

Green River College PRFR Report Appendix 2.A.1

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

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Section 1: Institutional board governance policies and procedures

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Section 2: System governance policies and procedures

- Purpose, [RCW 28B.50.020](#)
- State Board Supervision: [RCW 28B.50.050](#)
- College Board—Powers and duties, [RCW 28B.50.090](#)
- College districts enumerated, [RCW 28B.50.040](#)
- Board of trustees—Generally, [RCW 28B.50.100](#)
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- Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum, [RCW 28B.50.130](#)
- Public Meetings, [RCW 42.30](#)

Section 3: Multiple board governing policies and procedures

- N/A

Section 4: Bylaws and Articles of Incorporation referencing governance structure

- [GP-5 Community College District No.10 Bylaws](#)

Section 5: Board’s calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures

- (Bylaws Updated) 06122025 Board Minutes - FINAL and SIGNED
- ACT Guidance on Policy Establishment and Review
- TAB C - ByLaws
- August 5, 2020 Board Minutes (showing calendar chosen)
- TAB C - Green River College Board Policy Review Schedule
- Statement from the Board of Trustees of June 12, 2025 board meeting
- 2-20-25 Board Minutes - FINAL and SIGNED
- 1 - 06122025 Board Minutes - FINAL and SIGNED
- 8-6-2025 Board Minutes - FINAL and SIGNED
- 1 - 2-15-2024 Board Minutes - Final and Signe
- 1-18-2024 Board Minutes - Final and Signed

Section 6: Board onboarding materials

- New Trustee Onboarding Roadmap
- New Trustee Onboarding Training Topics - First 30 Days
- New Trustee Onboarding Training Topics - First 90 Days
- New Trustee Onboarding Training Topics - First Year

Section 7: Board professional development/training materials

- OPMA Training Requirements SB 5964
- RCW 42.30.205: Training.

Section 8: Board self-evaluation

- ACT Guidance on Board Self-Evaluations
- Board Self Evaluation Blank Form
- Board Self Evaluation 2024-25 - Final
- President Evaluation - Final and Signed – REDACTED

Section 9: Additional Evidences

- GRC 2026 PACE Service Agreement
- President Position Change Email

2.A.1 EV.#1 / Section 1

Green River College: Washington Administrative Code
- Title 132J

- Title 132C - Olympic College
- Title 132D - Skagit Valley College
- Title 132E - Everett Community College
- Title 132F - Seattle Colleges
- Title 132G - Shoreline Community College
- Title 132H - Bellevue College
- Title 132I - Highline College
- Title 132J - Green River College
- Title 132K - Pierce College
- Title 132L - Centralia College
- Title 132M - Lower Columbia College
- Title 132N - Clark College
- Title 132P - Yakima Valley Community College
- Title 132Q - Spokane, Community Colleges of
- Title 132R - Big Bend Community College
- Title 132S - Columbia Basin College
- Title 132T - Walla Walla Community College
- Title 132U - Whatcom Community College
- Title 132V - Tacoma Community College
- Title 132W - Wenatchee Valley College
- Title 132X - South Puget Sound Community College
- Title 132Y - Edmonds Community College
- Title 132Z - Cascadia College
- Title 133 - Commerce, Department of (Community Economic Revitalization Board)
- Title 135 - Conservation Commission
- Title 136 - County Road Administration Board
- Title 137 - Corrections, Department of
- Title 138 - Corrections Ombuds, Office of the
- Title 139 - Criminal Justice Training Commission
- Title 140 - Convention and Trade Center
- Title 142 - Dairy Products Commission
- Title 143 - Consolidated Technology Services
- Title 148 - Deaf, Washington State School for the
- Title 162 - Human Rights Commission
- Title 170 - Early Learning, Department of
- Title 172 - Eastern Washington University
- Title 173 - Ecology, Department of (See also Titles 197, 317, 372, and 508)

GP-1 Policy Governance Commitment



GP-1 POLICY GOVERNANCE COMMITMENT

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/ [GP-1 Policy Governance Commitment](#)

Policy

The Board of Trustees is committed to governing Green River College by means of a policy governance model. As representatives for the citizens of College District No. 10, the Board is responsible for formulating strategic, values-based policies so that Green River College has guidelines within which to act. The Board further maintains oversight to assure that administrative action occurs within the context of established policy and identified outcomes.

History of Policy

Draft: 9/30/03

Adopted: 4/15/04

Reviewed: 10/10/19

Revised: 10/17/13, 12/18/14, 11/21/19

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GP-7 Naming of Facilities



GP-7 NAMING OF FACILITIES

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Policy

The Board of Trustees shall have the discretion of naming college facilities, including buildings, rooms, landscaped areas or other significant locations. The Board will give consideration to naming for people or organizations that have made extraordinary contributions to Green River Community College through personal service, financial support, or who have greatly enhanced the prestige of the institution through outstanding state or national achievement or recognition.

The naming of facilities should be done deliberately. In exercising its discretion, the Board will consider requests within the following guidelines:

1. Naming a facility after an employee or a person officially involved with Green River shall normally be made one year or more after retirement, conclusion of their relationship with the College or the person's death.
2. While the Board normally reserves the right to approve a proposed name, the Board may delegate the ability to grant preliminary approval to the president in certain circumstances.
3. The Board delegates responsibility to the president to solicit input and suggestions for naming.

History of Policy

Draft: November 4, 2003, December 12, 2003

Adopted: April 15, 2004

Revised: October 17, 2013

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GP-2 Governing Style



GP-2 GOVERNING STYLE

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Policy

The Board of Trustees will govern with an emphasis on outward vision, focusing their efforts on representing community interests by establishing governing policies. The Board will encourage diversity in perspectives, focus on strategic viewpoints rather than administrative detail, clearly define Board and presidential roles, make collective rather than individual decisions, focus on the future rather than the past, and be proactive rather than reactive. More specifically, the Board will do the following:

1. Operate in ways mindful of its obligation to the public.
2. Direct the organization through the careful establishment of the broadest organizational policies reflecting the Board's values and perspectives. Board's major focus will be on the intended long-term impacts (i.e. college outcomes) outside the operating organization. Board Members will provide information regarding the administrative and/or programmatic means for attaining the college outcomes.
3. Be the initiator of policy.
4. Seek input from staff, faculty, students, alumni, employers and other community members on Board policies when appropriate.
5. Enforce mutual accountability as needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, respect of roles and ensuring the continuity of governance capability.
6. Make decisions based on consensus and speak with one voice.
7. Orient new Board members to the governing process and have periodic discussions of process improvement.
8. Monitor and discuss the Board's process and performance regularly. Self-monitoring will include comparison of Board activity and discipline to policies adopted under Governance Process and Board-Staff Relationships.

History of Policy

Draft: 9/30/03, 2/16/04

Adopted: 4/15/04

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Reviewed: 10/10/19

Revised: 10/17/13, 12/18/14, 11/21/19

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

- EL-1 General Executive Constraint
- EL-2 Treatment of People
- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

- CO-1 College Mission
- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

GP-3 Board Job Description



GP-3 BOARD JOB DESCRIPTION

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Policy

The Board of Trustees shall set direction for Green River Community College and represent the citizens of Community College District No. 10 in determining and requiring appropriate organizational performance. Specifically, the Board will concentrate on the following:

1. Serving as the link between the College and the public.
2. Determining and enacting written governing policies that will address:
 - a. *Governance Process*: Specifications of how the Board envisions, carries out and monitors its own tasks.
 - b. *Board-Staff Relationships*: How power is delegated and its proper use monitored; the president's role, authority and accountability.
 - c. *Executive Limitations*: Constraints on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions take place.
 - d. *College Outcomes*: College impacts, benefits, and end products and their relative worth. Answers the question, "What good, for which people or needs, at what cost?"
3. Monitoring college performance and the president's performance against established Board policies.
4. Ensuring college compliance with all applicable laws and regulations.
5. Serving as a link between the College and the Green River College Foundation to ensure communication and coordination between the two boards.
6. Promoting a positive image and advocating for the College.
7. Keeping current with issues pertaining to higher education by participating in development and training opportunities including the following:
 - a. Participating in the Washington State Association of College Trustees (ACT)
 - b. Attending ACT new trustee orientation program
 - c. Participating in advocacy activities such as legislative committee work and attending legislative sessions or functions
 - d. Attending the annual Board of Trustees retreat
 - e. Mentoring new Board members

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History of Policy

Draft: 9/30/03, 12/12/03, 2/16/04

Adopted: 4/15/04

Reviewed: 10/10/19

Revised: 10/17/13, 12/18/14, 11/21/19

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

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GP-4 Board Chairperson's Role



GP-4 BOARD CHAIRPERSON'S ROLE

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Policy

In addition to the duties outlined in GP-5 (Article III of Community College District No. 10 Bylaws), the chairperson of the Board of Trustees is primarily charged with maintaining the integrity of the Board's processes. The chairperson is secondarily responsible for representing the Board to outside parties. The chairperson is the only Board member who is authorized to speak on behalf of the Board (beyond simply reporting Board decisions) other than in rare or otherwise authorized instances. Specifically, the chairperson will do the following:

1. Ensure that the Board behaves consistent with its own rules and those legitimately imposed upon the Board from outside the College.
2. Preside at Board meetings in an efficient and effective manner including:
 - a. Ensure that other Board members are informed of current and pending Board issues.
 - b. Lead discussion on issues, which according to Board policy, belong to the Board to decide.
 - c. Ensure that deliberations will be fair, open and thorough, but also efficient, timely, orderly and to the point.
3. Work closely with the president to set Board meeting agendas as described in GP-5 (Article II of Community College District No.10 Bylaws).
4. Assign members to serve as liaisons to the Green River College Foundation and on appropriate College committees.
5. Serve as or appoint designee to serve as the Green River Board liaison to ACT.
6. The chairperson has no individual authority to supervise or direct the president.
7. In absence of the chairperson, the vice-chairperson will assume the responsibilities of the chairperson.

History of Policy

Draft: September 30, 2003, December 12, 2003, January 13, 2004, February 16, 2004

Adopted: April 15, 2004

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Reviewed: October 10, 2019

Revised: October 17, 2013, December 18, 2014, October 20, 2016, November 21, 2019

- GP-8 Civility and Mutual Respect
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GP-6 Board Code of Ethics



GP-6 BOARD CODE OF ETHICS

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Policy

The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in both group and individual behavior when acting as Board members.

