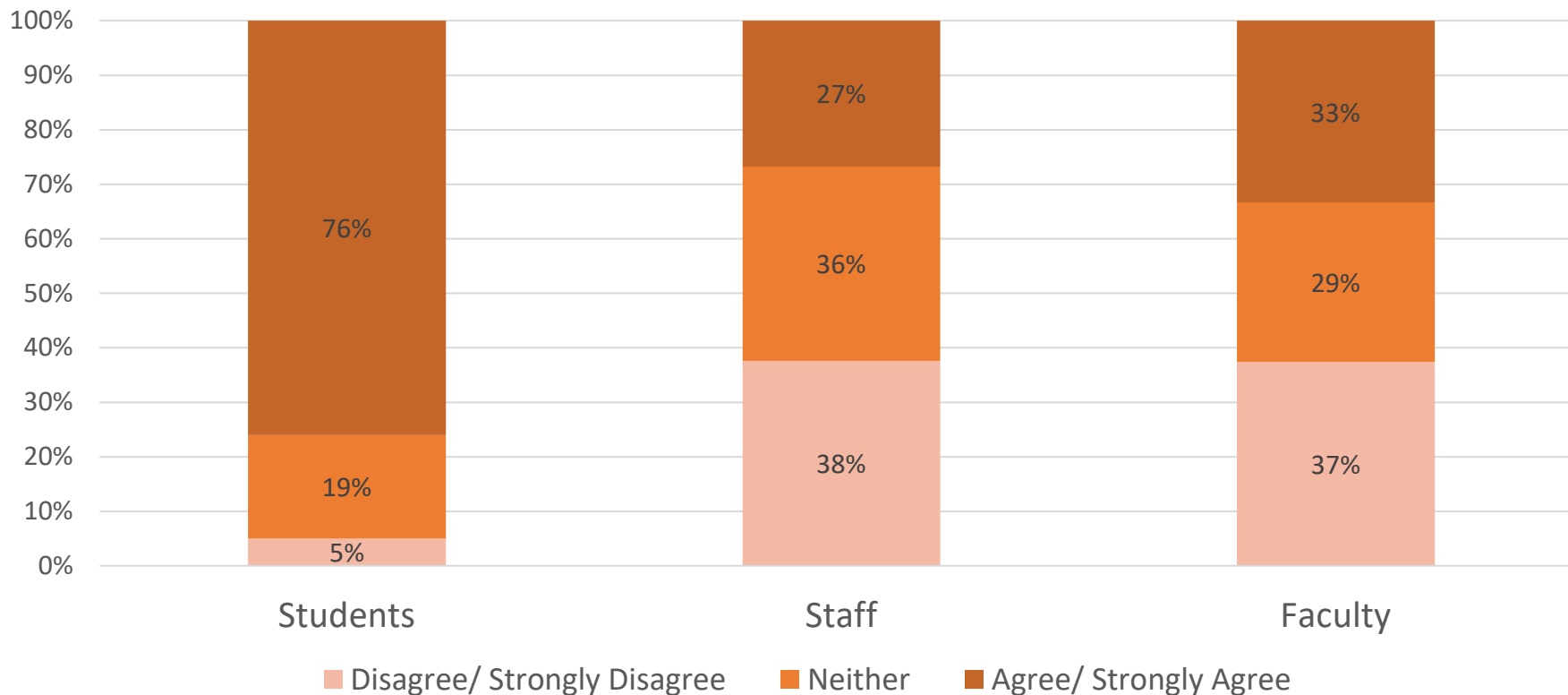


9/21/2023 TAB C



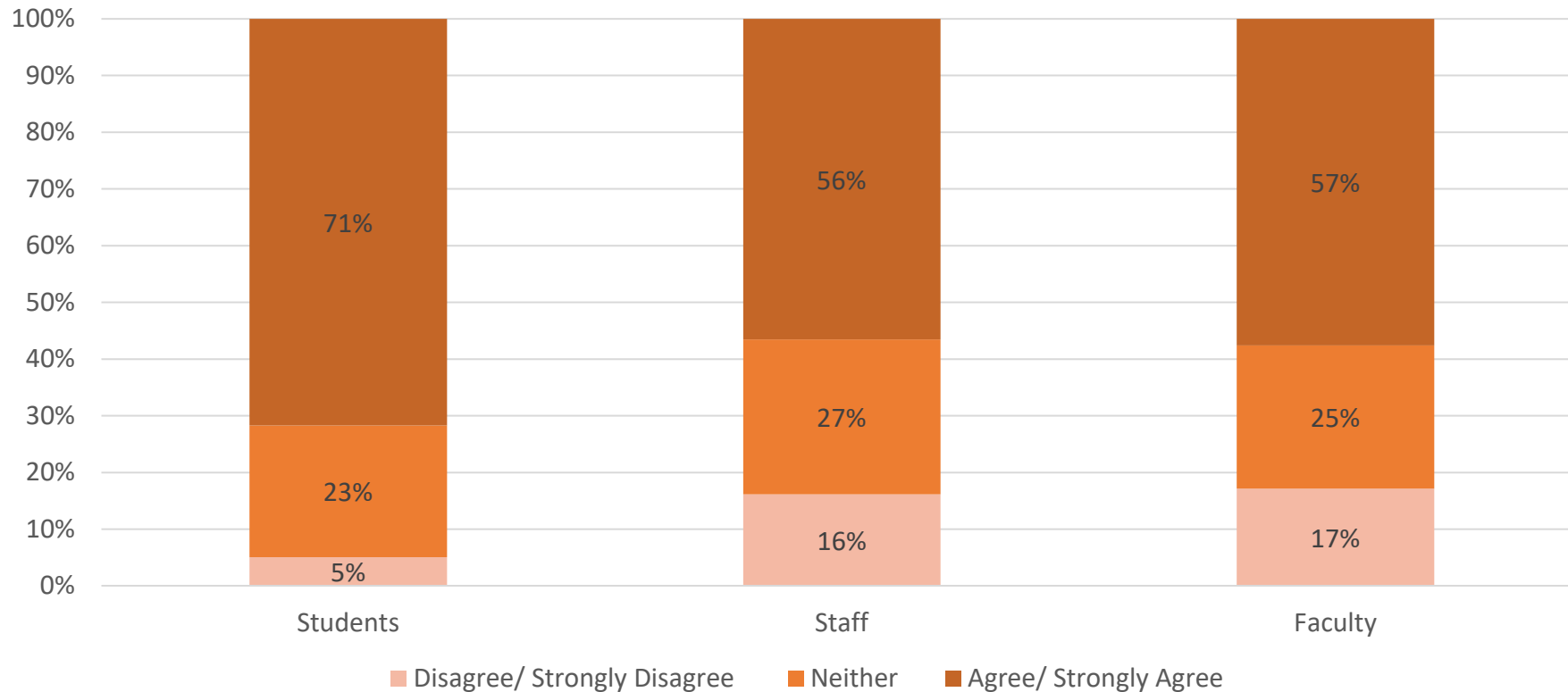


# Please indicate your level of agreement with the following at Green River: Retention of historically marginalized students, faculty, and staff is an institutional priority



9/21/2023 TAB C

# Please indicate your level of agreement with the following at Green River: Senior leadership demonstrates a commitment to diversity and equity on this campus



9/21/2023 TAB C

# GROUPS INDICATING THEIR AGREEMENT LEVEL WITH SENIOR LEADERSHIP DEMONSTRATES A COMMITMENT TO DIVERSITY AND EQUITY

## Higher Agreement Level

- International respondents
- Respondents of all races and/or ethnicities
- Straight (Heterosexual) respondents
- Respondents with no disability
- Cisgender men
- Middle-of-the road respondents
- Christian respondents

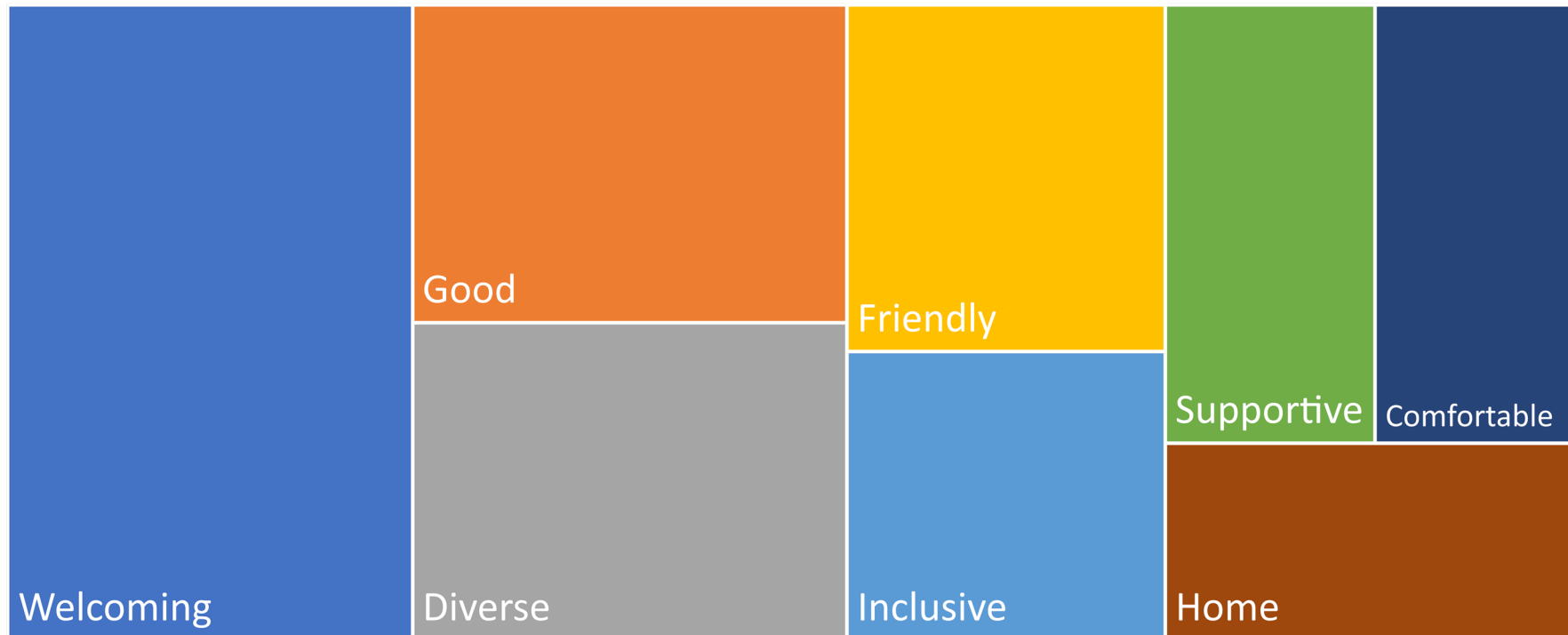
## Lower Agreement Level

- Black respondents
- Asian respondents
- LGBTQ+ respondents
- Respondents with disabilities
- Cisgender women
- Non-binary and/or transgender respondents
- Liberal respondents
- Spiritual, but not religious respondents
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

9/21/2023 TAB C

# What one word or sentence would you use to describe the sense of community you feel at Green River?

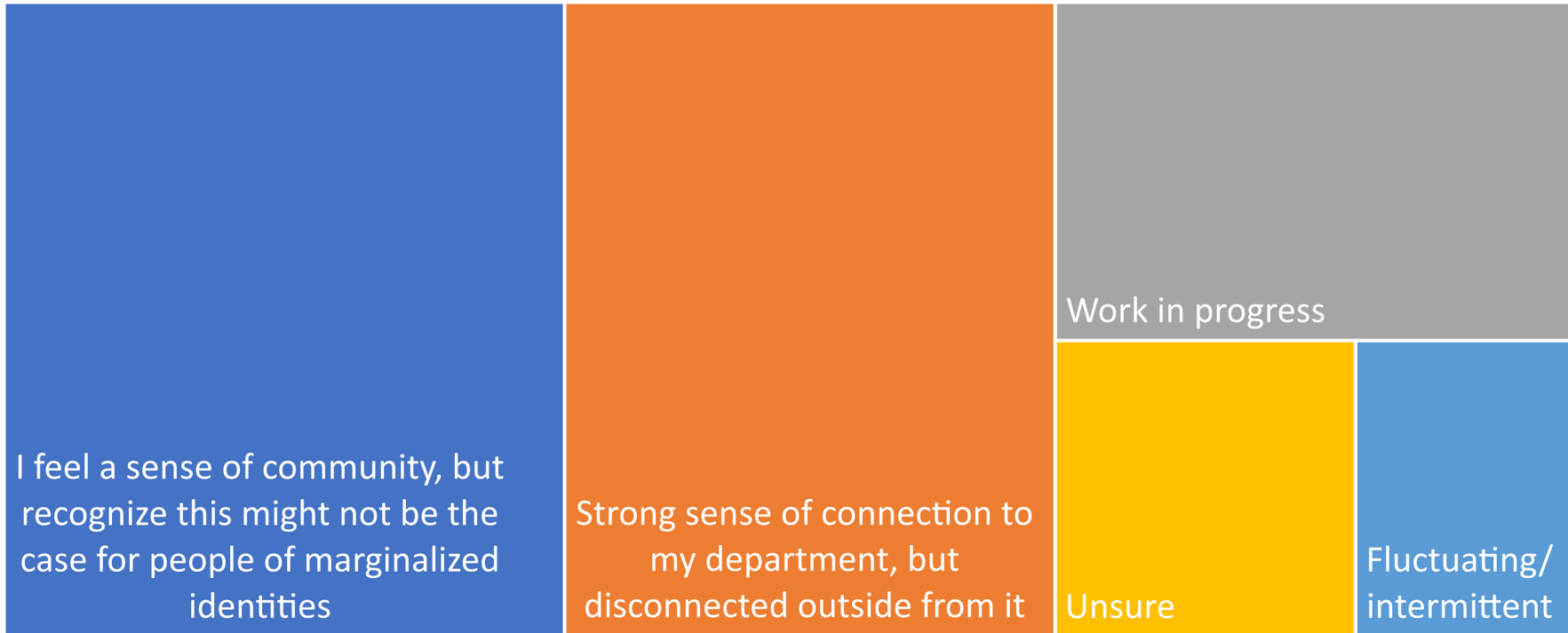
## Prominent Positive Feedback



9/21/2023 TAB C

# What one word or sentence would you use to describe the sense of community you feel at Green River?

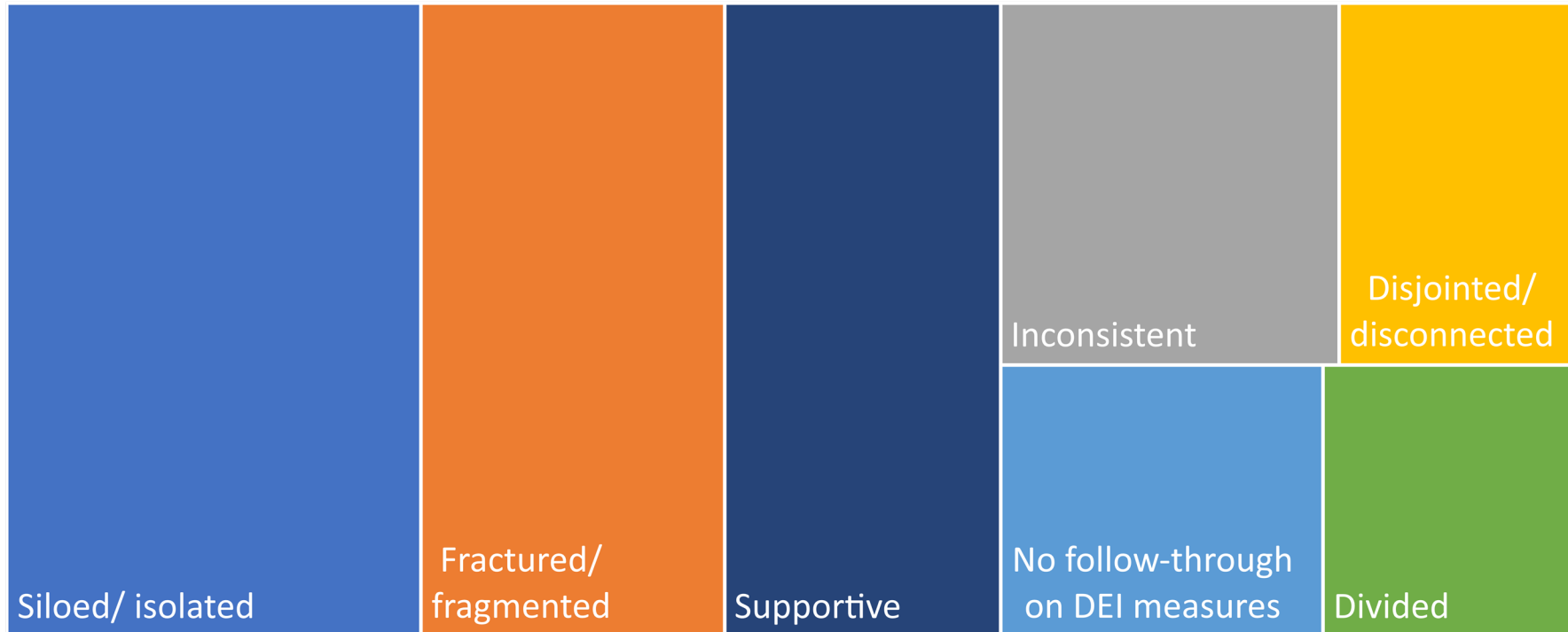
## Prominent Neutral Feedback



9/21/2023 TAB C

# What one word or sentence would you use to describe the sense of community you feel at Green River?

## Prominent Negative Feedback



9/21/2023 TAB C

# What one change would you make in order to enhance the sense of community you feel at Green River?

|           |                                                                                 |
|-----------|---------------------------------------------------------------------------------|
| Increase  | activities and events on campus, both informally and relating to DEI work       |
| Provide   | opportunities to interact and work outside of my division                       |
| Support   | marginalized folx on campus through recruitment, retention, and general support |
| Address   | the hierarchical structures within departments at Green River                   |
| Implement | actionable DEI measures that are put into place expeditiously                   |



# Theme #4: Disparaging Remarks

## TAKE-AWAYS

- Green River reports more insensitive and disparaging remarks towards marginalized groups on campus than two-year institutions, yet less insensitive and disparaging remarks towards marginalized groups on campus than all-participating institutions.
- Marginalized members of our community generally hear more insensitive of disparaging remarks.
- The source of insensitive and/or disparaging remarks are most often reported to be within peer groups with the exception of faculty.