1. Board members must maintain un-conflicted loyalty to the interests of the citizens and the district. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of college services.
2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the College except as allowed by Chapter 42.52 RCW.
 - b. Board members must not use their positions to obtain employment by the College for themselves, family members, friends or associates.
 - c. Board members shall abstain from votes upon which they have an appearance of a conflict of interest.
3. The Board speaks with one voice, and Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - a. Board members' interaction with the president or with staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above.
 - b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member to speak for the Board except for those duties reserved to the chairperson.
 - c. Board members will make no judgments of presidential performance except as that performance is assessed against explicit Board policies.

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History of Policy

Draft: September 30, 2003, December 12, 2003, February 16, 2004

Adopted: April 15, 2004

Revised: October 17, 2013

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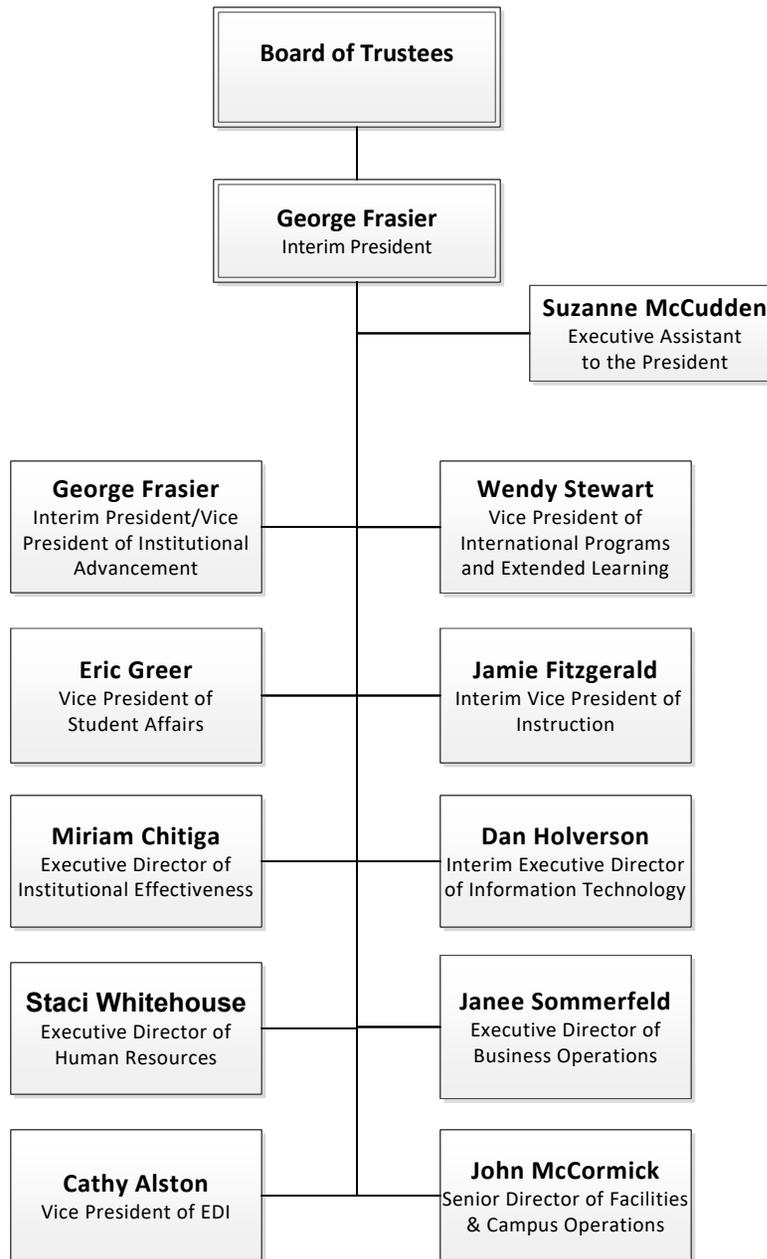
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Leadership organizational chart - 2/5/2026



**DIRECT REPORTS TO
PRESIDENT**



College Organizational Structure - 2/5/2026



COLLEGE ORGANIZATIONAL STRUCTURE

Board of Trustees

George Frasier
Interim President

Suzanne McCudden
Executive Assistant to the President

BUSINESS OPERATIONS
Janee Sommerfeld
Executive Director

Business Services
• Budget

Controller
• Accts Payable
• Accts Receivable
• General Accounting
• Payroll
• Purchasing
• Audit Coordination

Internal Controller

Foundation Support

LLC Support

EQUITY DIVERSITY & INCLUSION
Kit Alston
Vice President

• Equity Compliance
• Title IX

HUMAN RESOURCES
Staci Whitehouse
Executive Director

Human Resources
• Benefits
• Classification & Compensation
• EEO/Affirmative Action
• Labor & Employee Relations
• Recruiting & Staffing
• Training & Staff Development
• Workplace Safety, Health, and Welfare

FACILITIES
John McCormick
Senior Director of Facilities and Campus Operations

• Administrative
• Capital Projects
• Maintenance/Projects
• Building Services
• Custodial Services
• Grounds Services

INSTRUCTION
Jamie Fitzgerald,
Interim Vice President

Instructional Divisions
• Business & Law
• English
• Humanities
• Health Sciences, Nursing & Education
• Transitional Studies & Wellness
• Fine Arts
• Math
• Social Science
• Science
• Technology
• Trades

Library and Media Services

eLearning

Academic Resources Centers
• Math Learning Center
• Tutoring and Resource Center
• Writing and Reading Center
• Public Speaking Center
• Master Achiever Center

Continuing and Community Education
• Corporate Training
• Business Technology
• Personal Interests/Discovery Academy
• Cybersecurity

Center of Excellence for Careers In Education

Workforce Education

Instructional Deans

Instructional Support
• Instructional Support Services
• Building Secretaries

High School Options
• Open Doors

Washington Environmental Training Center

Small Business Center
• APEX Accelerator
• Small Business Development Center (SBDC)

Branch Locations
• Kent Campus
• Enumclaw Campus
• Auburn Center

STUDENT AFFAIRS
Eric Greer
Vice President

Dean of Campus Life
• Athletics
• Auxiliary Services
• Bookstore
• Conference Services
• Food Services
• Disability Support Services (DSS)
• Office of Diversity, Equity, and Inclusion (ODEI)
• Indigenous Student Success Center (ISSC)
• PONO Program
• Recreation & Athletics Center (RAC)
• Student Life & Wellness
• Center for Transformational Wellness (CTW)
• Benefits Hub
• Gator Pantry
• TRiO

Dean of Enrollment & Completion
• Business Systems Analyst (ctcLink)
• Career & Advising Center
• Financial Aid
• Judicial Affairs & Compliance
• Office of the Registrar
• Placement & Testing Center
• Recruitment & Outreach
• Welcome Desk
• Main College Phoneline (Switchboard)
• Running Start & College in the High School
• Veteran Services Office
• Veteran's Lounge

INTERNATIONAL PROGRAMS AND EXTENDED LEARNING
Wendy Stewart,
Vice President

Study Abroad

International Programs
• International Marketing
• International Student Services & Operations
• International Student Advising
• International Housing
• International Education

Extended Learning:
Washington Certification Services

INSTITUTIONAL ADVANCEMENT
George Frasier,
Interim President

GRC Foundation
• Executive Director
• Board and Committees
• Major and Planned Gifts
• Annual Fund and Scholarships
• Student Housing

Development
• Alumni
• Grants
• Events

Real Estate Dev.

Campus Safety

College Relations
Public Information
• Public Information
• KGRG Radio
• EOC Management

Marketing & Communications
• Publications
• Web Services
• Print Shop

INSTITUTIONAL EFFECTIVENESS
Miriam Chitiga
Executive Director

Institutional Effectiveness
• Strategic Planning
• Accreditation
• Institutional Research
• Assessment

INFORMATION TECHNOLOGY
Dan Holverson
Interim Executive Director

Information Technology
• Administrative Systems
• Client Services
• Enterprise Services
• Network
• Infrastructure
• IT Security
• Database and Appl. Development
• Staff Training
• Telephone Communications

Last Revised: 2.5.26

BSR-1 Order Delegating Authority



BSR-1 ORDER DELEGATING AUTHORITY

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Policy

The President of the College shall have the authority to exercise in the name of the Board all of the powers and duties vested in or imposed upon the Board by law, including all powers granted to the Board as governing body by Chapter [39.34 RCW](#) or any other statute. The President of the College shall be directly responsible to the Board of Trustees. The President shall be the principal administrative officer of the College and shall have general supervision of all operations and programs of the institution.

The President shall be the appointing authority for all administrative exempt, classified, faculty, and other employees of the College; the President may delegate some or all of that authority in writing to vice presidents and/or other designees. The President shall carry out all rules, regulations, orders, directives, and policies established by the Board and shall perform all other duties necessary or appropriate to the administration of the College. The essence of the relationship between the Board and the President shall be one of full mutual confidence and completely open communication.

AUTHORITY RESERVED BY THE BOARD OF TRUSTEES

The Board of Trustees reserves unto itself the following authority (unless specifically delegated in particular instances by definite resolution passed by the Board):

1. To employ the President and set the salary and the terms and conditions of his or her employment.
2. To organize, administer, and operate the Board of Trustees.
3. To adopt, amend, or repeal rules pursuant to the Administrative Procedure Act, Chapter [34.05 RCW](#).
4. To approve the operating budgets and capital budget request for the College.
5. To approve revisions of \$500,000 or more, to the revenues or expenses in the adopted budgets of any fund, or transfers between funds of \$200,000 or more.
6. To authorize the purchase or long-term lease (for two years or more) of real property.
7. To establish dormitories, food service facilities, bookstores, and other self-supporting facilities.