**Figure 1. Percent of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks About:**

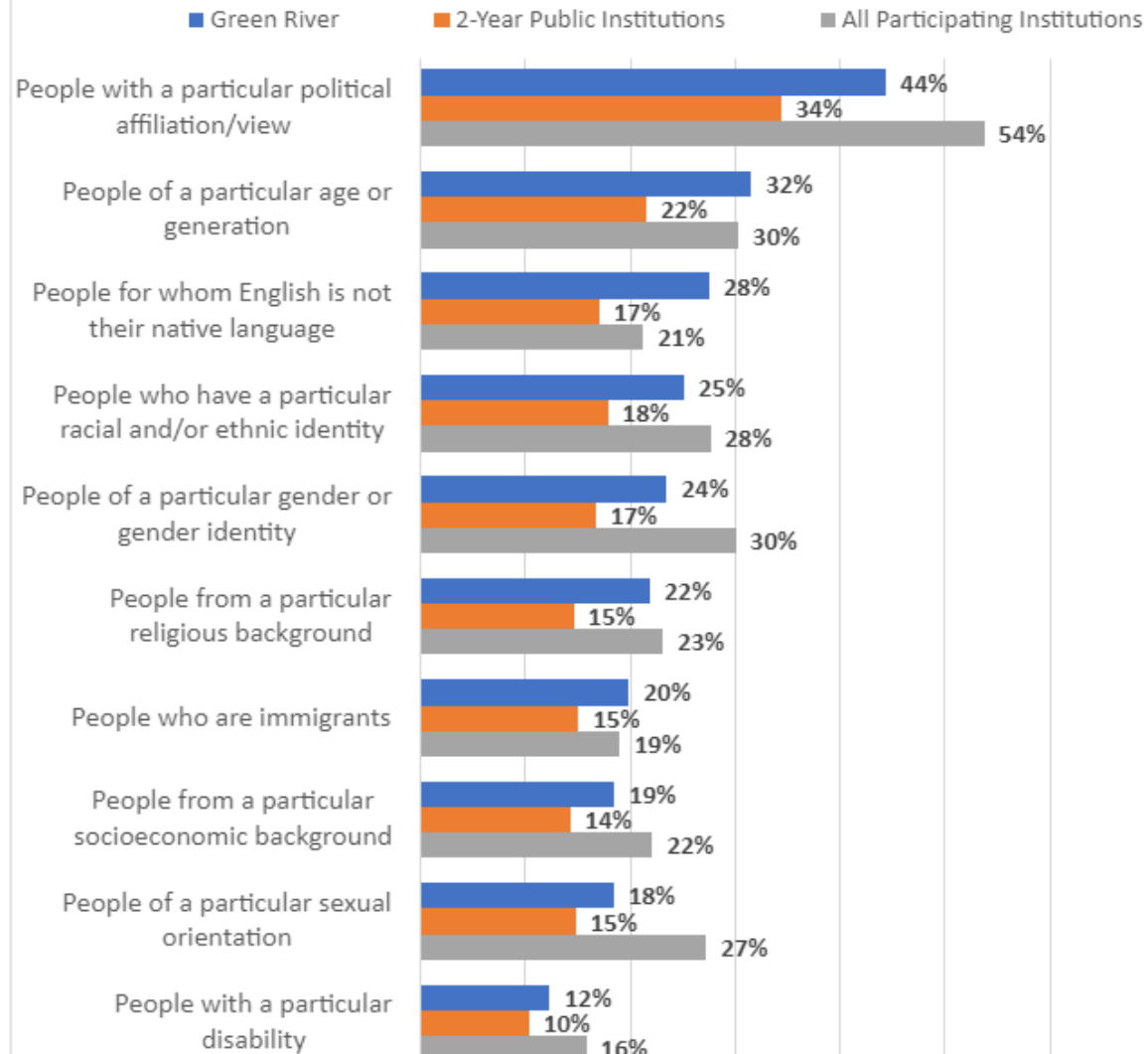
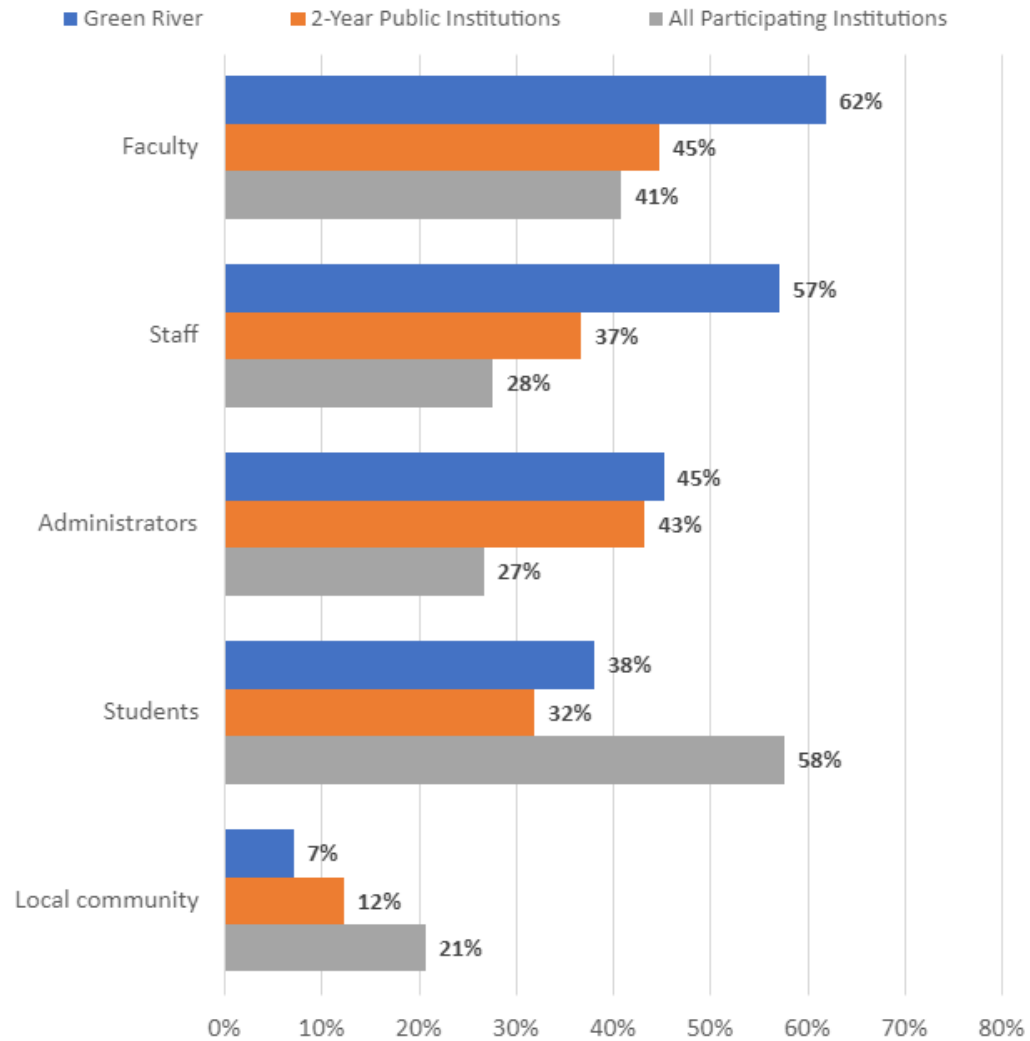


Figure 2. Percent of Respondents that Indicated Each Group was Sometimes, Often, or Very Often the Source of Insensitive or Disparaging Remarks



# GROUPS WHICH HEAR INSENSITIVE OR DISPARAGING REMARKS

## Hear more remarks

- African American/ Black respondents
- Non-binary and/or transgender respondents
- LGBTQ+ respondents
- Liberal respondents
- Respondents with a temporary disability
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

## Hear fewer remarks

- International respondents
- Cisgender men
- Heterosexual respondents
- Respondents that identify as Middle-of-the-Road
- Respondents with no disability
- Respondents that are spiritual, but not religious

9/21/2023 TAB C

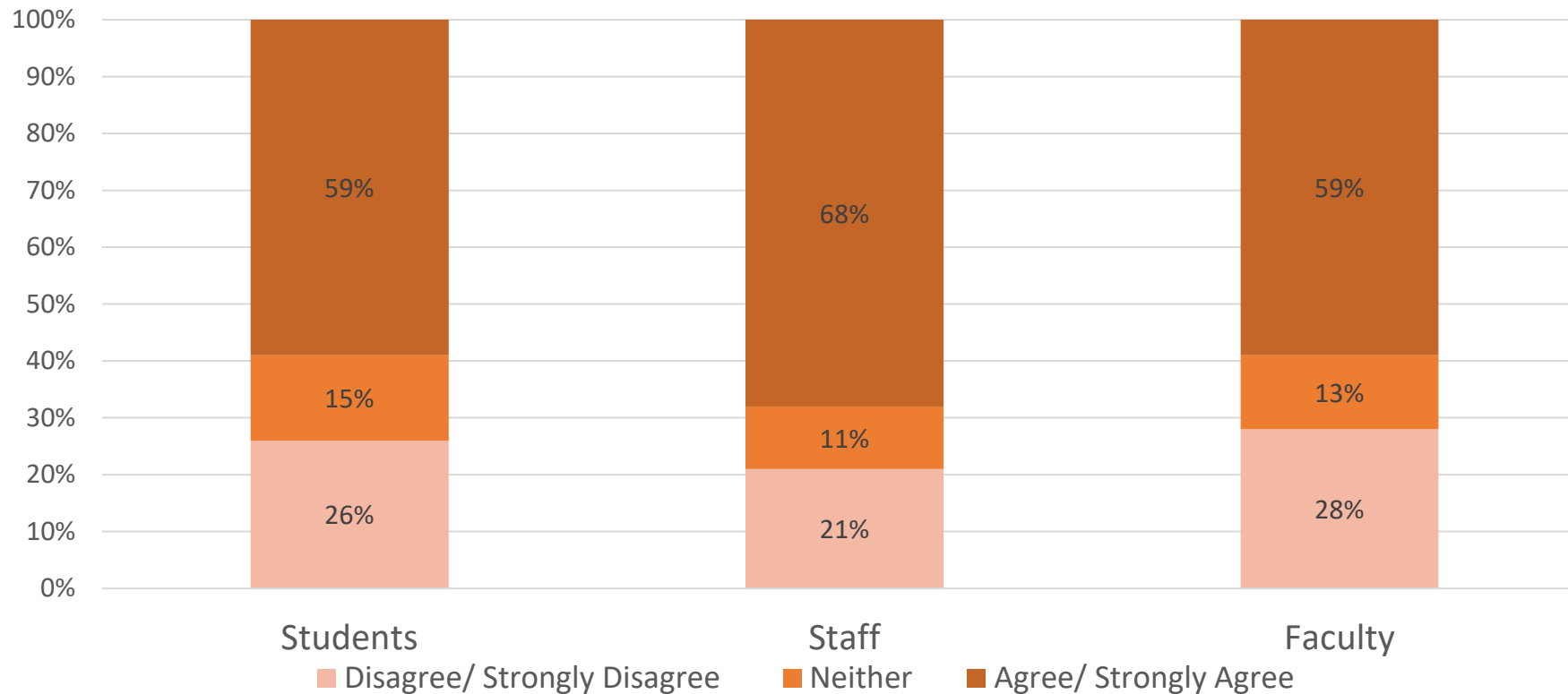
# Theme #5: Discrimination & Harassment

## TAKE-AWAYS

- Marginalized members of our community experience the most discrimination and/or harassment.
- The source of discrimination is most often reported to be within peer groups with the exception of students.
- Acts of discrimination and/or harassment occur in locations that the peer group interacts with the most.
- The most common forms of discrimination and/or harassment include reporting being deliberately ignored, isolated, left out, or excluded, being stared at, and racial/ethnic profiling.
- Faculty indicate less trust in the reporting and investigative process than students and staff.

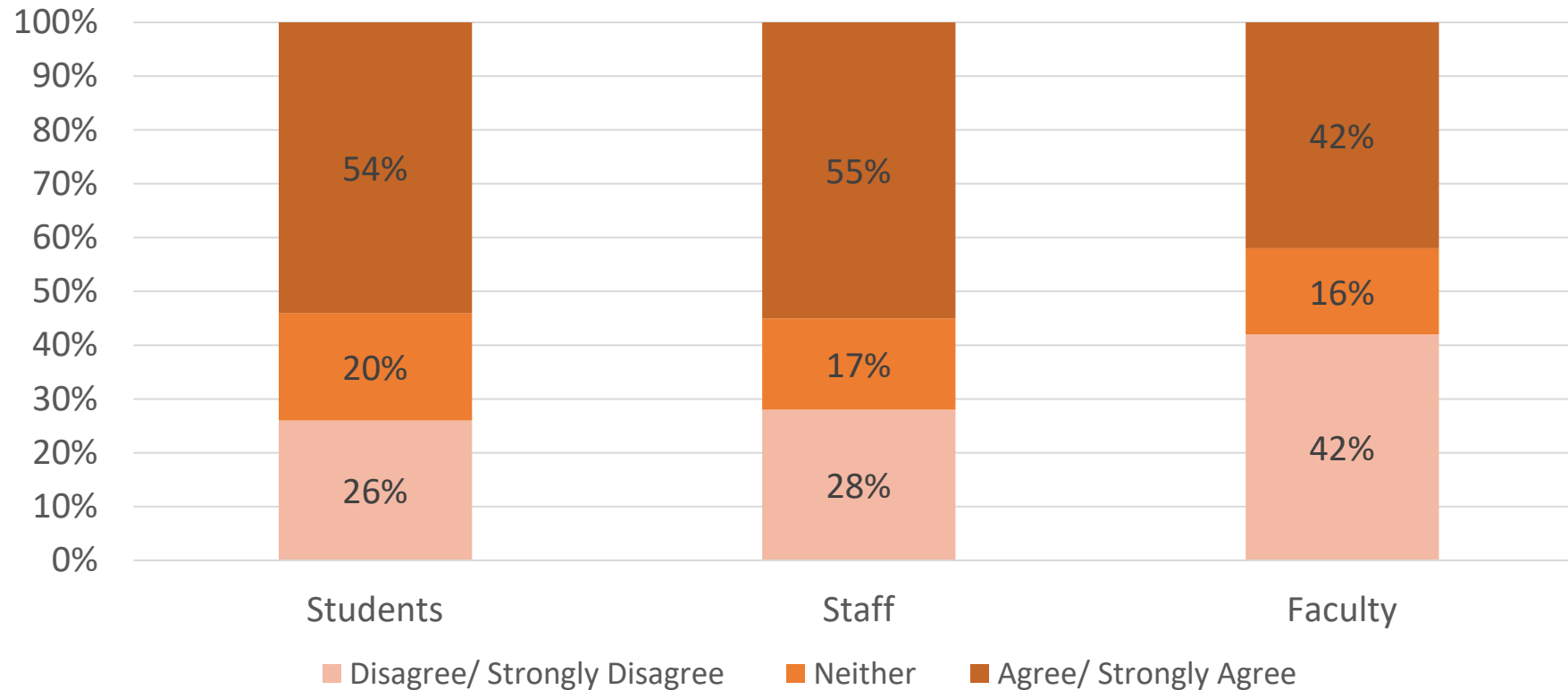


# Please indicate your level of agreement with the following at Green River: If I experienced or observed an act of discrimination or harassment while at Green River, I know whom to contact to report the incident



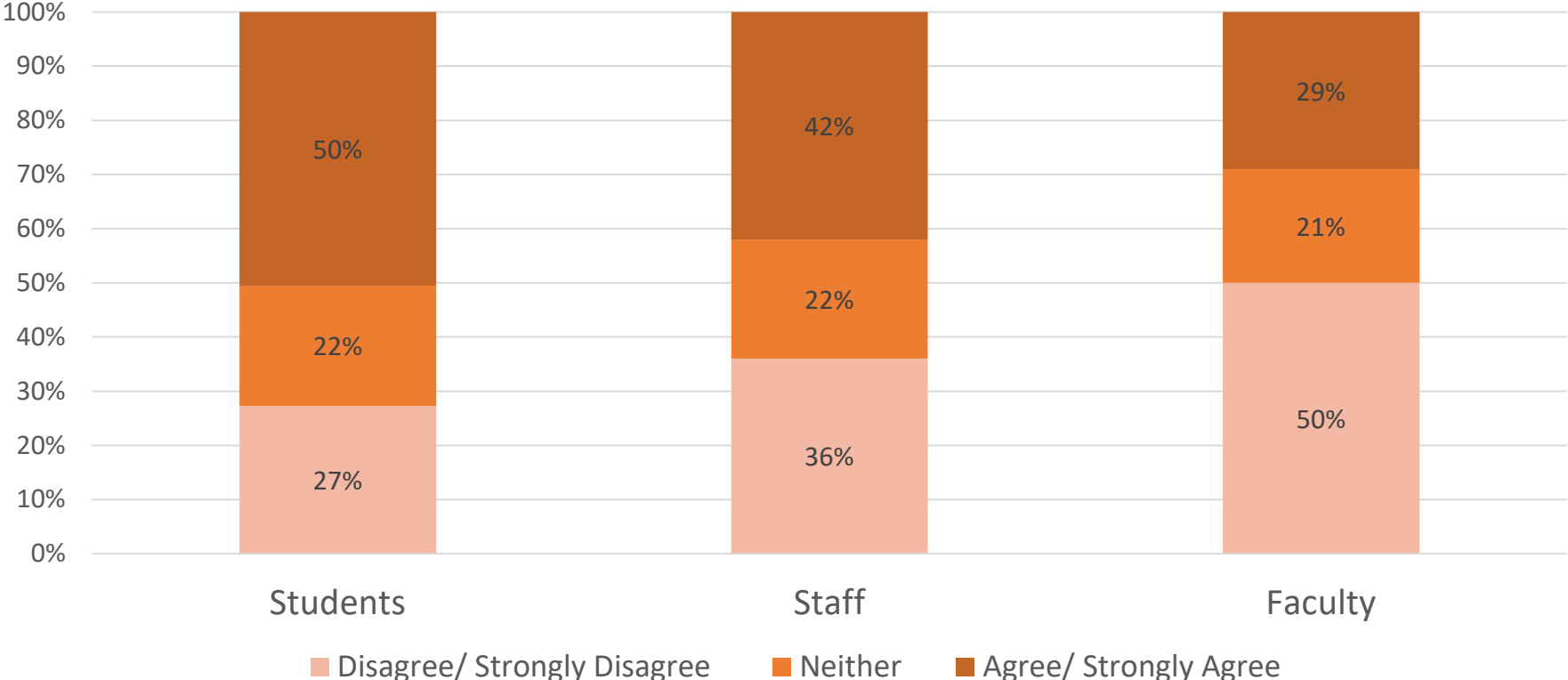
9/21/2023 TAB C

# Please indicate your level of agreement with the following at Green River: The process for reporting acts of discrimination or harassment at Green River is clear to me



9/21/2023 TAB C

# Please indicate your level of agreement with the following at Green River: The process for investigating acts of discrimination or harassment at Green River is clear to me



# GROUPS WHICH EXPERIENCE DISCRIMINATION OR HARASSMENT

Experience more discrimination/harassment

- African American/ Black respondents
- Non-binary and/or transgender respondents
- LGBTQ+ respondents
- Conservative respondents
- Respondents with a long-term disability
- Respondents that identify as having another religious affiliation (Hindu, Muslim, Sikh, etc.)

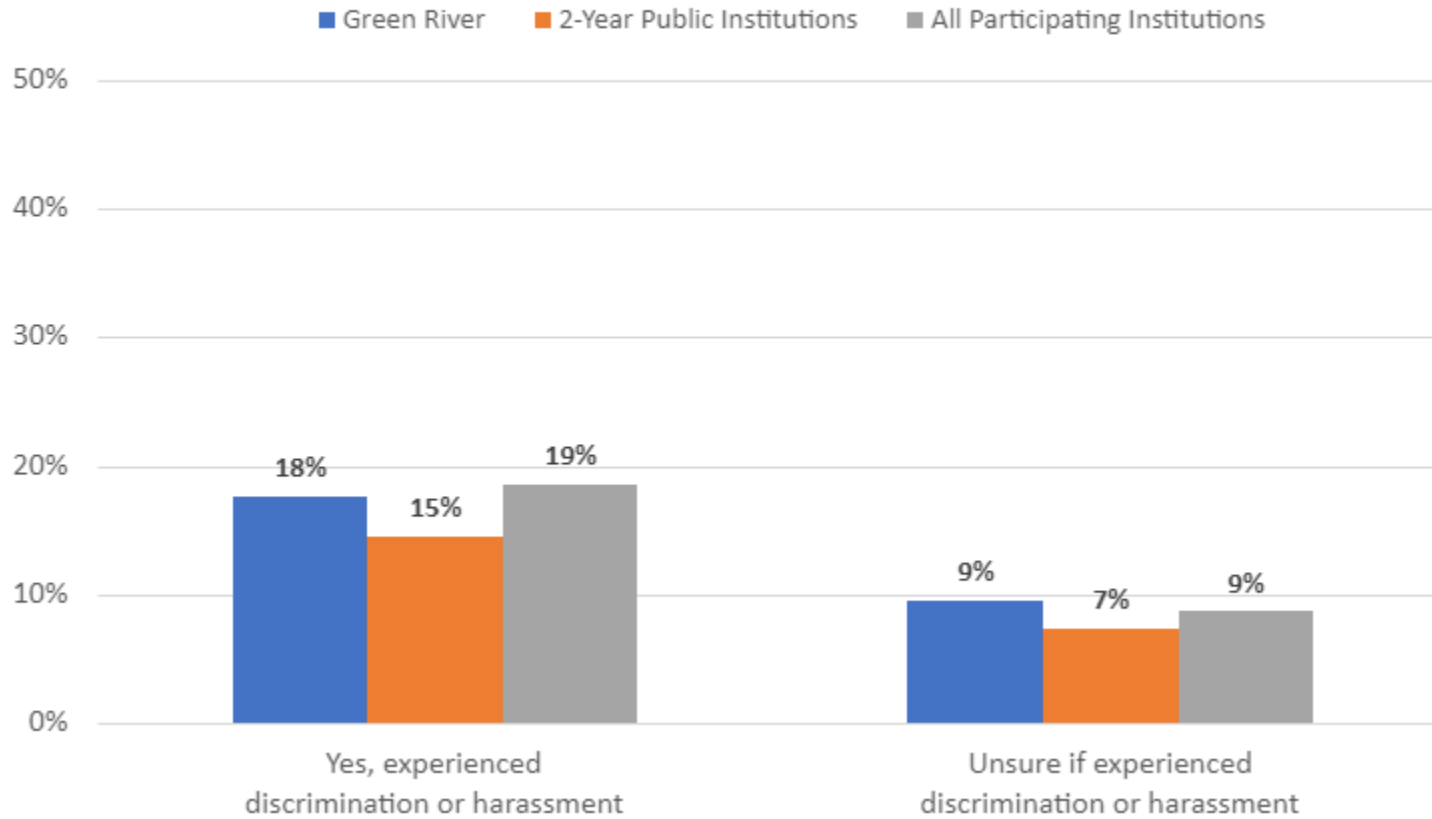
Experience less discrimination/harassment

- White respondents
- International respondents
- Cisgender men
- Heterosexual respondents
- Liberal respondents
- Respondents with a temporary disability
- Respondents that are spiritual, but not religious

9/21/2023 TAB C

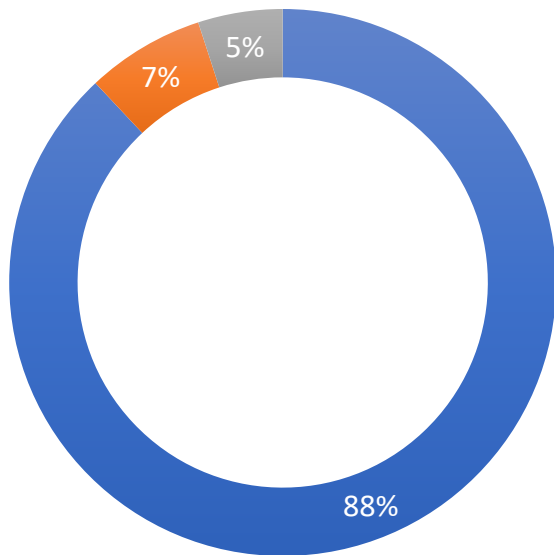


**Figure 1. Percent of Respondents who Responded Yes or Unsure to Having Experienced Discrimination or Harassment**

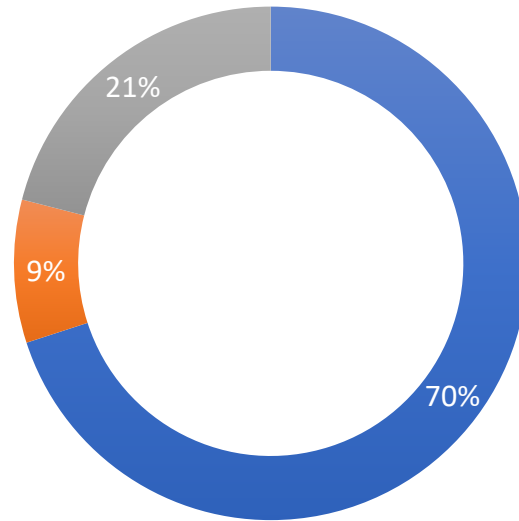


# Have you ever been discriminated against or harassed on the Green River campus, at an off-campus program/event affiliated with Green River?

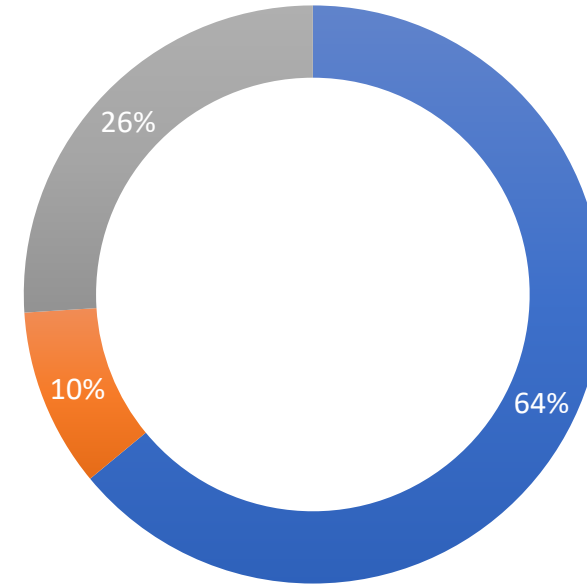
## Students



## Staff

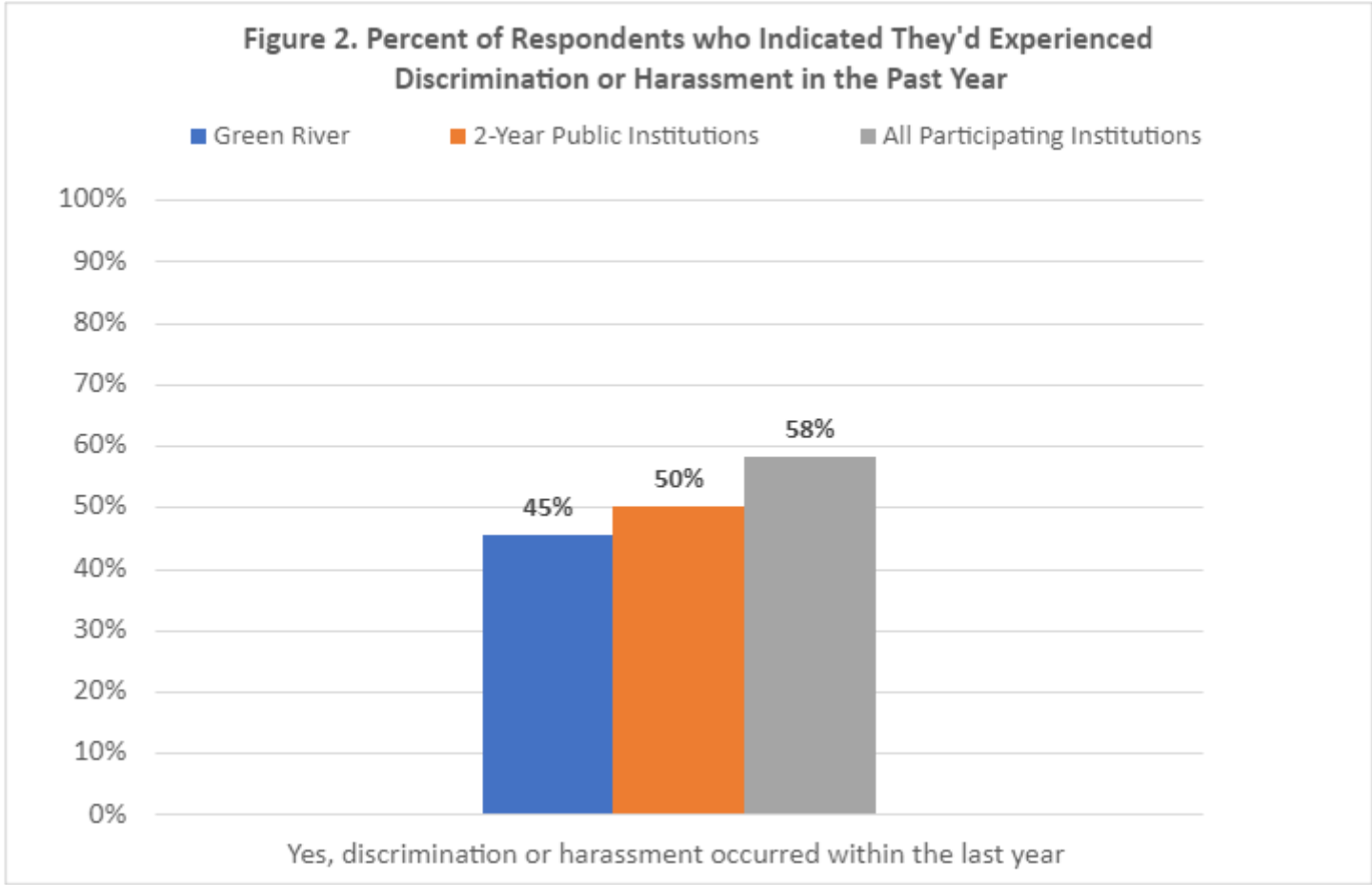


## Faculty



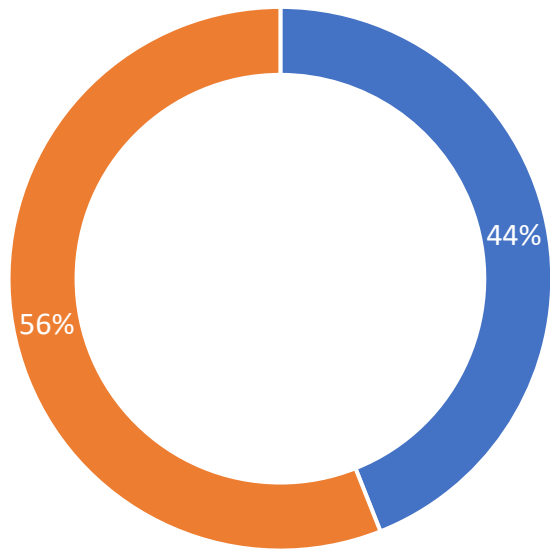
- No, have not experienced discrimination or harassment
- Unsure if experienced discrimination or harassment
- Yes, experienced discrimination or harassment