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8. To borrow money and issue and sell revenue bonds or other evidences of indebtedness.
9. To establish schedules for tuition and fees charged by the institution (with the exception of co-op fees and other self-sustaining program and service fees).
10. To enter into major contracts, others than public works contracts, for amounts in excess of \$100,000.
11. To accept gifts, grants, conveyances, devises, bequests of real or personal property from private sources valued in excess of \$25,000 and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits, and income thereof.
12. To approve and execute negotiated agreements with bargaining agents for academic employees and classified staff.
13. To award and deny tenure and dismiss and/or lay off tenure-track faculty members.
14. To authorize the award of degrees for appropriate programs of study.
15. To retain the responsibility for the expenditure of state funds by the College and its agents and employees.
16. To exercise all authority expressly reserved to the Board of Trustees in rules which have been or are hereafter adopted or amended by the Board pursuant to the provisions of the Administrative Procedure Act, Chapter [34.05 RCW](#).
17. To retain all authority which may be hereafter delegated to the Board of Trustees by the legislature of the state of Washington, unless such authority is expressly delegated to the President or his or her designee.

History of Policy

Draft: November 4, 2003, January 13, 2004, February 16, 2004

Adopted: August 19, 1982, April 15, 2004

Revised: September 18, 1986, October 15, 1987, October 16, 1996, November 19, 1998, June 19, 2014

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
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- EL-1 General Executive Constraint
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- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
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- CO-3 Core Theme: College Transfer Education
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BSR-2 President's Job Description



BSR-2 PRESIDENT'S JOB DESCRIPTION

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Policy

The president is the chief executive officer of the College. The president is the Board of Trustee's official link with the operating organization. The president is accountable to the Board acting as a body. The Board will instruct the president through written policies delegating implementation to the president. The president's job performance will be considered synonymous with the organization's performance as a whole.

The president's responsibilities can be stated as performance in two main areas:

1. Organizational accomplishment of the Board's policies on College Outcomes.
2. Organizational operation within the boundaries established in Board policies on Executive Limitations. The president shall also develop a working job description in concert with the Board.

History of Policy

Draft: November 4, 2003, February 16, 2004

Adopted: April 15, 2004

Revised: January 16, 2014

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BSR-3 Monitoring Presidential Performance



BSR-3 MONITORING PRESIDENTIAL PERFORMANCE

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Policy

The Board will monitor performance in a manner as to have systematic assurance of policy compliance.

1. Policy compliance may be monitored at any time, but the monitoring shall include at least one of the following methods:
 - a. **Internal reports:** Disclosure of compliance information to the Board from the president. Internal reports may include community and student surveys, assessment of student learning, Washington state performance reporting, financial and monitoring reports on college outcomes.
 - b. **External reports:** Disclosure of compliance information by an external auditor or other person or entities external to the institution. External reports may include audit and accreditation information.
 - c. **Direct board review:** Discovery of compliance information by a Board member or the Board as a whole. Discovery by an individual Board member will be reported to the Board Chair for review by the Board as a whole. Review may be of documents, activities or circumstances directed by the Board, which allows a prudent person test of compliance.
2. College Outcomes and Executive Limitations will be monitored by the Board no less than annually.
3. The Board will typically review executive performance at its annual July Board meeting including discussion of the president's working job description. The Board, in conjunction with the president, shall also develop an annual assessment instrument to be used during this review.

History of Policy

Draft: 11/4/03, 10/10/19

Adopted: 4/15/04

Reviews: 10/10/19

Revised: 1/16/14, 12/18/14, 11/21/19

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BSR-4 Staff Reports to the Board



BSR-4 STAFF REPORTS TO THE BOARD

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Policy

The Board of Trustees will govern with an emphasis on outward vision rather than being overly preoccupied with internal college operations. Because of this focus and a concentration on the identified core objectives, to the extent possible, college staff and faculty shall address the following four questions during formal Reports to the Board.

1. How does this program/activity/initiative align with the College strategic plan?
2. What are the benefits and/or impacts to students? How will this contribute to student learning, success and completion?
3. How will success be defined and measured?
4. What is the future outlook? (feasibility, sustainability, improvement)
5. How does this program/activity/initiative align with the college's diversity, equity and inclusion practices?

All documents and reports presented to the Board must be submitted in writing to the Board Secretary for inclusion in the official meeting minutes.

History of Policy

Draft: 11/4/03, 10/10/19

Adopted: 4/15/04

Reviewed: 10/10/19

Revised: 1/16/14, 12/18/14, 11/21/19

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2.A.1 EV.#2 / Section 2

Purpose, RCW 28B.50.020

RCW 28B.50.020 Purpose. The purpose of this chapter is to provide for the dramatically increasing number of students requiring high standards of education either as a part of the continuing higher education program or for occupational education and training, or for adult basic skills and literacy education, by creating a new, independent system of community and technical colleges which will:

(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means;

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(3) Provide for basic skills and literacy education, and occupational education and technical training in order to prepare students for careers in a competitive workforce;

(4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;

(5) Provide administration by state and local boards which will avoid unnecessary duplication of facilities, programs, student services, or administrative functions; and which will encourage efficiency in operation and creativity and imagination in education, training, and service to meet the needs of the community and students;

(6) Allow for the growth, improvement, flexibility and modification of the community colleges and their education, training, and service programs as future needs occur; and

(7) Establish firmly that as provided under RCW 28B.50.810, community colleges are, for purposes of academic training, two year institutions, and are an independent, unique, and vital section of our state's higher education system, separate from both the common school system and other institutions of higher learning. [2010 c 246 s 2; 2010 c 245 s 2; 2009 c 64 s 2; 2005 c 258 s 7; 1991 c 238 s 21; 1969 ex.s. c 261 s 17; 1969 ex.s. c 223 s 28B.50.020. Prior: 1967 ex.s. c 8 s 2.]

Reviser's note: This section was amended by 2010 c 245 s 2 and by 2010 c 246 s 2, each without reference to the other. Both amendments are incorporated in the publication of this section under RCW 1.12.025(2). For rule of construction, see RCW 1.12.025(1).

Findings—Intent—2010 c 246: "The legislature finds that Washington's community and technical college system consists of thirty-four two-year institutions geographically dispersed across the state to encourage and enable student access and participation. The legislature also finds that, compared with other states, Washington's two-year public participation rate is ranked as high as fifth in the nation. The legislature further finds that Washington's community and technical colleges have been making and are continuing to make great progress towards system efficiencies and coordination of their efforts through such things as common course numbering, the student achievement initiative, associate transfer degrees, eLearning and integrated basic education, skills training, and some common

administrative systems. While maintaining Washington's recognized leadership in community and technical college education, the legislature intends to provide mechanisms to encourage further efficiencies that will provide cost savings to be used to enhance student access and success, strengthen academic programs, and develop and retain high quality faculty through cost-effective partnerships and coordination between institutions, including shared services and increased complementary programming, as well as structural administrative efficiencies." [2010 c 246 s 1.]

Findings—Expand on demand—System design plan endorsed—2010 c 245: "The legislature finds that the state institutions of higher education are providing a high quality education to the citizens of the state. The legislature further finds that to meet goals of the strategic master plan for higher education the state needs a higher education system that is capable of delivering many more degrees. The legislature also finds that expansion of the system should be based on the proven demands of the citizens and the marketplace, a concept called "expand on demand." The legislature further finds that the *higher education coordinating board, in collaboration with the state board for community and technical colleges, the two-year and four-year institutions of higher education, and other stakeholders developed a system design plan that contains seven guiding principles for system expansion, focuses near-term enrollment growth at university branch campuses, comprehensive universities, and university centers where existing capacity is available without new state capital investment, establishes a process for evaluating major new capital expansion, and creates a fund for innovation to foster change and innovation in higher education delivery. The legislature finds that the strategies in the plan support the concept of expand on demand and would increase degree production by first reinvesting in higher education to use existing capacity while also providing long-term strategies to guide decisions on when and where to build new campuses, significantly expand existing sites, and change missions of existing institutions.

The legislature endorses the system design plan, approved by the *higher education coordinating board in November 2009, and adopts the recommendations and strategies in the plan." [2010 c 245 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Intent—2009 c 64: "It is the intent of the legislature to allow public technical colleges under the authority of the state board for community and technical colleges to offer associate degrees that prepare students for transfer to bachelor's degrees in professional fields, subject to rules adopted by the state board for community and technical colleges." [2009 c 64 s 1.]

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Severability—1969 ex.s. c 261: "If any provision of this 1969 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1969 ex.s. c 261 s 37. Formerly RCW 28.85.911.]

State Board Supervision: RCW 28B.50.050

RCW 28B.50.050 State board for community and technical colleges.

(1) There is hereby created the "state board for community and technical colleges," to consist of 10 members who represent the geographic diversity of the state, and who shall be appointed by the governor, with the consent of the senate. At least two members shall reside east of the Cascade mountains. In making these appointments, the governor shall attempt to provide geographic balance and give consideration to representing labor, business, women, and racial and ethnic minorities, among the membership of the board. At least one member of the board shall be from business and at least one member of the board shall be from labor. One member of the board shall be a student enrolled at a community or technical college.

(2) The members, except for the student member, shall be appointed for terms of four years except that a person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of such term. The student member shall serve for a term of one year. The student member must be at least 18 years of age at the time of appointment. Each member shall serve until the appointment and qualification of his or her successor. All members shall be citizens and bona fide residents of the state.

(3) Members of the college board shall be compensated in accordance with RCW 43.03.240 and shall receive reimbursement for travel expenses in accordance with RCW 43.03.050 and 43.03.060 for each day actually spent in attending to the duties as a member of the college board.

(4) The members of the college board may be removed by the governor for inefficiency, neglect of duty, or malfeasance in office, in the manner provided by RCW 28B.10.500.

(5) A student appointed under this section shall excuse themselves from participating or voting on matters relating to hiring, discipline, personnel, or issues pertaining to pending litigation.

(6) The college board may adopt rules to implement this section. [2025 c 91 s 2; 1991 c 238 s 30; 1988 c 76 s 1; 1984 c 287 s 64; 1982 1st ex.s. c 30 s 9; 1975-'76 2nd ex.s. c 34 s 74; 1973 c 62 s 13; 1969 ex.s. c 261 s 19; 1969 ex.s. c 223 s 28B.50.050. Prior: 1967 ex.s. c 8 s 5.]

Findings—Intent—2025 c 91: "The legislature recognizes that the decisions made by the state board for community and technical colleges greatly impact the lives and education experiences of students and that student participation in the decision-making process can provide meaningful insight into the impact of these decisions from the student perspective, which is unique compared to the perspective of traditional board members.