9/21/2023 TAB C

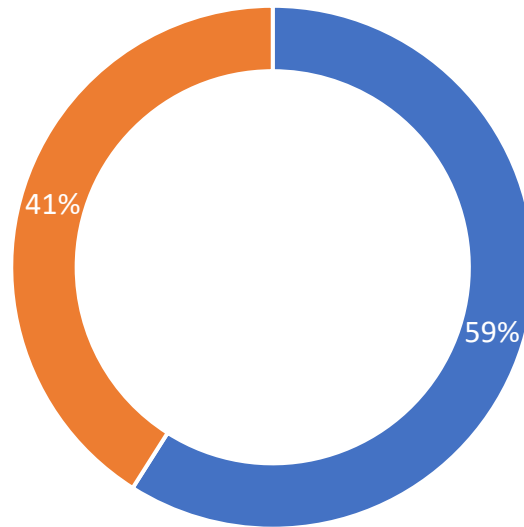


# Did any of these incidents of discrimination or harassment at Green River occur in the last year?

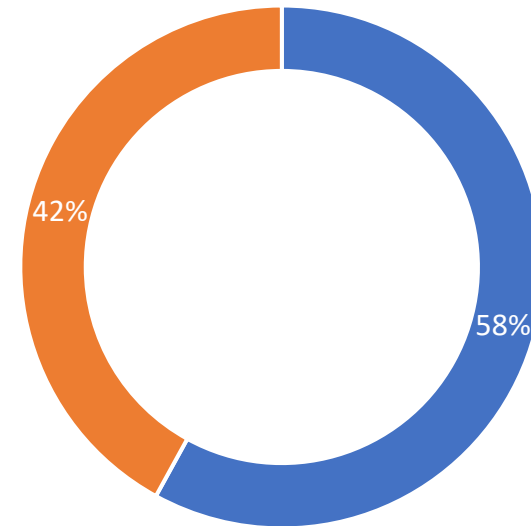
Students (n=9)



Staff (n=39)

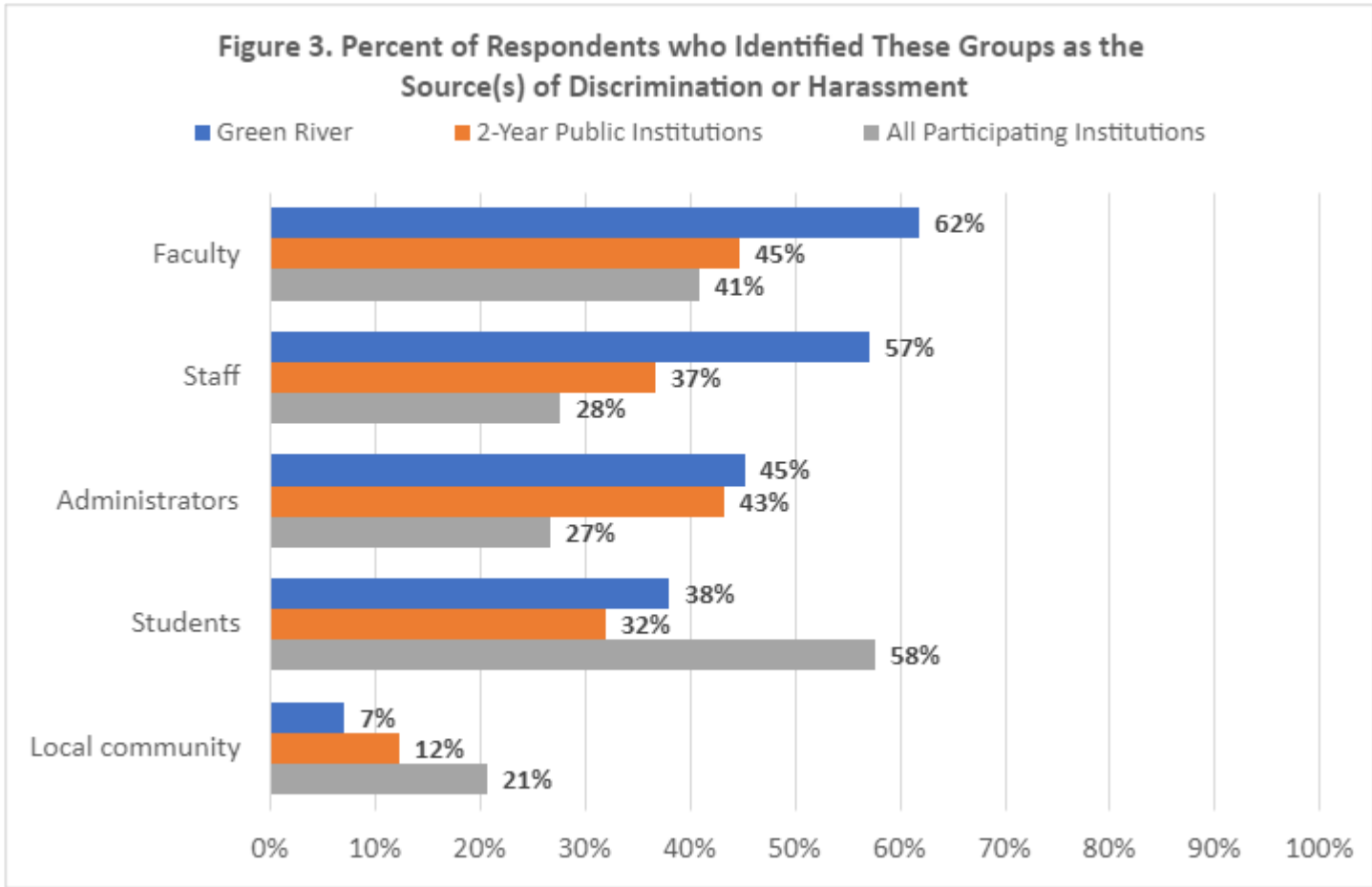


Faculty (n=36)



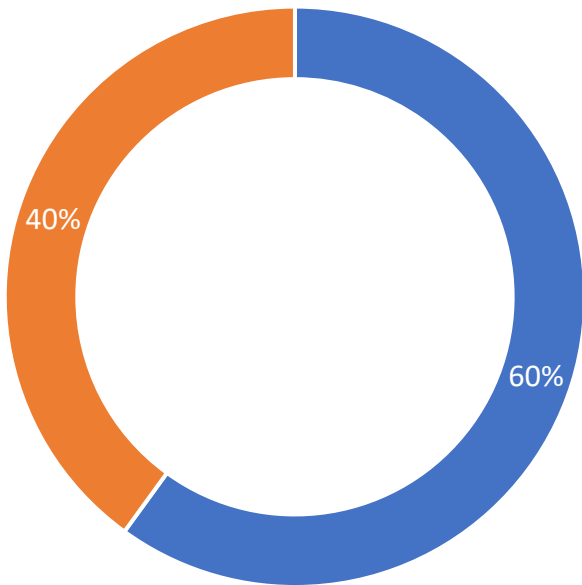
■ No ■ Yes

9/21/2023 TAB C

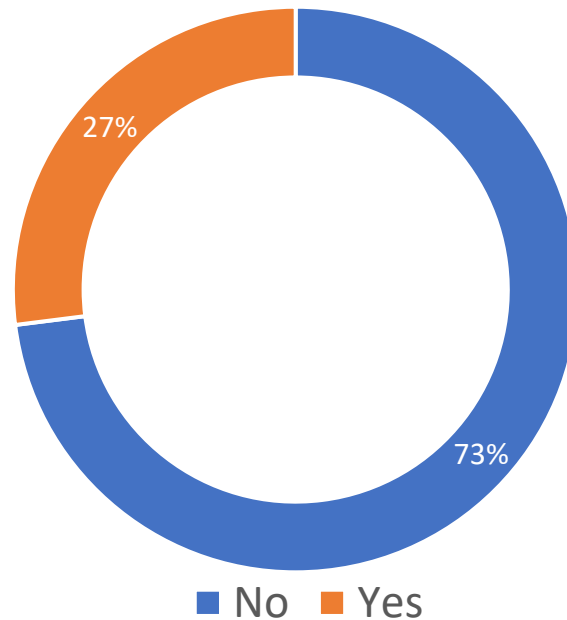


# Did you report any incident(s) to campus officials?

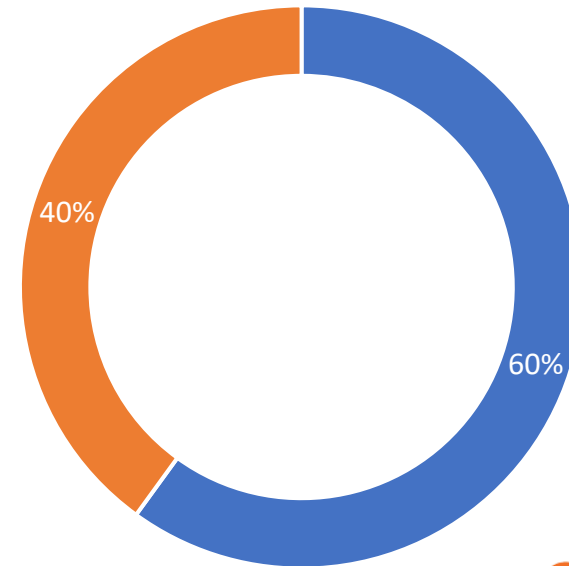
Students (n=5)



Staff (n=15)



Faculty (n=15)



■ No ■ Yes

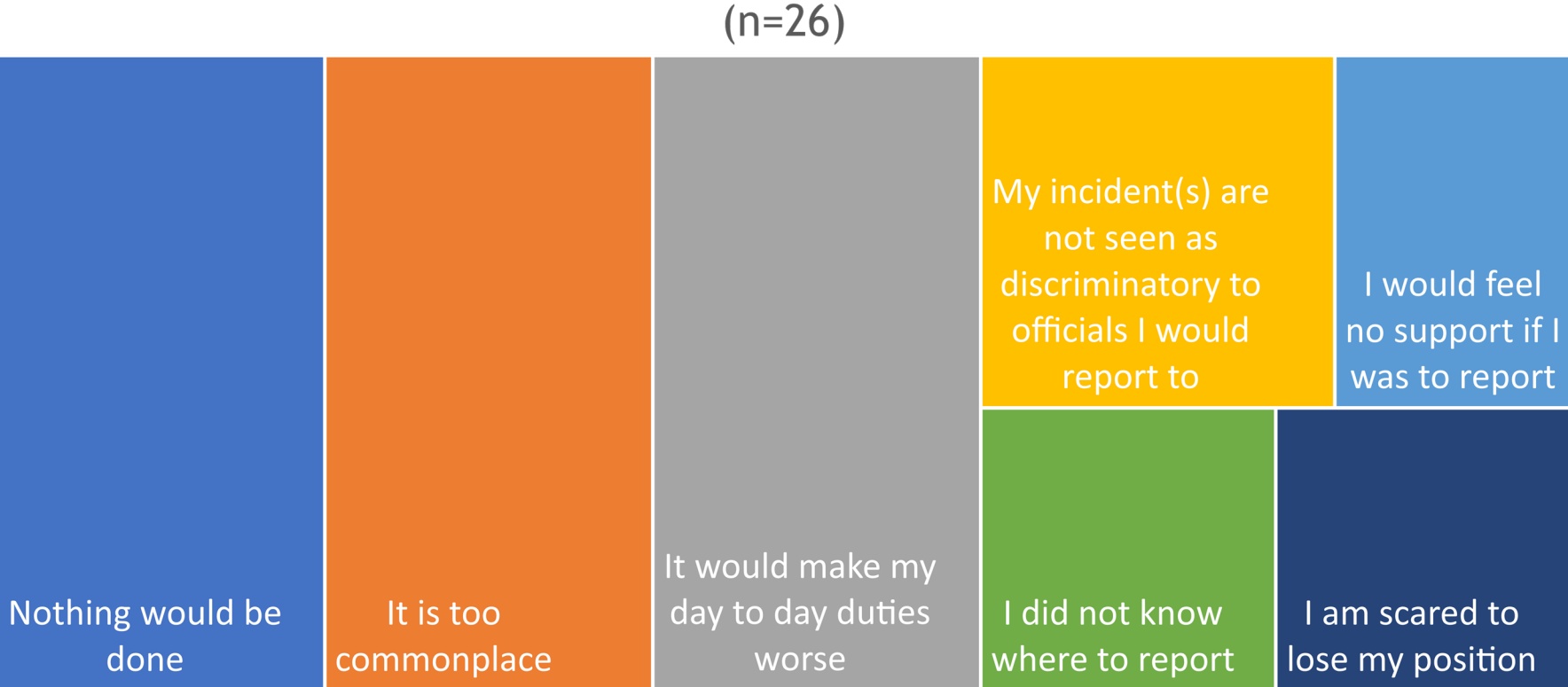
9/21/2023 TAB C

**INTERSECTIONS**

*Bridging Perspectives,  
Choosing Anti-Racism*



# Common reasons for not reporting incidents



# All forms of discrimination or harassment

Stared at

Deliberately ignored, isolated, left out, or excluded

Singled out as the “resident authority”

Racial/ ethnic profiling

Graffiti or other forms of vandalism on campus

Derogatory written comments

Derogatory remarks

Derogatory posts on social media

Derogatory phone calls

Derogatory/ unsolicited e-mails

Received a poor grade because of a hostile classroom environment

Received a low performance evaluation

Denied service or access to resources

Intimidated/ bullied

Threatened with physical violence

Feared for your physical safety

Feared for your family’s safety

Physical violence

Sexual assault/ harassment

Other form of discrimination or harassment





# All locations where discrimination or harassment occurred

In a classroom

In a departmental office or conference room

In an individual faculty or staff member's office

In on-campus housing/residences

At a house or residence off-campus

At a program/ event affiliated with or sponsored by Green River

At a dining hall, recreation space, or athletic facility

Via the internet or social media

During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.

Other location



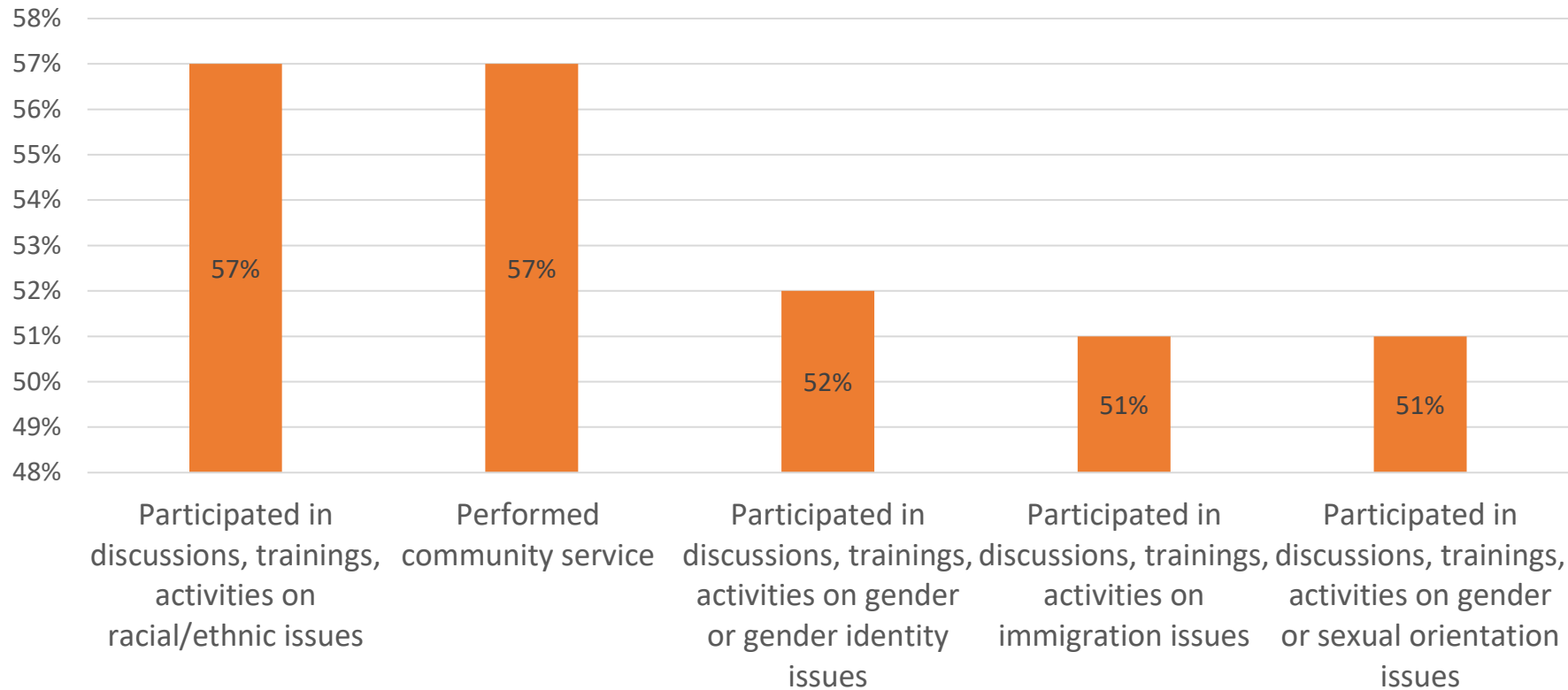
# Theme #6: Impact of Activities Increasing Support

## TAKE-AWAYS

- On average, participation in discussions, trainings, and activities on racial and ethnic issues are the most likely to influence support of diversity and equity.
- On average, marginalized groups are more likely to increase their support after participating in an activity that influences diversity and equity.
- Students are less likely to have engaged in activities that influence support for diversity and equity.



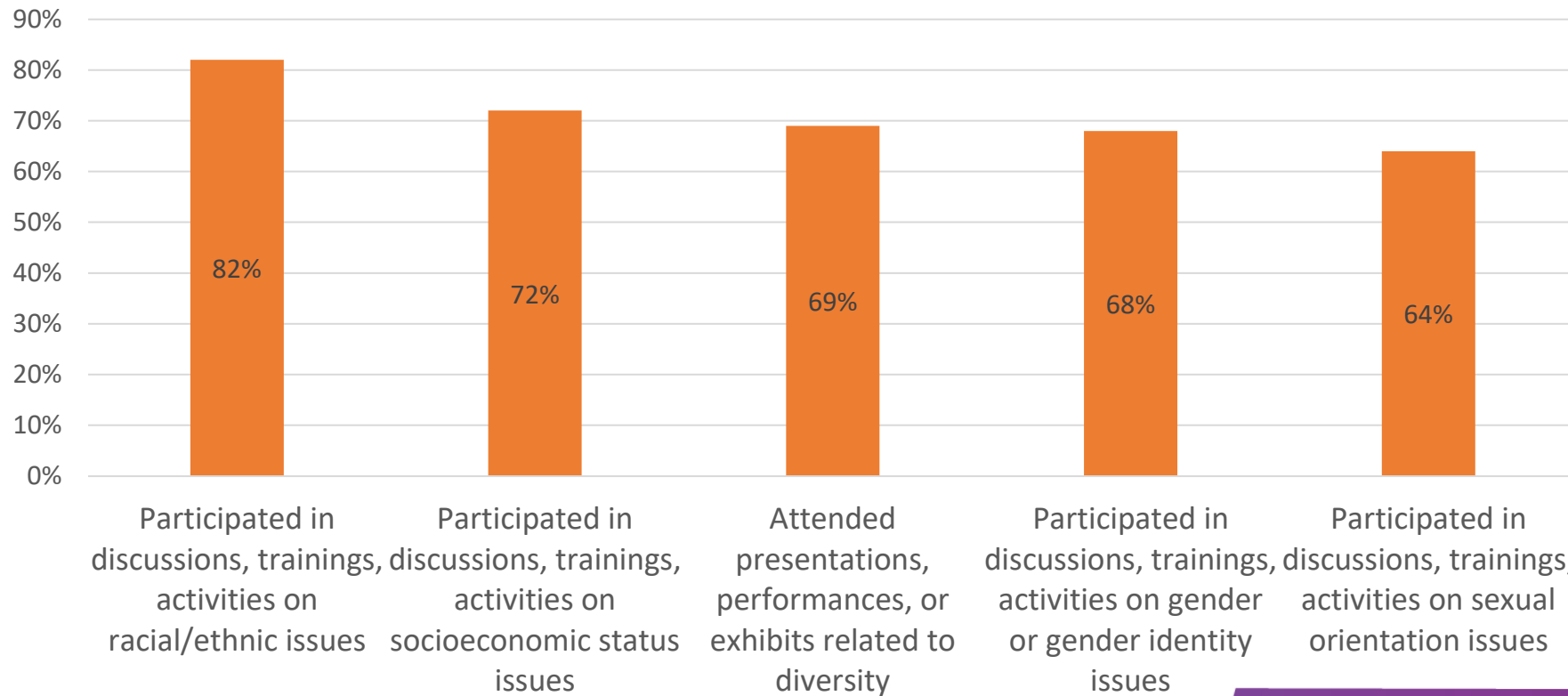
# STUDENTS: top 5 activities which greatly increased support of diversity and equity



9/21/2023 TAB C



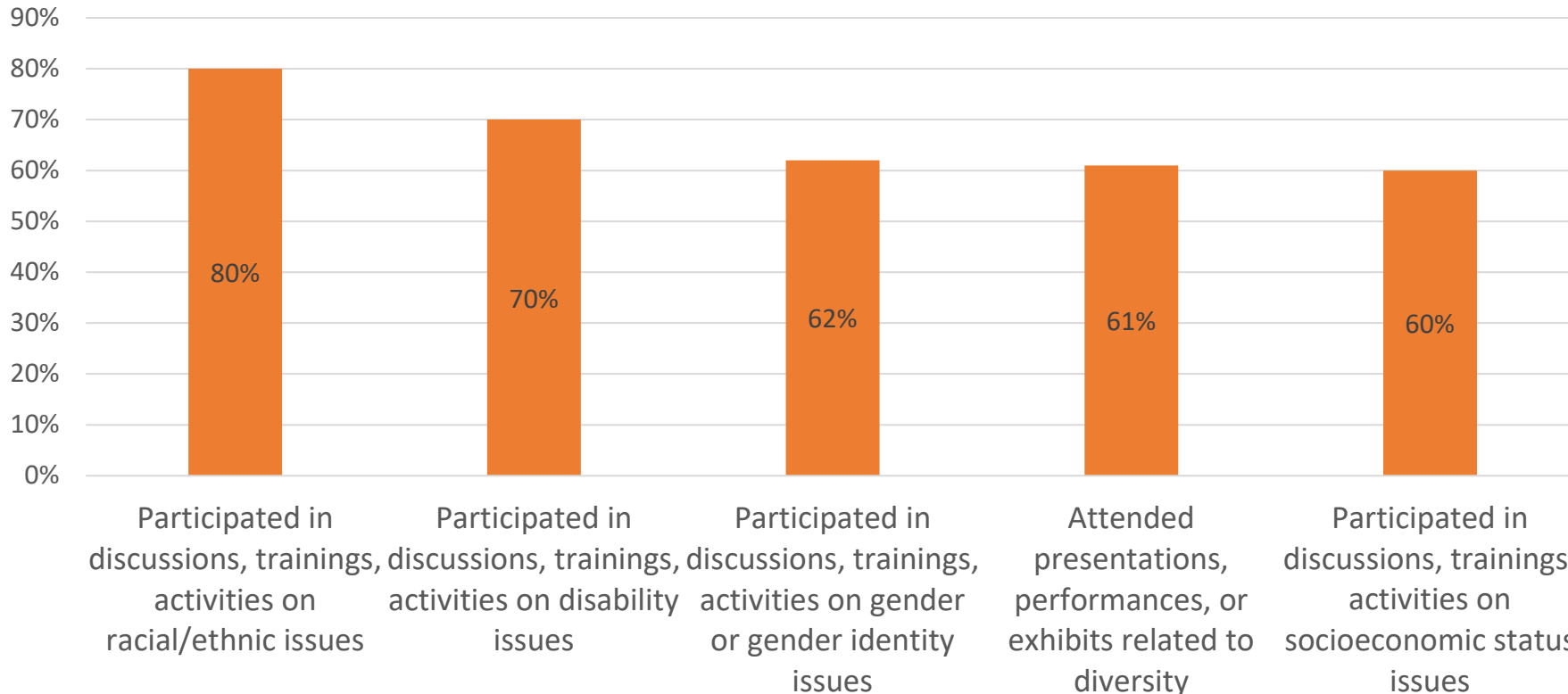
# STAFF: top 5 activities which greatly increased support of diversity and equity



9/21/2023 TAB C



# FACULTY: top 5 activities which greatly increased support of diversity and equity



9/21/2023 TAB C



# THEMES

- 1) We serve a diverse community at Green River College
- 2) Groups within our community have varying perceptions and experiences with the campus environment.
- 3) Groups within our community report a range of perception and experiences with institutional support.
- 4) Marginalized groups within our community report more disparaging and insensitive remarks.
- 5) Groups within our community report a range of experiences with discrimination or harassment while on campus
- 6) There is a variation on which activities influence support of diversity and equity by role on campus.



Questions?

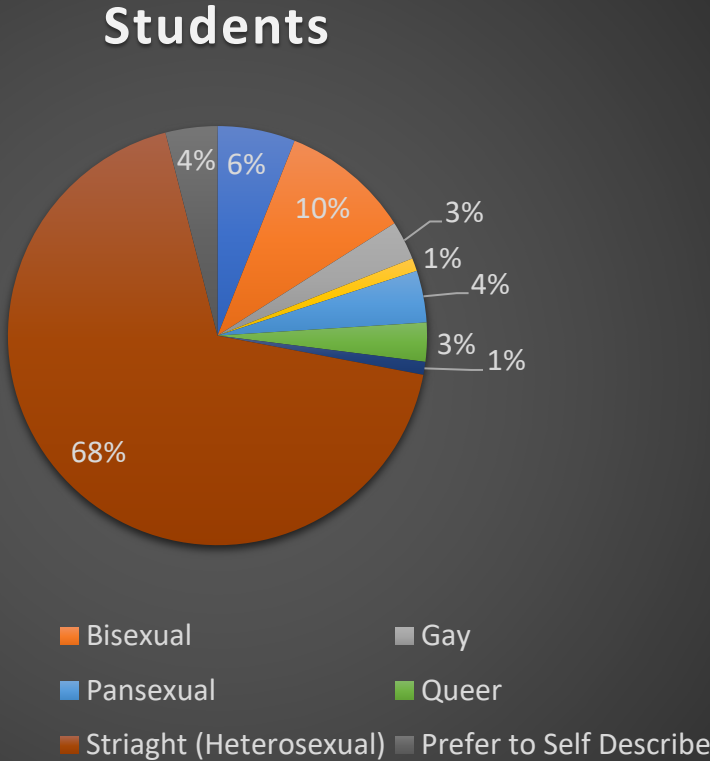
# APPENDIX



9/21/2023 TAB C



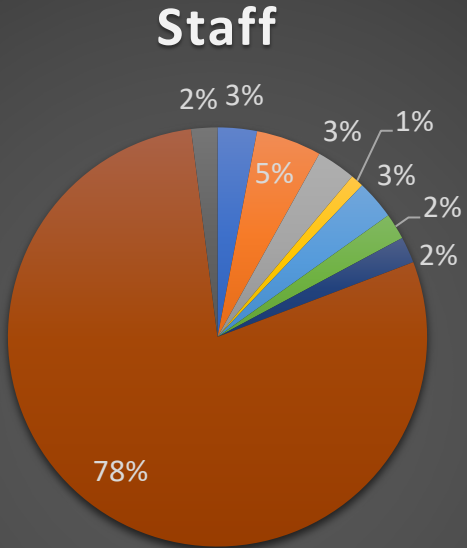
# STUDENTS: RESPONDENTS BY SEXUAL ORIENTATION



9/21/2023 TAB C



# STAFF: RESPONDENTS BY SEXUAL ORIENTATION

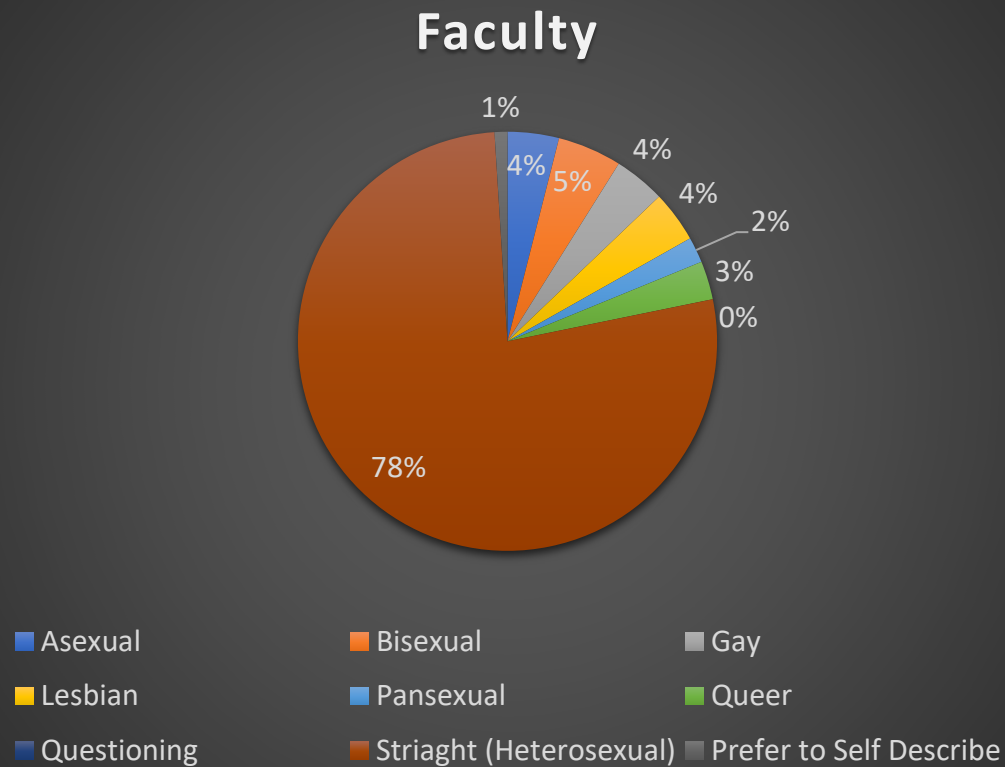


- Asexual
- Bisexual
- Gay
- Lesbian
- Pansexual
- Queer
- Questioning
- Striaight (Heterosexual)
- Prefer to Self Describe