The legislature finds that students have served on higher education-related governing boards in Washington state and other states for decades. Specifically, students serve on the governing boards of systems of community and technical colleges in over 10 other states. Students also serve as voting members on both the Washington student achievement council and the workforce education investment accountability and oversight board. These opportunities have provided students the opportunity to contribute greatly to deliberations where they have been able to share ideas and concerns on decisions that directly impact students.

The legislature further finds that student perspectives offer the opportunity to bring the state board for community and technical

colleges closer to the student community that it serves. Being on campus and in class every day, students are exposed directly to many topics of interest to the board, which is important for comprehensive and in-depth discussion. Moreover, student populations at community and technical colleges are the most diverse of any institution of higher education in the state, and thus the student member would be exposed to a more diverse group than any other member of the board representing any one group of the community.

Additionally, the legislature acknowledges that student positions on governing boards are also a valuable tool for developing leadership through experiential learning. Student members learn processes of institutional governance, analyze policy proposals, and participate in board discussions and decision making.

Therefore, it is the intent of the legislature to enhance community college governance by the state board of [for] community and technical colleges through fostering a stronger relationship with students in policy development and decision making at the state level." [2025 c 91 s 1.]

Legislative findings—Severability—Effective date—1984 c 287:

See notes following RCW 43.03.220.

Effective date—Severability—1975-'76 2nd ex.s. c 34: See notes following RCW 2.08.115.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Appointment of director of state system of community and technical colleges, by: RCW 28B.50.060.

Employees of, appointment and employment of: RCW 28B.50.060.

Occupational forecast—Agency consultation: RCW 50.38.030.

Powers and duties: RCW 28B.50.090.

College Board—Powers and duties, [RCW](#)
[28B.50.090](#)

RCW 28B.50.090 College board—Powers and duties. The college board shall have general supervision and control over the state system of community and technical colleges. In addition to the other powers and duties imposed upon the college board by this chapter, the college board shall be charged with the following powers, duties and responsibilities:

(1) Review the budgets prepared by the boards of trustees, prepare a single budget for the support of the state system of community and technical colleges and adult education, and submit this budget to the governor as provided in RCW 43.88.090;

(2) Establish guidelines for the disbursement of funds; and receive and disburse such funds for adult education and maintenance and operation and capital support of the college districts in conformance with the state and district budgets, and in conformance with chapter 43.88 RCW;

(3) Ensure, through the full use of its authority:

(a) That each college district, in coordination with colleges, within a regional area, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(b) That each college district shall maintain an open-door policy, to the end that no student will be denied admission because of the location of the student's residence or because of the student's educational background or ability; that, insofar as is practical in the judgment of the college board, curriculum offerings will be provided to meet the educational and training needs of the community generally and the students thereof; and that all students, regardless of their differing courses of study, will be considered, known and recognized equally as members of the student body: PROVIDED, That the administrative officers of a community or technical college may deny admission to a prospective student or attendance to an enrolled student if, in their judgment, the student would not be competent to profit from the curriculum offerings of the college, or would, by his or her presence or conduct, create a disruptive atmosphere within the college not consistent with the purposes of the institution. This subsection (3)(b) shall not apply to competency, conduct, or presence associated with a disability in a person twenty-one years of age or younger attending a technical college;

(4) Prepare a comprehensive master plan for the development of community and technical college education and training in the state; and assist the office of financial management in the preparation of enrollment projections to support plans for providing adequate college facilities in all areas of the state. The master plan shall include implementation of the vision, goals, priorities, and strategies in the statewide strategic master plan for higher education under *RCW 28B.76.200 based on the community and technical college system's role and mission. The master plan shall also contain measurable performance indicators and benchmarks for gauging progress toward achieving the goals and priorities;

(5) Define and administer criteria and guidelines for the establishment of new community and technical colleges or campuses within the existing districts;

(6) Establish criteria and procedures for modifying district boundary lines and consolidating district structures to form multiple campus districts consistent with the purposes set forth in RCW 28B.50.020 as now or hereafter amended and in accordance therewith make such changes as it deems advisable;

(7) Establish minimum standards to govern the operation of the community and technical colleges with respect to:

(a) Qualifications and credentials of instructional and key administrative personnel, except as otherwise provided in the state plan for vocational education;

(b) Internal budgeting, accounting, auditing, and financial procedures as necessary to supplement the general requirements prescribed pursuant to chapter 43.88 RCW;

(c) The content of the curriculums and other educational and training programs, and the requirement for degrees and certificates awarded by the colleges;

(d) Standard admission policies;

(e) Eligibility of courses to receive state fund support; and

(f) Common student identifiers such that once a student has enrolled at any community or technical college he or she retains the same student identification upon transfer to any college district;

(8) Encourage colleges to use multiple measures to determine whether a student must enroll in a precollege course including, but not limited to, placement tests, the SAT, high school transcripts, college transcripts, or initial class performance, and require colleges to post all the available options for course placement on their website and in their admissions materials;

(9) Establish and administer criteria and procedures for all capital construction including the establishment, installation, and expansion of facilities within the various college districts;

(10) Encourage innovation in the development of new educational and training programs and instructional methods; coordinate research efforts to this end; and disseminate the findings thereof;

(11) Exercise any other powers, duties and responsibilities necessary to carry out the purposes of this chapter;

(12) Authorize the various community and technical colleges to offer programs and courses in other districts when it determines that such action is consistent with the purposes set forth in RCW 28B.50.020 as now or hereafter amended;

(13) Notwithstanding any other law or statute regarding the sale of state property, sell or exchange and convey any or all interest in any community and technical college real and personal property, except such property as is received by a college district in accordance with RCW 28B.50.140(8), when it determines that such property is surplus or that such a sale or exchange is in the best interests of the community and technical college system;

(14) In order that the treasurer for the state board for community and technical colleges appointed in accordance with RCW 28B.50.085 may make vendor payments, the state treasurer will honor warrants drawn by the state board providing for an initial advance on July 1, 1982, of the current biennium and on July 1st of each succeeding biennium from the state general fund in an amount equal to twenty-four percent of the average monthly allotment for such budgeted biennium expenditures for the state board for community and technical

colleges as certified by the office of financial management; and at the conclusion of such initial month and for each succeeding month of any biennium, the state treasurer will reimburse expenditures incurred and reported monthly by the state board treasurer in accordance with chapter 43.88 RCW: PROVIDED, That the reimbursement to the state board for actual expenditures incurred in the final month of each biennium shall be less the initial advance made in such biennium;

(15) Notwithstanding the provisions of subsection (13) of this section, may receive such gifts, grants, conveyances, devises, and bequests of real or personal property from private sources as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs and may sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof; and

(16) The college board shall have the power of eminent domain. [2013 c 57 s 1; 2011 c 109 s 1; 2010 c 246 s 3; 2009 c 64 s 4; 2004 c 275 s 57; 2003 c 130 s 6; 1991 c 238 s 33; 1982 c 50 s 1; 1981 c 246 s 2; 1979 c 151 s 20; 1977 ex.s. c 282 s 4; 1973 c 62 s 16; 1969 ex.s. c 261 s 21; 1969 ex.s. c 223 s 28B.50.090. Prior: 1967 ex.s. c 8 s 9.]

***Reviser's note:** RCW 28B.76.200 was repealed by 2011 1st sp.s. c 11 s 244, effective July 1, 2012.

Findings—Intent—2010 c 246: See note following RCW 28B.50.020.

Intent—2009 c 64: See note following RCW 28B.50.020.

Part headings not law—2004 c 275: See note following RCW 28B.76.090.

Findings—Intent—2003 c 130: See note following RCW 28B.77.070.

Severability—1981 c 246: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 246 s 6.]

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Construction, reconstruction, equipping facilities—Financing: RCW 28B.50.340.

Development of budget: RCW 43.88.090.

Eminent domain: Title 8 RCW.

State budgeting, accounting, and reporting system: Chapter 43.88 RCW.

College districts enumerated, [RCW 28B.50.040](#)

RCW 28B.50.040 College districts enumerated. The state of Washington is hereby divided into thirty college districts as follows:

- (1) The first district shall encompass the counties of Clallam and Jefferson;
- (2) The second district shall encompass the counties of Grays Harbor and Pacific;
- (3) The third district shall encompass the counties of Kitsap and Mason;
- (4) The fourth district shall encompass the counties of San Juan, Skagit and Island;
- (5) The fifth district shall encompass Snohomish county except for the Northshore common school district and that portion encompassed by the twenty-third district created in subsection (23) of this section: PROVIDED, That the fifth district shall encompass the Everett Community College;
- (6) The sixth district shall encompass the present boundaries of the common school districts of Seattle and Vashon Island, King county;
- (7) The seventh district shall encompass the present boundary of the common school district of Shoreline in King county;
- (8) The eighth district shall encompass the present boundaries of the common school districts of Bellevue, Issaquah, Mercer Island, Skykomish and Snoqualmie, King county;
- (9) The ninth district shall encompass the present boundaries of the common school districts of Federal Way, Highline and South Central, King county;
- (10) The tenth district shall encompass the present boundaries of the common school districts of Auburn, Black Diamond, Renton, Enumclaw, Kent, Lester and Tahoma, King county, and the King county portion of Puyallup common school district No. 3;
- (11) The eleventh district shall encompass all of Pierce county, except for the present boundaries of the common school districts of Tacoma and Peninsula;
- (12) The twelfth district shall encompass Lewis county, the Rochester common school district No. 401, the Tenino common school district No. 402 of Thurston county, and the Thurston county portion of the Centralia common school district No. 401;
- (13) The thirteenth district shall encompass the counties of Cowlitz, and Wahkiakum;
- (14) The fourteenth district shall encompass the counties of Clark, Skamania and that portion of Klickitat county not included in the sixteenth district;
- (15) The fifteenth district shall encompass the counties of Chelan, Douglas and Okanogan;
- (16) The sixteenth district shall encompass the counties of Kittitas, Yakima, and that portion of Klickitat county included in United States census divisions 1 through 4;
- (17) The seventeenth district shall encompass the counties of Ferry, Lincoln (except consolidated school district 105-157-166J and the Lincoln county portion of common school district 167-202), Pend Oreille, Spokane, Stevens and Whitman;
- (18) The eighteenth district shall encompass the counties of Adams and Grant, and that portion of Lincoln county comprising consolidated school district 105-157-166J and common school district 167-202;
- (19) The nineteenth district shall encompass the counties of Benton and Franklin;

(20) The twentieth district shall encompass the counties of Asotin, Columbia, Garfield and Walla Walla;

(21) The twenty-first district shall encompass Whatcom county;

(22) The twenty-second district shall encompass the present boundaries of the common school districts of Tacoma and Peninsula, Pierce county;

(23) The twenty-third district shall encompass that portion of Snohomish county within such boundaries as the state board for community and technical colleges shall determine: PROVIDED, That the twenty-third district shall encompass the Edmonds Community College;

(24) The twenty-fourth district shall encompass all of Thurston county except the Rochester common school district No. 401, the Tenino common school district No. 402, and the Thurston county portion of the Centralia common school district No. 401;

(25) The twenty-fifth district shall encompass all of Whatcom county;

(26) The twenty-sixth district shall encompass the Northshore, Lake Washington, Bellevue, Mercer Island, Issaquah, Riverview, Snoqualmie Valley and Skykomish school districts;

(27) The twenty-seventh district shall encompass the Renton, Kent, Auburn, Tahoma, and Enumclaw school districts and a portion of the Seattle school district described as follows: Commencing at a point established by the intersection of the Duwamish river and the south boundary of the Seattle Community College District (number six) and thence north along the centerline of the Duwamish river to the west waterway; thence north along the centerline of the west waterway to Elliot Bay; thence along Elliot Bay to a line established by the intersection of the extension of Denny Way to Elliot Bay; thence east along the line established by the centerline of Denny Way to Lake Washington; thence south along the shoreline of Lake Washington to the south line of the Seattle Community College District; and thence west along the south line of the Seattle Community College District to the point of beginning;

(28) The twenty-eighth district shall encompass all of Pierce county;

(29) The twenty-ninth district shall encompass all of Pierce county; and

(30) The thirtieth district shall encompass the present boundaries of the common school districts of Lake Washington and Riverview in King county and Northshore in King and Snohomish counties. [1994 c 217 s 2; 1991 c 238 s 23; 1988 c 77 s 1; 1981 c 72 s 1; 1973 1st ex.s. c 46 s 7; 1969 ex.s. c 223 s 28B.50.040. Prior: 1967 ex.s. c 8 s 4. Formerly RCW 28.85.040.]

Effective date—1994 c 217: See note following RCW 28B.45.0201.

Findings—1994 c 217: See RCW 28B.45.0201.

Effective date—1988 c 77: "Section 2 of this act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately. The remainder of this act shall take effect July 1, 1988." [1988 c 77 s 12.]

Severability—1988 c 77: "If any provision of this act or its application to any person or circumstance is held invalid, the

remainder of the act or the application of the provision to other persons or circumstances is not affected." [1988 c 77 s 11.]

District No. 23 Interlocal cooperation agreements by school districts in Snohomish county authorized—1981 c 72: "Any school district within Snohomish county may enter into interlocal cooperation agreements with any community college located within Snohomish county pursuant to the provisions of chapter 39.34 RCW." [1981 c 72 s 8.]

Savings—Provisions of existing collective bargaining agreement—1981 c 72: "Nothing contained in this amendatory act shall be construed to alter any provision of any existing collective bargaining agreement until any such agreement has expired or been modified pursuant to chapter 28B.52 RCW." [1981 c 72 s 9.]

Savings—Generally—1981 c 72: "Nothing in this amendatory act shall be construed to affect any existing rights, nor as affecting any actions, activities, or proceedings validated prior to the effective date of this amendatory act, nor as affecting any civil or criminal proceedings, nor any rule, regulation, or order promulgated, nor any administrative action taken prior to the effective date of this amendatory act, and the validity of any act performed with respect to Edmonds Community College, or any officer or employee thereof prior to the effective date of this amendatory act, is hereby validated." [1981 c 72 s 10.]

Effective date of this amendatory act defined—1981 c 72: "The phrase "the effective date of this amendatory act" as used in sections 3, 4, 6 and 10 of this amendatory act shall mean July 1, 1981: PROVIDED, That nothing in this amendatory act shall prohibit any transfers mandated in section 4 hereof nor the action contemplated in section 11 hereof prior to such July 1, 1981." [1981 c 72 s 12.]

Severability—1981 c 72: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 72 s 13.]

Severability—1973 1st ex.s. c 46: See note following RCW 28B.10.704.

Board of trustees—Generally, [RCW 28B.50.100](#)

RCW 28B.50.100 Boards of trustees—Generally. There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, except as provided in RCW 28B.50.102, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments, the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the boards of trustees. The boards of trustees for districts containing technical colleges shall include at least one member from business and one member from labor.

The successors of the trustees initially appointed shall be appointed by the governor to serve for a term of five years except that any person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of the term. Each member shall serve until a successor is appointed and qualified.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Each board of trustees shall organize itself by electing a chair from its members. The board shall adopt a seal and may adopt such bylaws, rules, and regulations as it deems necessary for its own government. Three members of the board shall constitute a quorum, but a lesser number may adjourn from time to time and may compel the attendance of absent members in such manner as prescribed in its bylaws, rules, or regulations. The district president, or if there be none, the president of the college, shall serve as, or may designate another person to serve as, the secretary of the board, who shall not be deemed to be a member of the board.

Each board of trustees shall follow procedures for open public meetings in chapter 42.30 RCW. Each board shall provide time for public comment at each meeting.

Members of the boards of trustees may be removed for misconduct or malfeasance in office in the manner provided by RCW 28B.10.500. [2013 c 23 s 58. Prior: 2012 c 228 s 5; 2012 c 148 s 2; 2011 c 336 s 739; 1991 c 238 s 37; 1987 c 330 s 1001; 1983 c 224 s 1; 1979 ex.s. c 103 s 1; 1977 ex.s. c 282 s 2; 1973 c 62 s 17; 1969 ex.s. c 261 s 22; 1969 ex.s. c 223 s 28B.50.100; prior: 1967 ex.s. c 8 s 10.]

Finding—Intent—2012 c 148: "The legislature finds that decisions made by governing boards of each respective institution greatly impact the lives of students and that student participation in the decision-making process can provide insight into the impacts of actions by trustees that are not always measurable through reports and statistics. Students are on campus every day using services and experiencing aspects of the institution that board members may only see on paper, providing a unique and valuable perspective that should not be overlooked.

Students serving on governing boards of higher education have proven effective in Washington and in over thirty other states. For over ten years students at Washington's four-year institutions of higher education have served as voting members on the board of trustees, regents, and the *higher education coordinating board,

providing greater depth in board deliberations and a well-educated conduit for students to voice ideas and concerns.

The student perspective at community colleges also brings the board closer to their community. Student populations at community colleges are the most diverse of any institution of higher education in the state. Being on campus and in class every day, students are exposed to a more diverse group than any member of the board representing any one group of the community.

Student positions on governing boards are also a valuable tool for developing leadership through experiential learning. Student members learn processes of institutional governance, become involved in campus projects, analyze policy proposals, and participate in board discussions and decision making.

It is the intent of the legislature to enhance community college governance by fostering a more dynamic relationship between students and institutions through the encouragement of student participation in policy development and decision making at the district and state level." [2012 c 148 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Construction—Application of rules—Severability—1987 c 330: See notes following RCW 28B.12.050.

Severability—1979 ex.s. c 103: See note following RCW 28B.20.100.

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Effective date—1977 ex.s. c 282 ss 2, 3: "Sections 2 and 3 of this 1977 amendatory act shall not take effect until January 1, 1978." [1977 ex.s. c 282 s 9.]

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Chief executive officer as secretary of board: RCW 28B.50.130.

Board of trustees—Powers and duties, [RCW](#)
[28B.50.140](#)

RCW 28B.50.140 Boards of trustees—Powers and duties. Each board of trustees:

(1) Shall operate all existing community and technical colleges in its district;

(2) Shall create comprehensive programs of community and technical college education and training and maintain an open-door policy in accordance with the provisions of RCW 28B.50.090(3);

(3) Shall employ for a period to be fixed by the board a college president for each community and technical college and, may appoint a president for the district, and fix their duties and compensation, which may include elements other than salary. Compensation under this subsection shall not affect but may supplement retirement, health care, and other benefits that are otherwise applicable to the presidents as state employees. The board shall also employ for a period to be fixed by the board members of the faculty and such other administrative officers and other employees as may be necessary or appropriate and fix their salaries and duties. Except as provided for academic employees in RCW 28B.52.035 and technical college classified employees under chapter 41.56 RCW, compensation and salary increases under this subsection shall not exceed the amount or percentage established for those purposes in the state appropriations act by the legislature as allocated to the board of trustees by the state board for community and technical colleges. The state board for community and technical colleges shall adopt rules defining the permissible elements of compensation under this subsection;

(4) May establish, in accordance with RCW 28B.77.080, new facilities as community needs and interests demand. However, the authority of boards of trustees to purchase or lease major off-campus facilities shall be subject to the approval of the student achievement council pursuant to RCW 28B.77.080;

(5) May establish or lease, operate, equip and maintain dormitories, food service facilities, bookstores and other self-supporting facilities connected with the operation of the community and technical college;

(6) May, with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college in accordance with the provisions of RCW 28B.10.300 through 28B.10.330 where applicable;

(7) May establish fees and charges for the facilities authorized hereunder, including reasonable rules and regulations for the government thereof, not inconsistent with the rules of the college board; each board of trustees operating a community and technical college may enter into agreements, subject to rules of the college board, with owners of facilities to be used for housing regarding the management, operation, and government of such facilities, and any board entering into such an agreement may:

(a) Make rules for the government, management and operation of such housing facilities deemed necessary or advisable; and

(b) Employ necessary employees to govern, manage and operate the same;

(8) May receive such gifts, grants, conveyances, devises and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof;

(9) May establish and maintain night schools whenever in the discretion of the board of trustees it is deemed advisable, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community and technical college purposes;

(10) May make rules for pedestrian and vehicular traffic on property owned, operated, or maintained by the district;

(11) Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the community and technical college or colleges under its control, and publish such catalogues and bulletins as may become necessary;