9/21/2023 TAB C

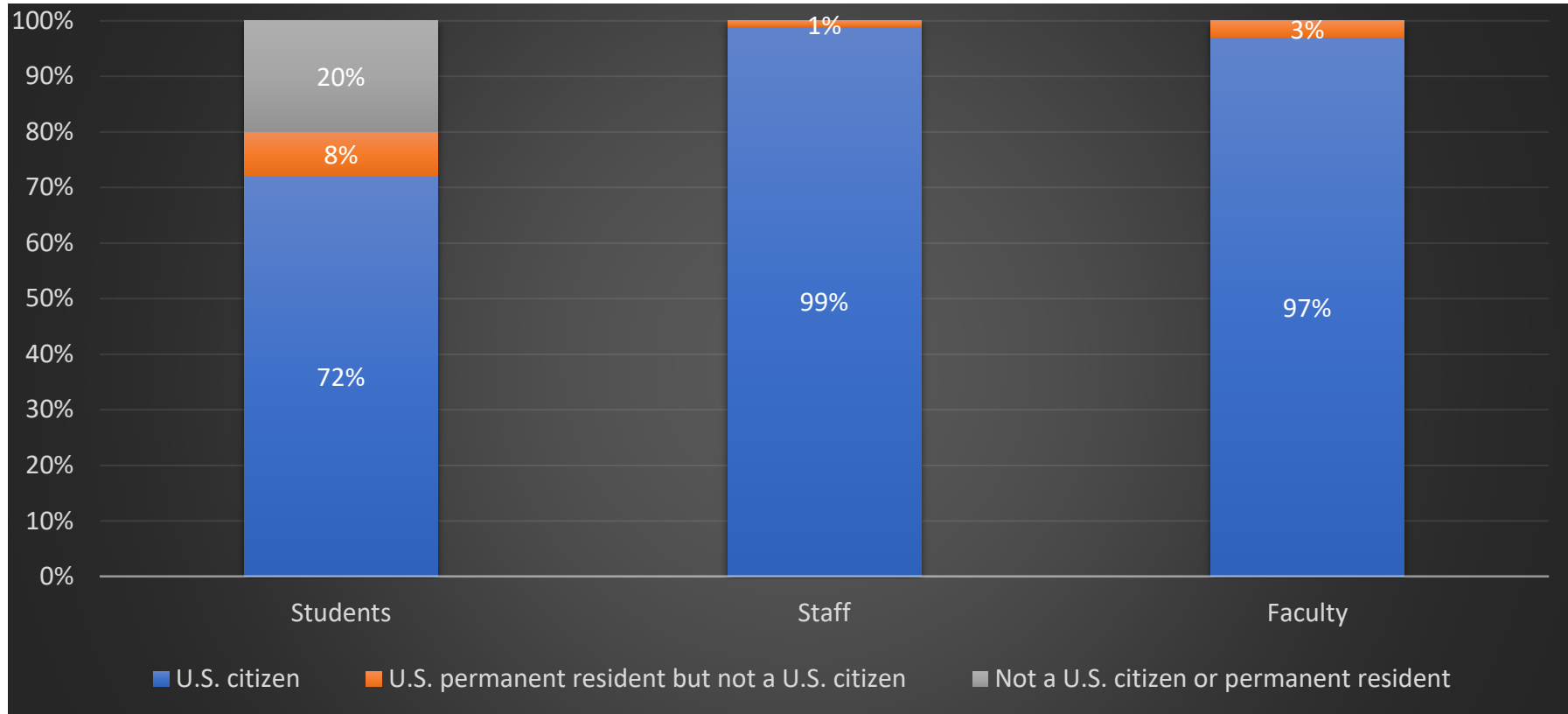


# FACULTY: RESPONDENTS BY SEXUAL ORIENTATION



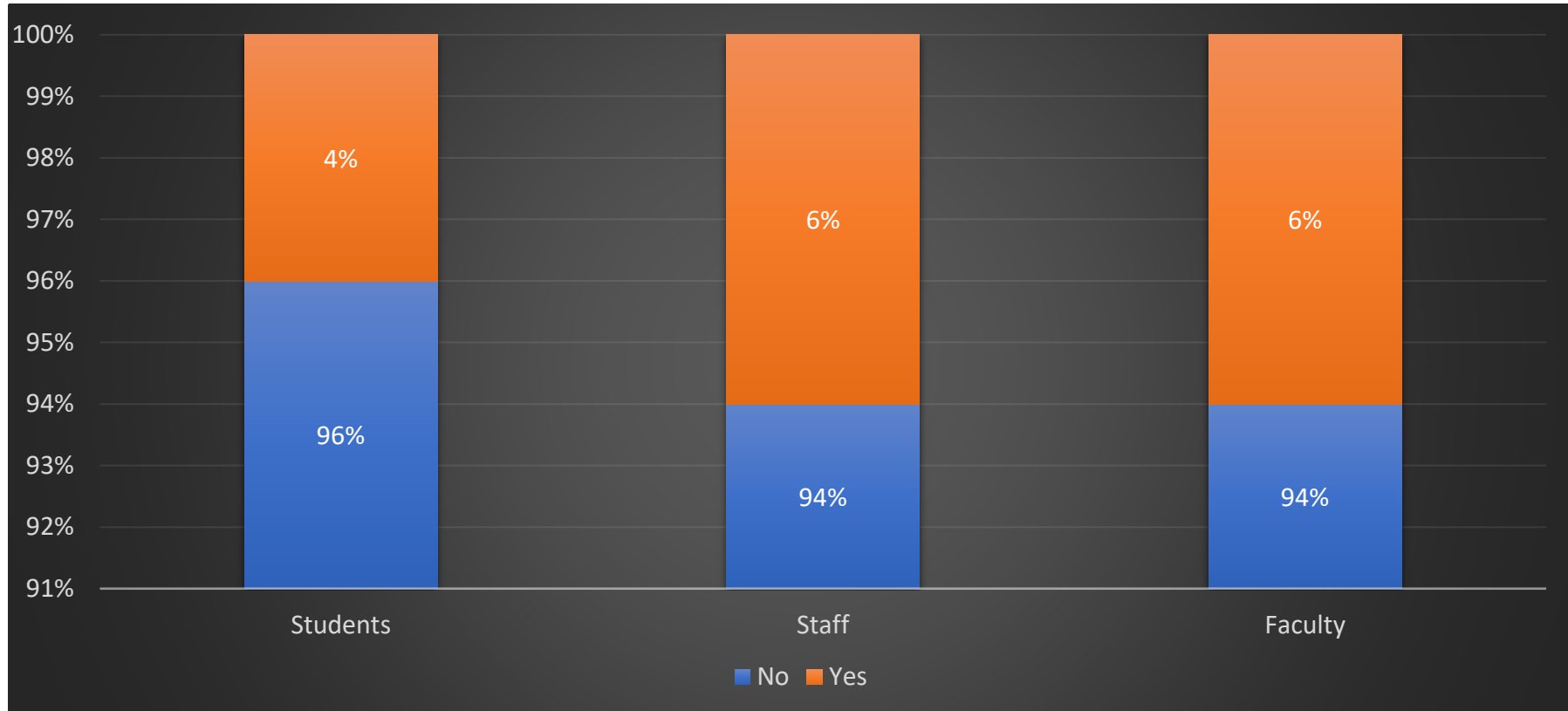
9/21/2023 TAB C

# RESPONDENTS BY CITIZENSHIP STATUS



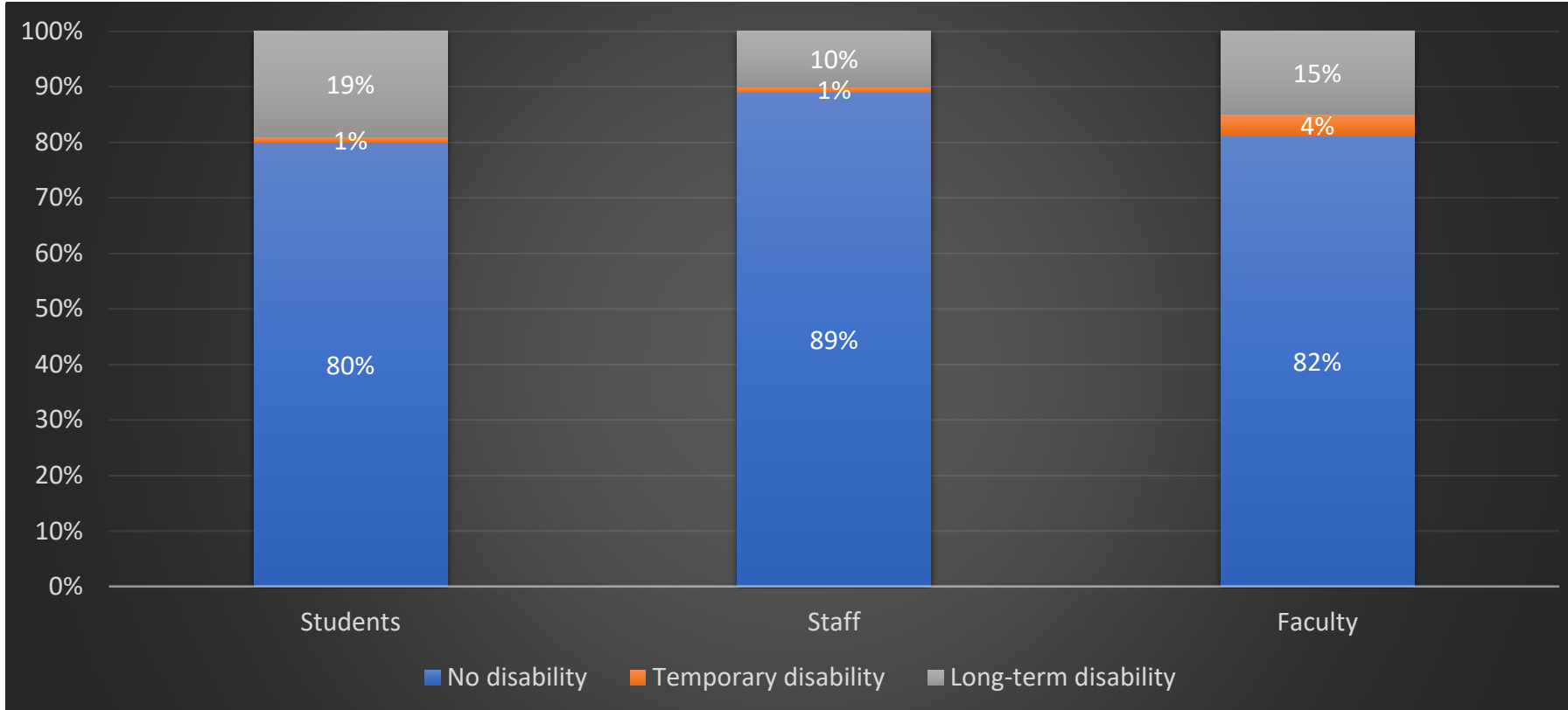
9/21/2023 TAB C

# RESPONDENTS BY MILITARY STATUS



9/21/2023 TAB C

# RESPONDENTS BY DISABILITY STATUS



9/21/2023 TAB C

If you heard someone make an insensitive or disparaging remark, how often was the source of that remark a member of the following group?

Respondents

|                 | Students | Staff | Faculty |
|-----------------|----------|-------|---------|
| Students        | 24%      | 41%   | 64%     |
| Staff           | 9%       | 45%   | 25%     |
| Faculty         | 9%       | 38%   | 42%     |
| Administration  | 9%       | 20%   | 21%     |
| Local Community | 22%      | 45%   | 50%     |

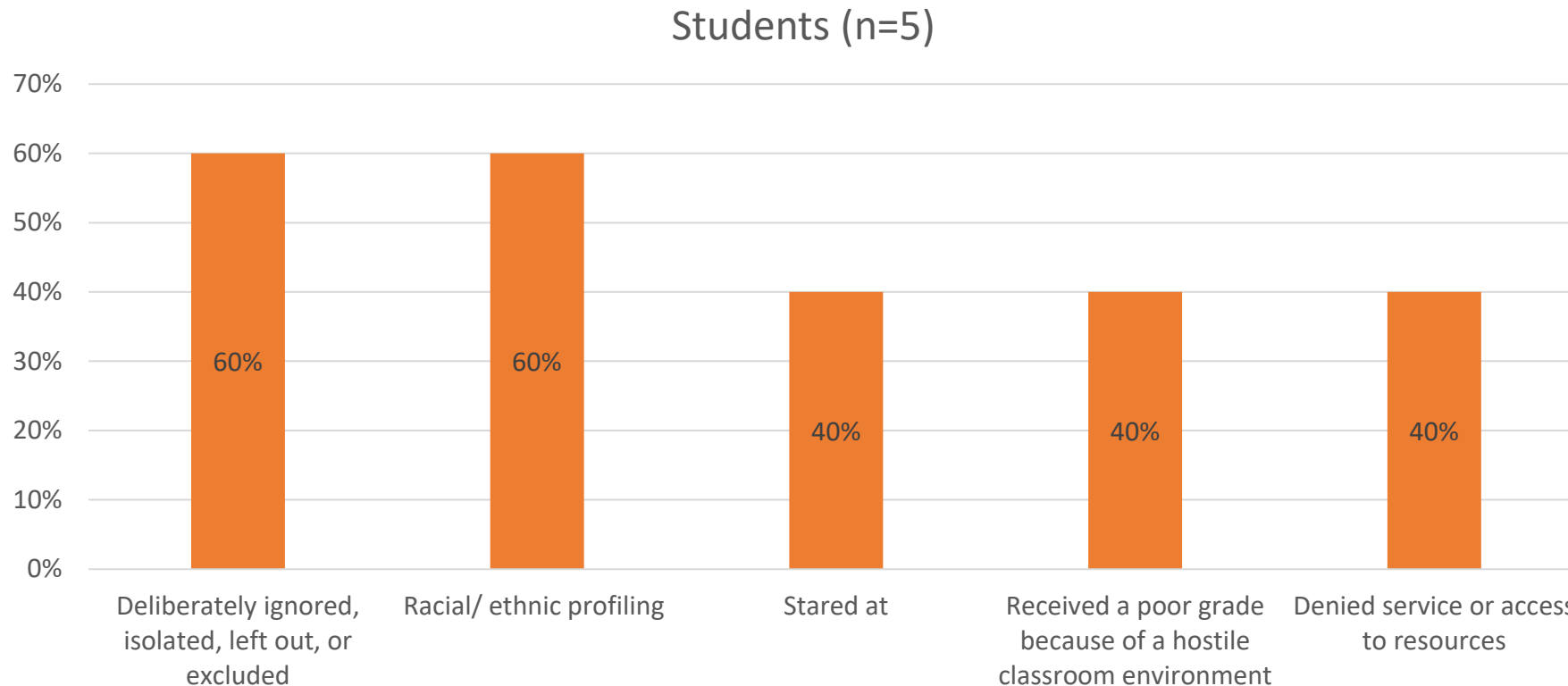
If you heard someone make an insensitive or disparaging remark, how often was the source of that remark a member of the following group?