(12) May grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission. The purposes of these diplomas, certificates, and degrees are to lead individuals directly to employment in a specific occupation or prepare individuals for a bachelor's degree or beyond. Technical colleges may only offer transfer degrees that prepare students for bachelor's degrees in professional fields, subject to rules adopted by the college board. In adopting rules, the college board, where possible, shall create consistency between community and technical colleges and may address issues related to tuition and fee rates; tuition waivers; enrollment counting, including the use of credits instead of clock hours; degree-granting authority; or any other rules necessary to offer the associate degrees that prepare students for transfer to bachelor's degrees in professional areas. Only colleges under RCW 28B.50.810 or 28B.50.825 may award baccalaureate degrees. The board, upon recommendation of the faculty, may also confer honorary associate of arts degrees, or if it is authorized to award baccalaureate degrees may confer honorary bachelor of applied science degrees, upon persons other than graduates of the community college, in recognition of their learning or devotion to education, literature, art, or science. No degree may be conferred in consideration of the payment of money or the donation of any kind of property;

(13) Shall enforce the rules prescribed by the state board for community and technical colleges for the government of community and technical colleges, students and teachers, and adopt such rules and perform all other acts not inconsistent with law or rules of the state board for community and technical colleges as the board of trustees may in its discretion deem necessary or appropriate to the administration of college districts: PROVIDED, That such rules shall include, but not be limited to, rules relating to housing, scholarships, conduct at the various community and technical college facilities, and discipline: PROVIDED, FURTHER, That the board of

trustees may suspend or expel from community and technical colleges students who refuse to obey any of the duly adopted rules;

(14) May, by written order filed in its office, delegate to the president or district president any of the powers and duties vested in or imposed upon it by this chapter. Such delegated powers and duties may be exercised in the name of the district board;

(15) May perform such other activities consistent with this chapter and not in conflict with the directives of the college board;

(16) Notwithstanding any other provision of law, may offer educational services on a contractual basis other than the tuition and fee basis set forth in chapter 28B.15 RCW for a special fee to private or governmental entities, consistent with rules adopted by the state board for community and technical colleges: PROVIDED, That the whole of such special fee shall go to the college district and be not less than the full instructional costs of such services including any salary increases authorized by the legislature for community and technical college employees during the term of the agreement: PROVIDED FURTHER, That enrollments generated hereunder shall not be counted toward the official enrollment level of the college district for state funding purposes;

(17) Notwithstanding any other provision of law, may offer educational services on a contractual basis, charging tuition and fees as set forth in chapter 28B.15 RCW, counting such enrollments for state funding purposes, and may additionally charge a special supplemental fee when necessary to cover the full instructional costs of such services: PROVIDED, That such contracts shall be subject to review by the state board for community and technical colleges and to such rules as the state board may adopt for that purpose in order to assure that the sum of the supplemental fee and the normal state funding shall not exceed the projected total cost of offering the educational service: PROVIDED FURTHER, That enrollments generated by courses offered on the basis of contracts requiring payment of a share of the normal costs of the course will be discounted to the percentage provided by the college;

(18) Shall be authorized to pay dues to any association of trustees that may be formed by the various boards of trustees; such association may expend any or all of such funds to submit biennially, or more often if necessary, to the governor and to the legislature, the recommendations of the association regarding changes which would affect the efficiency of such association;

(19) May participate in higher education centers and consortia that involve any four-year public or independent college or university in accordance with RCW 28B.77.080;

(20) Shall perform any other duties and responsibilities imposed by law or rule of the state board; and

(21) May confer honorary associate of arts degrees upon persons who request an honorary degree if they were students at the college in 1942 and did not graduate because they were ordered into an internment camp. The honorary degree may also be requested by a representative of deceased persons who meet these requirements. For the purposes of this subsection, "internment camp" means a relocation center to which persons were ordered evacuated by Presidential Executive Order 9066, signed on February 19, 1942. [2018 c 267 s 3; 2016 sp.s. c 33 s 3; 2015 3rd sp.s. c 4 s 946; 2014 c 158 s 1; 2012 c 229 s 537; 2010 c 51 s 4; 2009 c 64 s 5; 2005 c 258 s 9; 2004 c 275 s 58; 1997 c 281 s 1. Prior: 1991 c 238 s 39; 1991 c 58 s 1; 1990 c 135 s 1; prior: 1987 c 407 s 1; 1987 c 314 s 14; 1985 c 370 s 96; 1981 c 246 s 3; 1979 ex.s.

c 226 s 11; 1979 c 14 s 6; prior: 1977 ex.s. c 282 s 5; 1977 c 75 s 28; 1973 c 62 s 19; 1970 ex.s. c 15 s 17; prior: 1969 ex.s. c 283 s 30; 1969 ex.s. c 261 s 23; 1969 ex.s. c 223 s 28B.50.140; prior: 1967 ex.s. c 8 s 14.]

Effective dates—2015 3rd sp.s. c 4: See note following RCW 28B.15.069.

Effective date—2012 c 229 ss 101, 117, 401, 402, 501 through 594, 601 through 609, 701 through 708, 801 through 821, 902, and 904: See note following RCW 28B.77.005.

Intent—2009 c 64: See note following RCW 28B.50.020.

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Part headings not law—2004 c 275: See note following RCW 28B.76.090.

Severability—1981 c 246: See note following RCW 28B.50.090.

Effective date—1979 ex.s. c 226: "This act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately [June 15, 1979]." [1979 ex.s. c 226 s 13.]

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1970 ex.s. c 15: See note following RCW 28A.230.160.

Severability—1969 ex.s. c 283: See note following RCW 28A.150.050.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum, [RCW 28B.50.130](#)

RCW 28B.50.130**Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum.**

Within thirty days of their appointment the various district boards of trustees shall organize, adopt bylaws for its own government, and make such rules and regulations not inconsistent with this chapter as they deem necessary. At such organizational meeting it shall elect from among its members a chair and vice chair, each to serve for one year, and annually thereafter shall elect such officers to serve until their successors are appointed or qualified. The chief executive officer of the college district, or designee, shall serve as secretary of the board. Three trustees shall constitute a quorum, and no action shall be taken by less than a majority of the trustees of the board. The district boards shall transmit such reports to the college board as may be requested by the college board. The fiscal year of the district boards shall conform to the fiscal year of the state.

[1991 c 238 s 38; 1977 c 75 s 27; 1973 c 62 s 18; 1969 ex.s. c 223 s 28B.50.130. Prior: 1967 ex.s. c 8 s 13. Formerly RCW 28.85.130.]

NOTES:

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

District president or president of college as secretary of board: RCW 28B.50.100.

Fiscal year defined: RCW 43.88.020.

Public Meetings, RCW 42.30

**Chapter 42.30 RCW
OPEN PUBLIC MEETINGS ACT**

Sections

- 42.30.010 Legislative declaration.
- 42.30.020 Definitions.
- 42.30.030 Meetings declared open and public.
- 42.30.035 Minutes—Recording of school district board of directors meetings.
- 42.30.040 Conditions to attendance not to be required.
- 42.30.050 Interruptions—Procedure.
- 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings—Notice—Secret voting prohibited.
- 42.30.070 Times and places for meetings—Emergencies—Exception.
- 42.30.075 Schedule of regular meetings—Publication in state register—Notice of change—"Regular" meetings defined.
- 42.30.077 Agendas of regular meetings—Online availability.
- 42.30.080 Special meetings.
- 42.30.090 Adjournments.
- 42.30.100 Continuances.
- 42.30.110 Executive sessions.
- 42.30.120 Violations—Personal liability—Civil penalty—Attorneys' fees and costs.
- 42.30.130 Violations—Mandamus or injunction.
- 42.30.140 Chapter controlling—Application.
- 42.30.200 Governing body of recognized student association at college or university—Chapter applicability to.
- 42.30.205 Training.
- 42.30.210 Assistance by attorney general.
- 42.30.220 Recording or online streaming by agency encouraged.
- 42.30.230 Declared emergencies—Remote meeting—Limits on physical attendance.
- 42.30.240 Public comment.
- 42.30.250 Notices soliciting public comment—Time period.
- 42.30.900 Short title.
- 42.30.910 Construction—1971 ex.s. c 250.

Drug reimbursement policy recommendations: RCW 74.09.653.

RCW 42.30.010 Legislative declaration. The legislature finds and declares that all public commissions, boards, councils, committees, subcommittees, departments, divisions, offices, and all other public agencies of this state and subdivisions thereof exist to aid in the conduct of the people's business. It is the intent of this chapter that their actions be taken openly and that their deliberations be conducted openly.

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed and informing the people's public servants of their views so that they may retain control over the instruments they have created. For these reasons, even when not required by law, public agencies are encouraged to incorporate and

accept public comment during their decision-making process. [2022 c 115 s 2; 1971 ex.s. c 250 s 1.]

Reviser's note: Throughout this chapter, the phrases "this act" and "this 1971 amendatory act" have been changed to "this chapter." "This act" [1971 ex.s. c 250] consists of this chapter, the amendment to RCW 34.04.025, and the repeal of RCW 42.32.010 and 42.32.020.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.020 Definitions. As used in this chapter unless the context indicates otherwise:

(1) "Public agency" means:

(a) Any state board, commission, committee, department, educational institution, or other state agency which is created by or pursuant to statute, other than courts and the legislature. This does not include a comprehensive cancer center participating in a collaborative arrangement as defined in RCW 28B.10.930 that is operated in conformance with RCW 28B.10.930;

(b) Any county, city, school district, special purpose district, or other municipal corporation or political subdivision of the state of Washington;

(c) Any subagency of a public agency which is created by or pursuant to statute, ordinance, or other legislative act, including but not limited to planning commissions, library or park boards, commissions, and agencies;

(d) Any policy group whose membership includes representatives of publicly owned utilities formed by or pursuant to the laws of this state when meeting together as or on behalf of participants who have contracted for the output of generating plants being planned or built by an operating agency.

(2) "Governing body" means the multimember board, commission, committee, council, or other policy or rule-making body of a public agency, or any committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment.

(3) "Action" means the transaction of the official business of a public agency by a governing body including but not limited to receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations, and final actions. "Final action" means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance.

(4) "Meeting" means meetings at which action is taken. [2022 c 71 s 11; 1985 c 366 s 1; 1983 c 155 s 1; 1982 1st ex.s. c 43 s 10; 1971 ex.s. c 250 s 2.]

Findings—Intent—2022 c 71: See note following RCW 28B.10.930.

Severability—Savings—1982 1st ex.s. c 43: See notes following RCW 43.52.374.

RCW 42.30.030 Meetings declared open and public. (1) All meetings of the governing body of a public agency shall be open and public and all persons shall be permitted to attend any meeting of the

governing body of a public agency, except as otherwise provided in this chapter.