Respondents

|                 | Students (n=5) | Staff (n=15) | Faculty (n=15) |
|-----------------|----------------|--------------|----------------|
| Students        | 60%            | 27%          | 40%            |
| Staff           | 80%            | 60%          | 73%            |
| Faculty         | 60%            | 73%          | 40%            |
| Administration  | 20%            | 60%          | 33%            |
| Local Community | 20%            | 7%           | 0%             |

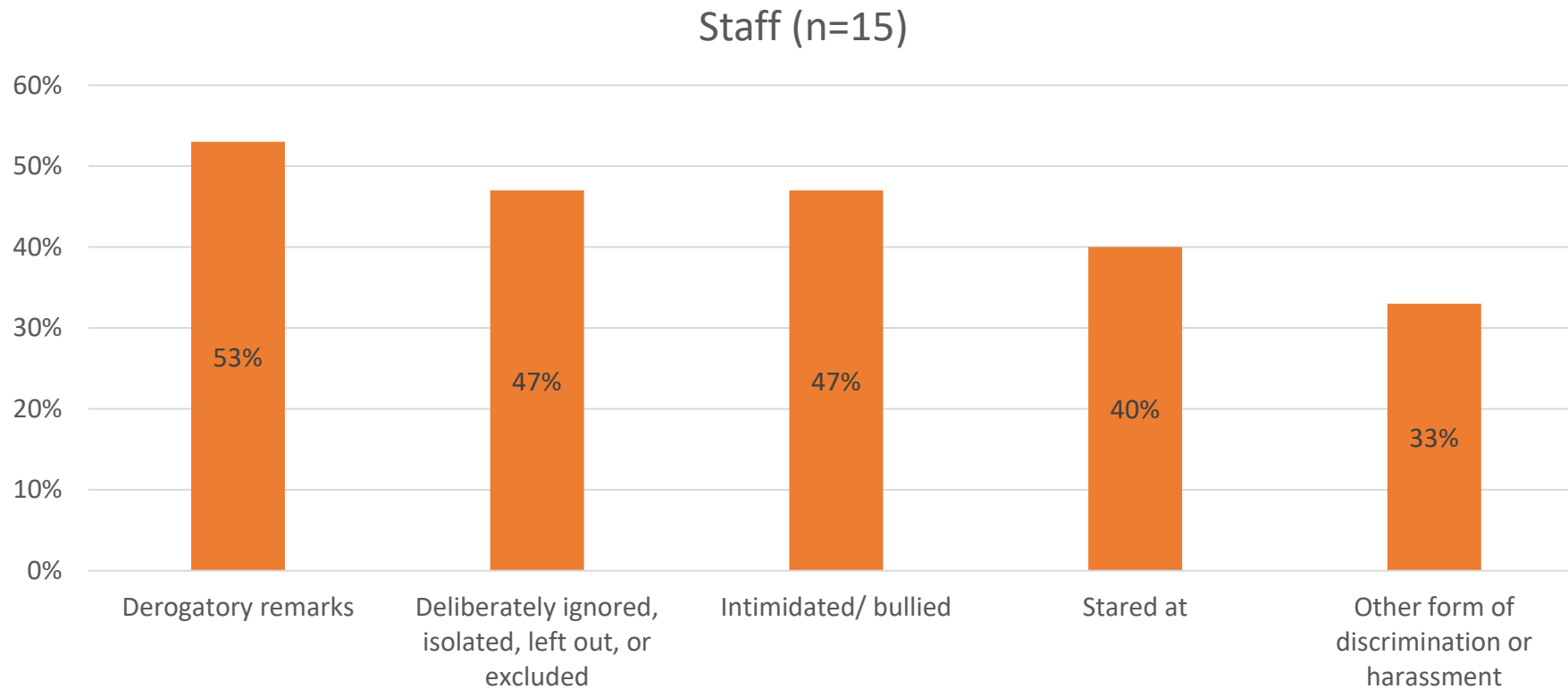


# STUDENTS: top 5 forms of discrimination or harassment experienced in the past year.



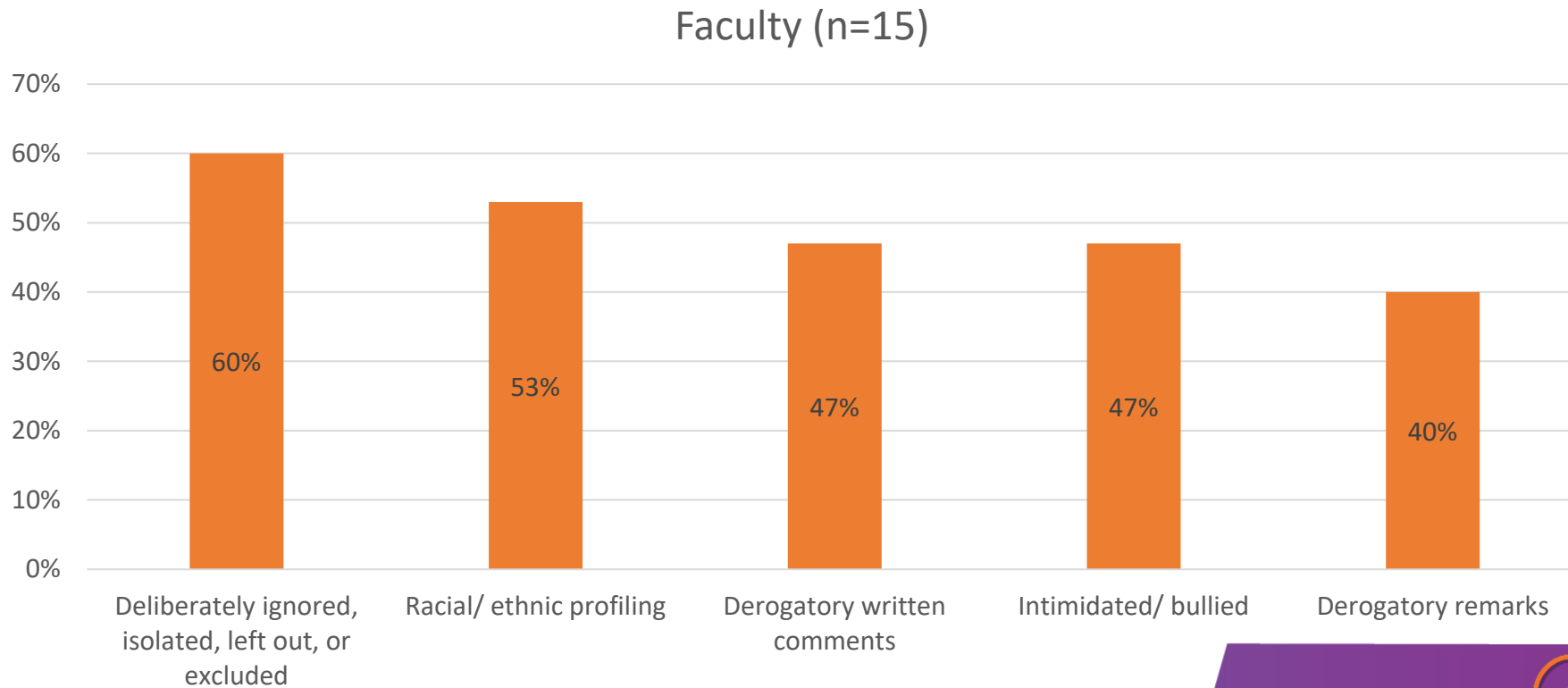
9/21/2023 TAB C

# STAFF: top 5 forms of discrimination or harassment experienced in the past year.



9/21/2023 TAB C

# FACULTY: top 5 forms of discrimination or harassment experienced in the past year.

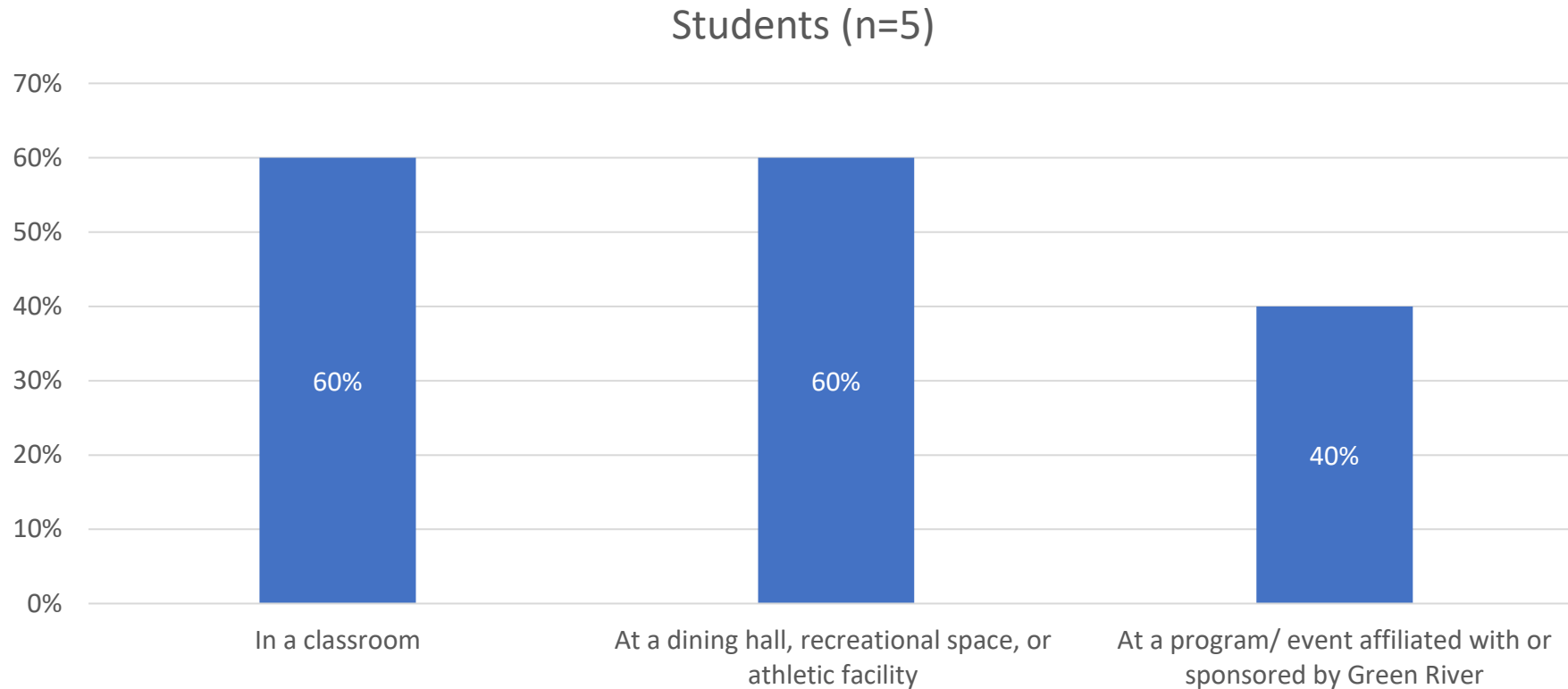


9/21/2023 TAB C

**INTERSECTIONS**  
Bridging Perspectives,  
Choosing Anti-Racism



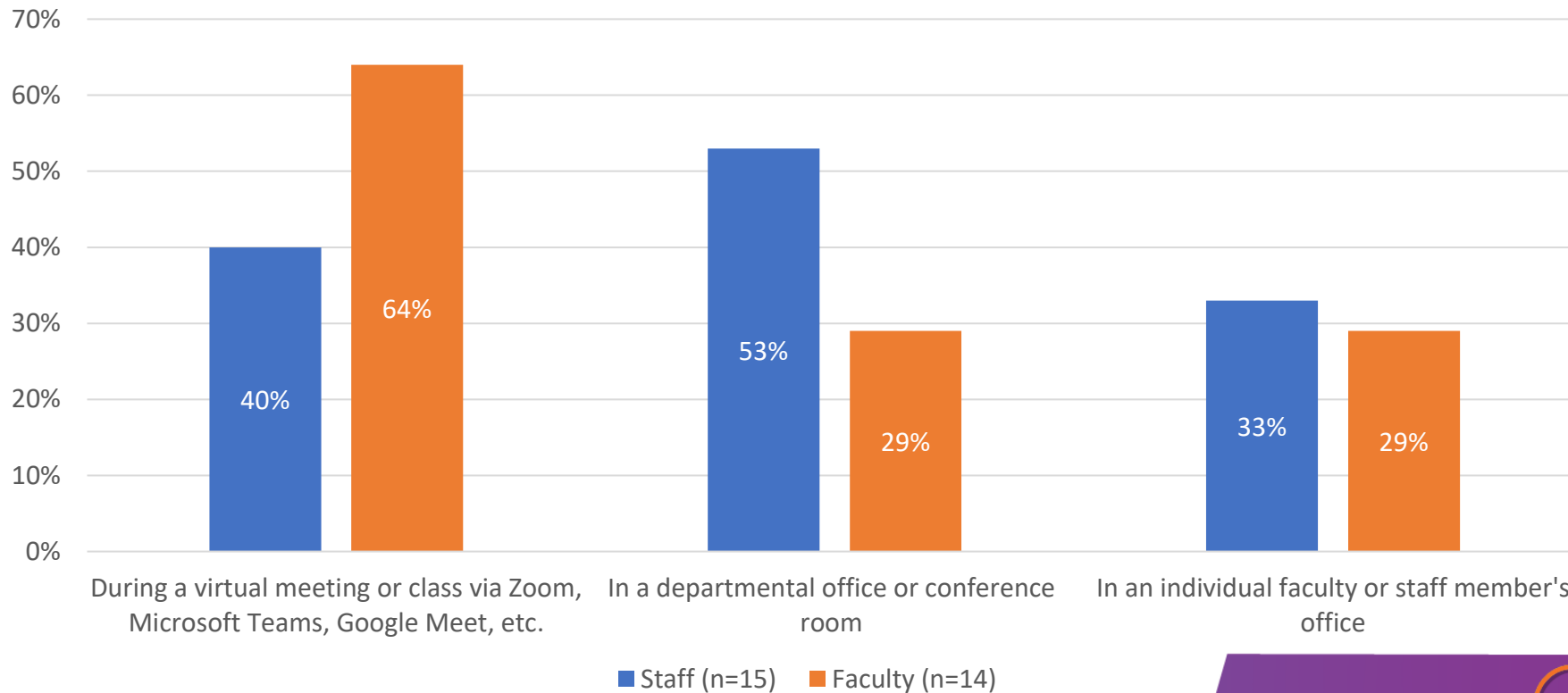
# STUDENTS: top 3 incidents of discrimination or harassment occurring in the following locations.



9/21/2023 TAB C



# STAFF AND FACULTY: top 3 incidents of discrimination or harassment occurring in the following locations.



9/21/2023 TAB C

## September 2023 Classified Staff Report



### WFSE Bargaining & News:

- **New contract funded!** Our WFSE Community College Coalition 2023-25 contract has been funded by the state legislature.
- Approximately 40 "temporary hourly" employees were converted to classified staff with expanded contract rights
- Proposals are now being collected for the 2025-27 contract; GRC campaign to engage membership has begun
- Contract Bargaining Team nominations begin October 13th, 2023, with all teams finalized by mid-December

<https://www.wfse.org/community-college-coalition-bargaining-updates>

### GRC Staff participation:

- **Richard Falk** and **Daniel Woody** are our newest WFSE stewards, and Daniel Woody will join the UMCC Committee
- **Leilani Hoglund** and **Richard Falk** will facilitate the 2023 CBA Trainings for Staff on 9/20 and 9/21 for GRC Opening Week
- **Daniel Woody** and **Darla Abraham** will help organize the Facilities Staff Lunch on 9/21 with the CBA Training on the big screen in FO

### Events/Meetings:

- **August 9th WFSE Resource Fair** at the STTACCC Conference, featuring Bargaining Team member Scott Beals and WFSE rep Riley
- **August 31st In-Person/Hybrid Staff Lunch** focused on grievance updates, sick leave carry over, and the summer hours poll by staff
- **September 20 & 21 CBA Trainings for Staff** will present the new changes for 23-25, with a big screen showing in FO on 9/21
- **July and August UMCCs** focused on sick leave carry over, college processes for over-heated offices, and attendance policies

### State of the Union:

**Focus on Support for Part-Time Staff Conversions:** Based on new definitions from our 2023-35 contract, our represented "Temporary Hourly" employees have converted to Non-Permanent and Permanent Classified Staff with expanded contract rights. Our WFSE Leadership Team at GRC is helping to resolve many questions, such as sick leave carry over, vacation and sick leave accrual, July 4th holiday pay, new probationary periods, and union orientations for newly converted staff, including processes for union notification by HR. Our challenges to the college policies regarding carry over of sick leave will result in a state-wide reconfiguration of ctcLink by the SBCTC.

*Written report prepared on September 18, 2023, by Steward Jordan Harrington on behalf of the WFSE Leadership Teams*

Board of Trustees Meeting, September 21, 2023

President's Report

Dear Trustees – please accept this Opening Day speech I delivered to the College Tuesday, September 19<sup>th</sup> as my report to the Board this month.

Thank you.