(2) Public agencies are encouraged to provide for the increased ability of the public to observe and participate in the meetings of governing bodies through real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting. [2022 c 115 s 3; 1971 ex.s. c 250 s 3.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.035 Minutes—Recording of school district board of directors meetings. (1) The minutes of all regular and special meetings except executive sessions of such boards, commissions, agencies or authorities shall be promptly recorded and such records shall be open to public inspection.

(2) Except in the case of an emergency as provided for in RCW 42.30.070, and excluding executive sessions, all regular and special meetings of school district boards of directors at which a final action is taken or formal public testimony is accepted shall be audio recorded and such recordings shall be maintained for at least one year. The recording shall include the comments of the directors and the comments of members of the public, if any formal testimony was accepted from the public during the meeting. Subject to the limitations on identifiable records in RCW 42.56.080(1), such recordings must be provided electronically to the public upon request. It is not a violation of this chapter if a school board attempts to record a meeting in good faith and, due to technological issues, a recording is not made or if any or all of a recording is unintelligible. Whenever possible, school districts are encouraged to make the content of school board of directors meetings, or a summary thereof, available in formats accessible to individuals who need communication assistance and in languages other than English. [2023 c 67 s 3; 1953 c 216 s 3. Formerly RCW 42.32.030.]

Effective date—2023 c 67: "This act takes effect June 30, 2024." [2023 c 67 s 5.]

RCW 42.30.040 Conditions to attendance not to be required. A member of the public shall not be required, as a condition to attendance at a meeting of a governing body, to register his or her name and other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance. This section does not prohibit any generally applicable conditions determined by the governing body to be reasonably necessary to protect the public health or safety, or to protect against interruption of the meeting, including a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. [2022 c 115 s 6; 2012 c 117 s 124; 1971 ex.s. c 250 s 4.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.050 Interruptions—Procedure. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the governing body conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the members. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the governing body from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting. Nothing in this section prohibits the governing body from stopping people from speaking to the governing body when not recognized by the governing body to speak. [2022 c 115 s 7; 1971 ex.s. c 250 s 5.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings—Notice—Secret voting prohibited. (1) No governing body of a public agency shall adopt any ordinance, resolution, rule, regulation, order, or directive, except in a meeting open to the public and then only at a meeting, the date of which is fixed by law or rule, or at a meeting of which notice has been given according to the provisions of this chapter. Any action taken at meetings failing to comply with the provisions of this subsection shall be null and void.

(2) No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot. Any vote taken in violation of this subsection shall be null and void, and shall be considered an "action" under this chapter. [1989 c 42 s 1; 1971 ex.s. c 250 s 6.]

RCW 42.30.070 Times and places for meetings—Emergencies—Exception. The governing body of a public agency shall provide the time for holding regular meetings by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body. Unless otherwise provided for in the act under which the public agency was formed, meetings of the governing body need not be held within the boundaries of the territory over which the public agency exercises jurisdiction. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. If, by reason of fire, flood, earthquake, or other emergency, there is a need for expedited action by a governing body to meet the emergency, the presiding officer of the governing body may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, and the notice requirements of this chapter shall be

suspended during such emergency. It shall not be a violation of the requirements of this chapter for a majority of the members of a governing body to travel together or gather for purposes other than a regular meeting or a special meeting as these terms are used in this chapter: PROVIDED, That they take no action as defined in this chapter. [2022 c 115 s 8; 1983 c 155 s 2; 1973 c 66 s 1; 1971 ex.s. c 250 s 7.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.075 Schedule of regular meetings—Publication in state register—Notice of change—"Regular" meetings defined. State agencies which hold regular meetings shall file with the code reviser a schedule of the time and place of such meetings on or before January of each year for publication in the Washington state register. Notice of any change from such meeting schedule shall be published in the state register for distribution at least twenty days prior to the rescheduled meeting date.

For the purposes of this section "regular" meetings shall mean recurring meetings held in accordance with a periodic schedule declared by statute or rule. [1977 ex.s. c 240 s 12.]

Effective date—1977 ex.s. c 240: See RCW 34.08.905.

Public meeting notices in state register: RCW 34.08.020.

RCW 42.30.077 Agendas of regular meetings—Online availability.

(1) Public agencies with governing bodies must make the agenda of each regular meeting of the governing body available online no later than 24 hours in advance of the published start time of the meeting. An agency subject to provisions of this section may share a website with, or have its website hosted by, another public agency to post meeting agendas, minutes, budgets, contact information, and other records, including any resolution or ordinance adopted by the agency establishing where and how the public agency will meet in the event of an emergency. Nothing in this section prohibits subsequent modifications to agendas nor invalidates any otherwise legal action taken at a meeting where the agenda was not posted in accordance with this section. Nothing in this section modifies notice requirements or shall be construed as establishing that a public body or agency's online posting of an agenda as required by this section is sufficient notice to satisfy public notice requirements established under other laws. Failure to post an agenda in accordance with this section shall not provide a basis for awarding attorney fees under RCW 42.30.120 or commencing an action for mandamus or injunction under RCW 42.30.130.

(2) A special purpose district, city, or town subject to the provisions of this section is not required to post an agenda online if the district, city, or town:

(a) Has an aggregate valuation of the property subject to taxation by the district, city, or town of less than \$400,000,000, as

placed on the last completed and balanced tax rolls of the county preceding the date of the most recent tax levy;

(b) Has a population within its jurisdiction of under 3,000 persons; and

(c) Provides confirmation to the state auditor at the time it files its annual reports under RCW 43.09.230 that the cost of posting notices on a website of its own, a shared website, or on the website of the county in which the largest portion of the district's, city's, or town's population resides, would exceed one-tenth of one percent of the district's, city's, or town's budget. [2022 c 115 s 9; 2014 c 61 s 2.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

Intent—Finding—2014 c 61: "The legislature intends to promote transparency in government and strengthen the Washington's open public meetings act. The legislature finds that it is in the best interest of citizens for public agencies with governing bodies to post meeting agendas on websites before meetings. Full public review and inspection of meeting agendas will promote a greater exchange of information so the public can provide meaningful input related to government decisions." [2014 c 61 s 1.]

RCW 42.30.080 Special meetings. (1) A special meeting may be called at any time by the presiding officer of the governing body of a public agency or by a majority of the members of the governing body by delivering written notice personally, by mail, by fax, or by email to each member of the governing body. Written notice shall be deemed waived in the following circumstances:

(a) A member submits a written waiver of notice with the clerk or secretary of the governing body at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or email; or

(b) A member is actually present at the time the meeting convenes.

(2) Notice of a special meeting called under subsection (1) of this section shall be:

(a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the governing body a written request to be notified of such special meeting or of all special meetings;

(b) Posted on the agency's website. An agency is not required to post a special meeting notice on its website if it does not have a website or share a website with another agency. Except in the case of a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency as provided for in this chapter, an agency is not required to post a special meeting notice on its website if it employs no full-time equivalent employees, or does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the website; and

(c) Prominently displayed at the main entrance of the agency's principal location and the meeting site if it is not held at the

agency's principal location and is not held as a remote meeting; except that during a declared emergency which prevents a meeting from being held in-person with reasonable safety an agency that hosts a website or shares a website with another agency may instead post notice of a remote meeting without a physical location on the website hosted or shared by the agency.

Such notice must be delivered or posted, as applicable, at least 24 hours before the time of such meeting as specified in the notice.

(3) The call and notices required under subsections (1) and (2) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the governing body.

(4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which travel to physically post notice is barred or advised against. [2022 c 115 s 10; 2012 c 188 s 1; 2005 c 273 s 1; 1971 ex.s. c 250 s 8.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.090 Adjournments. The governing body of a public agency may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting the clerk or secretary of the governing body may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in RCW 42.30.080 for special meetings, unless such notice is waived as provided for special meetings. Except in the case of remote meetings without a physical location as provided for in this chapter, whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by ordinance, resolution, bylaw, or other rule. [2022 c 115 s 11; 2012 c 117 s 125; 1971 ex.s. c 250 s 9.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.100 Continuances. Any hearing being held, noticed, or ordered to be held by a governing body at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the governing body in the same manner and to the same extent set forth in RCW 42.30.090 for the adjournment of meetings. [1971 ex.s. c 250 s 10.]

RCW 42.30.110 Executive sessions. (1) Nothing contained in this chapter may be construed to prevent a governing body from holding an executive session during a regular or special meeting:

- (a) (i) To consider matters affecting national security;
- (ii) To consider, if in compliance with any required data security breach disclosure under RCW 19.255.010 and 42.56.590, and with legal counsel available, information regarding the infrastructure and security of computer and telecommunications networks, security and service recovery plans, security risk assessments and security test results to the extent that they identify specific system vulnerabilities, and other information that if made public may increase the risk to the confidentiality, integrity, or availability of agency security or to information technology infrastructure or assets;
- (b) To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price;
- (c) To consider the minimum price at which real estate will be offered for sale or lease when public knowledge regarding such consideration would cause a likelihood of decreased price. However, final action selling or leasing public property shall be taken in a meeting open to the public;
- (d) To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs;
- (e) To consider, in the case of an export trading company, financial and commercial information supplied by private persons to the export trading company;
- (f) To receive and evaluate complaints or charges brought against a public officer or employee. However, upon the request of such officer or employee, a public hearing or a meeting open to the public shall be conducted upon such complaint or charge;
- (g) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. However, subject to RCW 42.30.140(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;
- (h) To evaluate the qualifications of a candidate for appointment to elective office. However, any interview of such candidate and final action appointing a candidate to elective office shall be in a meeting open to the public;
- (i) To discuss with legal counsel representing the agency matters relating to agency enforcement actions, or to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an

official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.