Suzanne

Opening Day Comments 2023

Good morning Green River College! Thank you for being here today and sharing this opening day together – this official kick-off of the 2023 – 2024 academic year. I've been thinking a lot about what I would say to you today. I always do, but this year seems particularly challenging. And frankly, since I joined you in 2017, this college – all of us - and our country have been through a lot. It was the fall of 2017 (right here on this stage) when we started a deep dive into equity gaps that existed and still exist among diverse student groups who attend Green River. In 2018 – 2019 we examined the fragmented elements of governance and committee structures across the college. We recognized our students need all of us to succeed – not just some of us – and how we were engaging each other did not support the most effective collaborations for our students' success. As we approached the 2019 – 2020 academic year there was momentum to continue the work of the prior two years, and then a virus called COVID-19 wreaked havoc in all our lives. The winter of 2020 set in motion a watershed of fear, upheaval, and uncertainty about many things we had all taken for granted. And the ripple effects of the pandemic still exist and impact us today. With the murder of George Floyd in the spring of 2020, the many years, decades, and centuries of mistreatment and murder of black, indigenous and people of color at the hands of police ignited a national reckoning – which I think most would agree had not been experienced in such depth and breadth before. A pandemic, irrefutable experiences of continued injustices and violence against black, indigenous, and people of color, and an increase of actions and statements within the White House and Congress that conveyed non-democratic principles, came to a cataclysmic moment on January 6<sup>th</sup>, 2021, which many of us watched in real time wondering if democracy would prevail. Never in our lifetimes have we seen such political unrest. Never in my lifetime (and I suspect many of yours) have we witnessed the level of push back and hate against anti-racism, LGBTQ rights, and the rights of women. Every inch of progress toward social justice and equity that has been achieved appears under attack. And during all of this, Green River, we determined together to develop and adopt a strategic plan for this college. A strategic plan that calls out the non-negotiable need for equity and anti-racism especially in education. We call out equity, diversity, and inclusion as core features of our work every day and we call to action all members of the Green River community to engage. Our strategic plan, adopted in the summer of 2021, is more than a set of

priorities for the college through 2026. It is the forever work of this college. As long as there is inequality and injustice in this country, these goals should prevail at any institution of higher education that intends success for all its students.

I ask you each to look around this room. Really, look around. We are all human beings who have lives and loved ones who are affected by what has and is transpiring in our country. We are each, as best as we can, attempting to navigate our lives outside of work and at work in the roles we have at the college to achieve the goals we have set. It is not easy.

According to the Chronicle of Higher Education, as of mid-July: Governors of 8 states have signed into law curriculum-content restrictions aimed at higher education. Governors in 5 states have signed into law restrictions on DEI offices, and legislators in 12 states were considering similar bills restricting curriculum or DEI work or both. In 11 states, bills restricting course content or banning DEI died in committee or have been vetoed by Governors. And on a brighter note, legislators and governors in 15 states have shown no interest in pursuing either course content or DEI restrictions through legislation. Fortunately, Washington is one of those 15 (at least at the moment).

In addition, we see the continued banning of books. Thus far in 2023, 37 states have banned upwards of 1,100 books as anti-LGBTQ laws and efforts to suppress critical race theory, accurate and complete accounting of history, and discussion of race and racism increase. Overwhelmingly the bans continue to target stories by and about people of color and LGBTQ+ individuals.

I am reminded of two quotes from Ruth Simmons, former president of Smith College, Brown University and Prairie View A & M University, in her recent autobiography, *Up Home*. She is the first black woman to serve as president of an ivy league college. The twelfth child born to a sharecropper's family in Texas in 1945 she remarks about her education and learning by saying: "I am not the person I was supposed to be. Rather, I am the person that I dreamed of becoming." She continues to say "Caring people placed me on the path to the presidencies of Smith, Brown, and then, back home, Prairie View, and education helped me overcome the way my life might have been scripted by the legacy of discrimination. Whatever one says about the troubles of public schools, for a child born into poverty, a public-school teacher can be, and often is, the only thing keeping despair at bay. Forgotten by hope and denied opportunity, how can such a child learn to focus on what the future could bring? Had it not been for my teachers showing me that barriers to learning could be scaled, I might have given up. Had it not been for the books that taught me there was more to reality than what I could see and touch, I might have joined the many youth who never come to know achievement. Had it not been for the exhilaration I felt about school, I might never have thought my life could forever be filled with wondrous adventures and satisfying accomplishments."

Let's reflect on what books do. As Joseph Epstein says: "without them we wouldn't know who we were". Indeed, and we wouldn't know where we have come from, and we certainly



wouldn't understand our current contexts and issues. We will never resolve continued racial and social injustices of today without fully understanding the history, the events, of what has brought us to this day.

Many surveys of late suggest that there is growing concern nationally about the value of higher education. Some surveys suggest that this skepticism has never been higher. At the same time, every bit of evidence suggests having some aspect of post-secondary education is necessary to enter any self-sustaining career path that can break generational poverty. The value of higher education has never been more important and clearer. All students who come to our college have goals which represent their dreams and needs. Students who come to Green River should have all the educational options that students who attend a four-year public or private institution have. High quality education that embraces excellence in teaching and learning across the curriculum with high impact learning experiences such as undergraduate research opportunities, MESA, TRIO, study abroad or COIL, internships and, I hope, at some point, an honors college for those students who dream big, help ensure students who come to Green River receive an education that is of equal or greater quality than any other college. We are working to achieve this, we can do this, and we must do this. Students who come from marginalized, under-resourced and under-served backgrounds should not receive a lesser education.

To say higher education is without value, banning books, imposing prohibitions on what can be taught, and placing restrictions on efforts to achieve equity, is especially suspect and speaks to a far more sinister movement afoot in this country. Anti-intellectualism and restrictions of rights to some and not all have long been documented in history as pillars of autocracies and tyrannies. Let there be no mistake, education is power. Education is empowering. Education is freedom. As Drew Gilpin Faust (the first white woman president of Harvard) says in her recent autobiography *Necessary Trouble: Growing Up at Midcentury*, she learned as a young white woman in the 1960s: "freedom meant not just "freedom from" but "freedom to". I liken it to freedom to think for oneself. Freedom to transcend the here and now and constraints of current time. Freedom to seek and learn other ways of being, of finding others' lives that resonate with your own. Freedom to make lives better not just for yourself but for others.

I believe, and I believe many in this room agree with Nelson Mandela: education is the most powerful weapon which you can use to change the world. Education unfiltered, uncensored, and unapologetically honest. Education that embraces books of diverse viewpoints. That is what we are here to do Green River. This is why we exist.

Our existence as a community college is disruptive. The very mission of a community college challenges the long history, traditions, and origins of higher education. We welcome all. We commit to supporting all. We acknowledge that there are things we must do better in successfully serving a rapidly diversifying student population. This is reflected in our mission statement. And we acknowledge that we must address the overarching contexts that this college exists in, in this country, and at this moment in time, in history. We are a country that is

steeped in a history of inequalities. We are a country that continues to struggle with its history and a reconciliation of slavery and genocide and what that history continues to do in our current lives. Our equity statement reflects this acknowledgment. It is upon all of us who work here, as Maya Angelou said: “Do the best you can until you know better. Then when you know better, do better”. And, as Martin Luther King said: “No American is without responsibility”.

We are attempting to and doing the hardest work any group could do in this country and certainly at this moment in time in this country. We dare to say we strive to build and achieve a college culture that is free of prejudice and discrimination. We dare to say we intend to be an anti-racist college. This compels each of us to reflect on our own learning and understanding of our country’s history and our positions in it. We dare to say that we strive to build a college culture where all students and employees feel welcomed and supported. This means, with all our varied lived experiences, we won’t see things exactly the same way in every situation or with every issue that arises on campus. We all must continually learn so we know better and do better. The reality is that we are all teachers whether we want to be or not. We are all watching each other. And we all must be learners. How we engage each other; how we treat each other matters. How we speak matters.

Our goal of antiracism and to be a fully equitable and inclusive college brings about considerable debate, competition of ideas of how to go about achieving these goals, and considerable discomfort in many who are working to understand what has made higher education racist, inequitable, and exclusive. The work of decolonizing education should especially fall to those of us who are part of more privileged groups. The very ones who have benefitted the most with how things have always been. But what is not under debate are the moral and cultural norms that we are attempting to hold each other to as members of this college community. Very simply, treat others the way you expect and want to be treated. What is not under debate is how we approach our conversations with each other at this institution. There is no place for language directed to others that is intended to be derogatory, dehumanizing, hate based, or reflects superiority of one group over another. It is unacceptable. Language can take many forms from a single word, single sentence, or longer narrative and occurs in a myriad of contexts. The law is extensive and multi-layered in addressing what speech is and isn’t protected. I believe we can all agree that we should heed guidance and feedback from members of communities at our college which are impacted by speech and honor them for showing ways to be better and then do better. We owe this to each other so we can succeed in creating wholly inclusive, respectful, trusting, and supportive relationships among us all.

There have been and will be conflicts in our anti-racist work. How we work through these differing moments is key. We must resist the social media echo chamber thinking of our larger cultural narrative from diminishing the tenets of academic inquiry and freedom which are hallmarks of a vibrant college and democracy. We are all here to create the best educational

experiences for our students. We are all here to contribute to that effort equally and collectively.

And while we are working through what it means to be an anti-racist college, what that asks of each of us, and what our commitment to EDI means across all areas of the institution, we are attempting to be, as I shared with you prior to the adoption of our current strategic plan, a college of the 21<sup>st</sup> century, not a college of centuries past. This is the work. What we are doing here today is the work. Focusing on student success is the work. Understanding how to meet students where they are to achieve their academic goals is the work. Supporting our students in ways that eliminate barriers to their success is the work. Investing in each other is the work. And, as outlined in *The Great Upheaval: Higher Education's Past, Present, and Uncertain Future*, it means recognizing, especially as a community college, that what has always been will not continue to be as we knew it. What the predicted changes in higher education will be is a topic for many conversations this year but quite simply, higher education is in a time of transition largely due to COVID and all its impacts. Coupled with all that is happening on a social, political, and national level with the future of democracy, equality, and social justice in the balance, leaves all of us who dare to work and seek meaning in our work each day at this college in a high stakes, value based, emotional and intellectual space. We must recognize we are stronger together than apart. We must build on each other's strengths. It is truly amazing what a group can do when there is a foundation of respect and trust among all in the midst of individual differences. We must recognize the humanity and diversity in us all and see what our collective efforts can do. Everyone wants to be seen, heard, and most importantly, understood. You are the braves ones, Green River. You are doing the work that many are prohibited from doing, many don't dare take on, and many believe is the work of others to do. You have not shied away from the challenges nor in having hope for a better future for our students and ourselves.

In a few decades the years since 2016 to perhaps 2024 or a bit beyond will likely be discussed in a few succinct paragraphs as a time of great shifts and upheavals. The narrative will attempt to make cohesive sense of how and why things occurred the way they did. Hindsight is always clearer than current views and perceptions. But for us who are living these events in real time, it is not cohesive, it is not clear, it is emotion eliciting and – as far as I can see – most of the emotions that are elicited are negative: fear, anger, feelings of threat, actual threat, coping mechanism that lead to demonizing others who are perceived different, and a cocooning of oneself into echo chambers of like-minded people that seemingly do nothing but feed and reinforce negative emotions. Emotions which are highly contagious. We must disrupt this negative cycle.

I've shared with you previously that I've come to describe my daily perspective as radical optimism or radical hope. I also call it survival. Madeline Albright once described herself by saying: "I am an optimist who worries a lot." That resonates with me, and I hope with all of you, too. I do not pretend that there aren't problems that concern me greatly that need to be addressed. However, I am not capable of starting each day with a doom lens on and functioning

well. I don't think I'm unique in that human condition. I refuse to lose hope and optimism for our today and our tomorrows. I will not give those who stand against all that I live and stand for that power. I encourage you to do the same. Without hope there is no motivation to take actions to build a better future. As we start a new academic year together let's support each other in this noble work and help each other feel that hope. This is messy, complicated, hard work and we must be brave in our discomforts and lean in together. We are not a perfect institution. We are a group of imperfect humans navigating high stakes work with other imperfect humans. However imperfect we are, our college matters. What we do matters.

And with that - we have a wonderful day planned! Dante King and Tim Wise are here to continue our ongoing work aimed at achieving our college's mission, vision, and equity goals. We will continue these conversations as the year moves ahead. In the next week or so I'll be sending an email to all of you with a number of updates and operational items for your information. And, please watch for meeting invites for office hours and the date for the state of the college address later this fall. With gratitude, I thank you for your time and attention.

**DATE:** August 28, 2023

**TO:** Dr. Suzanne Johnson, President/CEO  
Green River College  
12401 SE 320th St  
Auburn, WA  
98092-3622

**FROM:** Jee Hang Lee, ACCT President and Chief Executive Officer

**SUBJECT: VOTING DELEGATE NOTIFICATION FOR THE ACCT LEADERSHIP CONGRESS**

According to our records, the board of Green River College is entitled to 1 vote(s) during the Annual ACCT Leadership Congress, October 9-12, 2023, at the Las Vegas Aria Resort and Casino.

**Eligibility requirements for voting delegate(s) include:**

- ✓ Fiscal year 2024 ACCT membership dues MUST have been received and verified at the time of delegate sign-in at Congress. If you have questions about your dues payment, please contact [membershipupdates@acct.org](mailto:membershipupdates@acct.org).
- ✓ Only voting members of governing boards may serve as voting delegates (e.g., Chancellor/President, Professional Board Staff, and "trustee emeritus" may not serve as voting delegates.)
- ✓ Voting delegates must sign in and receive their voting delegate credentials at the ACCT Voting Delegate Desk, which will be located near the Congress Registration Desk on the following days:
  - **Monday, October 9<sup>th</sup> 7:30 a.m. – 6 p.m.**
    - Registration Desk, Level 1
  - **Tuesday, October 10<sup>th</sup>, 7 a.m. – 5 p.m.**
    - Registration Desk, Level 1
  - **Wednesday, October 11<sup>th</sup>, 8:30 a.m. – 10:30 a.m.**
    - Pinyon Ballroom 5, Level 1

Please note the following:

- **Ballots will be distributed only to registered voting delegates during the Regional Caucuses and Senate Meeting.**
- **Voting Delegate(s) MUST be determined by your Board Chair before approaching the Voting Delegate Desk to register. ACCT staff CANNOT be involved in the selection of ANY Voting Delegate(s.)**

The Fall 2023 *Advisor* contains information on the Regional Caucuses and Meetings and the Senate Meeting. The *Advisor* also lists the candidates for Regional Directors, Directors-at-Large, and the Diversity Committee. Please visit [www.acct.org/product/advisor](http://www.acct.org/product/advisor) to review the Fall 2023 *Advisor*.

If you have not had the opportunity to register for this year's Congress, I hope you will take the time to do so. Please register online at [www.acct.org](http://www.acct.org) or contact [congress@acct.org](mailto:congress@acct.org) for registration information.

Thank you for your attention to this important matter. I look forward to seeing you in Las Vegas!

**2023 Upcoming Events, Meetings and Conferences**

| <b>Meeting or Event</b>                      | <b>Date</b>          | <b>Time</b> | <b>Place</b>                                        |
|----------------------------------------------|----------------------|-------------|-----------------------------------------------------|
| Opening Day                                  | 9/19/2023            | 8am - 4pm   | SU Grand Hall                                       |
| Board Meeting                                | 9/21/2023            | 4:30pm      | Board Room in ZC & Zoom                             |
| Terminal Park Community Grand Opening        | 9/26/2023            | 5:00pm      | 1101 D Street SE, Auburn                            |
| ACCT Leadership Congress                     | October 9-12, 2023   | 4 days      | Las Vegas, Aria Resort and Casino                   |
| Board Meeting                                | 10/19/2023           | 4:30pm      | Board Room in ZC & Zoom                             |
| State of the College Address                 | 11/1/2023            | Noon - 1pm  | SU Grand Hall                                       |
| Scholarship Banquet/Hanford Leadership Award | 11/9/2023            | 6:00pm      | SU Grand Hall                                       |
| Auburn Veterans Day Parade                   | 11/11/2023           | 11am        | Downtown Auburn                                     |
| ACT Fall Conference                          | November 16-17, 2023 | 2 days      | Hilton Seattle Airport & Conference Center, Seattle |
| Board Meeting                                | 11/16/2023           | 4:30pm      | Board Room in ZC & Zoom                             |
| Board Meeting                                | 12/21/2023           | 4:30pm      | Board Room in ZC & Zoom                             |
| Commencement                                 | 6/17/2024            | TBD         | TBD                                                 |
| ACCT Leadership Congress                     | October 23-26, 2024  | 4 days      | Arch/WA State Convention Center                     |
| ACCT Leadership Congress                     | October 22-25, 2025  | 4 days      | New Orleans, Marriott and Sheraton                  |
| ACCT Leadership Congress                     | October 21-24, 2026  | 4 days      | Chicago, Hyatt Regency                              |