This subsection (1)(i) does not permit a governing body to hold an executive session solely because an attorney representing the agency is present. For purposes of this subsection (1)(i), "potential litigation" means matters protected by RPC 1.6 or RCW 5.60.060(2)(a) concerning:

(i) Litigation that has been specifically threatened to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party;

(ii) Litigation that the agency reasonably believes may be commenced by or against the agency, the governing body, or a member acting in an official capacity; or

(iii) Litigation or legal risks of a proposed action or current practice that the agency has identified when public discussion of the litigation or legal risks is likely to result in an adverse legal or financial consequence to the agency;

(j) To consider, in the case of the state library commission or its advisory bodies, western library network prices, products, equipment, and services, when such discussion would be likely to adversely affect the network's ability to conduct business in a competitive economic climate. However, final action on these matters shall be taken in a meeting open to the public;

(k) To consider, in the case of the state investment board, financial and commercial information when the information relates to the investment of public trust or retirement funds and when public knowledge regarding the discussion would result in loss to such funds or in private loss to the providers of this information;

(l) To consider proprietary or confidential nonpublished information related to the development, acquisition, or implementation of state purchased health care services as provided in RCW 41.05.026;

(m) To consider in the case of the life sciences discovery fund authority, the substance of grant applications and grant awards when public knowledge regarding the discussion would reasonably be expected to result in private loss to the providers of this information;

(n) To consider in the case of a health sciences and services authority, the substance of grant applications and grant awards when public knowledge regarding the discussion would reasonably be expected to result in private loss to the providers of this information;

(o) To consider information regarding staff privileges or quality improvement committees under RCW 70.41.205;

(p) To consider proprietary or confidential data collected or analyzed pursuant to chapter 70.405 RCW;

(q) To consider greenhouse gas allowance auction bidding information that is prohibited from release or disclosure under RCW 70A.65.100(8).

(2) Before convening in executive session, the presiding officer of a governing body shall publicly announce the purpose for excluding the public from the meeting place, and the time when the executive session will be concluded. The executive session may be extended to a stated later time by announcement of the presiding officer. The announced purpose of excluding the public must be entered into the minutes of the meeting required by RCW 42.30.035. [2024 c 277 s 2. Prior: 2022 c 153 s 13; 2022 c 115 s 12; 2019 c 162 s 2; 2017 c 137 s 1; 2014 c 174 s 4; 2011 1st sp.s. c 14 s 14; 2010 1st sp.s. c 33 s 5; 2005 c 424 s 13; 2003 c 277 s 1; 2001 c 216 s 1; 1989 c 238 s 2; 1987

c 389 s 3; 1986 c 276 s 8; 1985 c 366 s 2; 1983 c 155 s 3; 1979 c 42 s 1; 1973 c 66 s 2; 1971 ex.s. c 250 s 11.]

Findings—Intent—2024 c 277: "The climate commitment act requires some publicly owned natural gas and electric utilities and other government agencies to obtain greenhouse gas allowances to cover a portion of emissions. Because the allowance auctions must be carefully regulated to guard against market interference, market participants are strictly prohibited from disclosing any information about how they plan to participate in a specific auction. Investor-owned utilities, which are governed by a private board of directors, are able to keep this information confidential. In contrast, many public agencies are overseen by governing boards that are subject to the open public meetings act, which requires that deliberations be conducted in public. This act allows the governing body of a public agency to meet in executive session to consider the information necessary to comply with the climate commitment act's protection of all information necessary to participate in the greenhouse gas allowance market." [2024 c 277 s 1.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

Intent—2014 c 174: See note following RCW 28B.50.902.

Severability—Effective date—1987 c 389: See notes following RCW 41.06.070.

RCW 42.30.120 Violations—Personal liability—Civil penalty—Attorneys' fees and costs. (1) Each member of the governing body who attends a meeting of such governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, shall be subject to personal liability in the form of a civil penalty in the amount of five hundred dollars for the first violation.

(2) Each member of the governing body who attends a meeting of a governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, and who was previously assessed a penalty under subsection (1) of this section in a final court judgment, shall be subject to personal liability in the form of a civil penalty in the amount of one thousand dollars for any subsequent violation.

(3) The civil penalty shall be assessed by a judge of the superior court and an action to enforce this penalty may be brought by any person. A violation of this chapter does not constitute a crime and assessment of the civil penalty by a judge shall not give rise to any disability or legal disadvantage based on conviction of a criminal offense.

(4) Any person who prevails against a public agency in any action in the courts for a violation of this chapter shall be awarded all costs, including reasonable attorneys' fees, incurred in connection with such legal action. Pursuant to RCW 4.84.185, any public agency which prevails in any action in the courts for a violation of this chapter may be awarded reasonable expenses and attorney fees upon final judgment and written findings by the trial judge that the action

was frivolous and advanced without reasonable cause. [2016 c 58 s 1; 2012 c 117 s 126; 1985 c 69 s 1; 1973 c 66 s 3; 1971 ex.s. c 250 s 12.]

RCW 42.30.130 Violations—Mandamus or injunction. Any person may commence an action either by mandamus or injunction for the purpose of stopping violations or preventing threatened violations of this chapter by members of a governing body. [1971 ex.s. c 250 s 13.]

RCW 42.30.140 Chapter controlling—Application. If any provision of this chapter conflicts with the provisions of any other statute, the provisions of this chapter shall control: PROVIDED, That this chapter shall not apply to:

(1) The proceedings concerned with the formal issuance of an order granting, suspending, revoking, or denying any license, permit, or certificate to engage in any business, occupation, or profession or to any disciplinary proceedings involving a member of such business, occupation, or profession, or to receive a license for a sports activity or to operate any mechanical device or motor vehicle where a license or registration is necessary; or

(2) That portion of a meeting of a quasi-judicial body which relates to a quasi-judicial matter between named parties as distinguished from a matter having general effect on the public or on a class or group; or

(3) Matters governed by chapter 34.05 RCW, the Administrative Procedure Act; or

(4) (a) Collective bargaining sessions with employee organizations, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement; or (b) that portion of a meeting during which the governing body is planning or adopting the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress. [1990 c 98 s 1; 1989 c 175 s 94; 1973 c 66 s 4; 1971 ex.s. c 250 s 14.]

Effective date—1989 c 175: See note following RCW 34.05.010.

Drug reimbursement policy recommendations: RCW 74.09.653.

Mediation testimony competency: RCW 5.60.070 and 5.60.072.

RCW 42.30.200 Governing body of recognized student association at college or university—Chapter applicability to. The multimember student board which is the governing body of the recognized student association at a given campus of a public institution of higher education is hereby declared to be subject to the provisions of the open public meetings act as contained in this chapter, as now or hereafter amended. For the purposes of this section, "recognized student association" shall mean any body at any of the state's colleges and universities which selects officers through a process approved by the student body and which represents the interests of

students. Any such body so selected shall be recognized by and registered with the respective boards of trustees and regents of the state's colleges and universities: PROVIDED, That there be no more than one such association representing undergraduate students, no more than one such association representing graduate students, and no more than one such association representing each group of professional students so recognized and registered at any of the state's colleges or universities. [1980 c 49 s 1.]

RCW 42.30.205 Training. (1) Every member of the governing body of a public agency must complete training on the requirements of this chapter no later than ninety days after the date the member either:

- (a) Takes the oath of office, if the member is required to take an oath of office to assume his or her duties as a public official; or
- (b) Otherwise assumes his or her duties as a public official.

(2) In addition to the training required under subsection (1) of this section, every member of the governing body of a public agency must complete training at intervals of no more than four years as long as the individual is a member of the governing body or public agency.

(3) Training may be completed remotely with technology including but not limited to internet-based training. [2014 c 66 s 2.]

Findings—Short title—Effective date—2014 c 66: See notes following RCW 42.56.150.

RCW 42.30.210 Assistance by attorney general. The attorney general's office may provide information, technical assistance, and training on the provisions of this chapter. [2001 c 216 s 2.]

RCW 42.30.220 Recording or online streaming by agency encouraged. (1) Public agencies are encouraged to make an audio or video recording of, or to provide an online streaming option for, all regular meetings of its governing body, and to make recordings of these meetings available online for a minimum of six months.

(2) This section does not alter a local government's recordkeeping requirements under chapter 42.56 RCW. [2022 c 115 s 4.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.230 Declared emergencies—Remote meeting—Limits on physical attendance. (1) If, after the declaration of an emergency by a local or state government or agency, or by the federal government, a public agency determines that it cannot hold a meeting of the governing body with members or public attendance in person with reasonable safety because of the emergency, the public agency may:

- (a) Hold a remote meeting of the governing body without a physical location; or
- (b) Hold a meeting of the governing body at which the physical attendance by some or all members of the public is limited due to a declared emergency.

(2) During a remote meeting, members of the governing body may appear or attend by phone or by other electronic means that allows

real-time verbal communication without being in the same physical location. For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the public agency must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The public agency may also allow the other electronic means of remote access.

(3) No action may be taken at a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency if the public agency has not provided an option for the public to listen to proceedings pursuant to subsection (2) of this section, except for an executive session as authorized in this chapter.

(4) Notice of a remote meeting without a physical location or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency must be provided in accordance with this chapter and must include instructions on how the public may listen live to proceedings and on how the public may access any other electronic means of remote access offered by the public agency.

(5) A remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency that is held under the provisions of this section shall be considered open and public in compliance with the requirements of this chapter. Nothing in this section alters the ability of public agencies to take action in response to an emergency as provided for in RCW 42.30.070, or to have members of a governing body participate in a meeting remotely with no declared emergency.

(6) Notwithstanding any other provision in this section, any governing body of a public agency which held some of its regular meetings remotely prior to March 1, 2020, may continue to hold some of its regular meetings remotely with no declared emergency so long as the public agency provides an option for the public to listen to the proceedings pursuant to subsection (2) of this section. [2022 c 115 s 5.]

Effective date—2022 c 115 ss 5-11: "Sections 5 through 11 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately [March 24, 2022]." [2022 c 115 s 15.]

Findings—Intent—2022 c 115: "The legislature finds and declares that, due to technological advances since the 1971 adoption of the open public meetings act, elected officials no longer conduct the public's business solely at in-person meetings, but can and do utilize telephonic and other electronic methods to efficiently conduct the business of state and local government remotely. Further, limitations on public gatherings required as the result of a disaster or emergency, for example, to assist in preventing the spread of

infectious diseases, may affirmatively necessitate the use of technology and the avoidance of in-person attendance at public meetings for the conduct of governmental business. It is the policy of the state that a governing body's actions, including deliberations, shall be taken and conducted in the open. When the public cannot observe and participate in person, it may limit participation in democracy. Therefore, this act shall be construed in favor of ensuring access by the public to observe elected officials when they meet pursuant to this act. It is the intent of this act to modernize and update the open public meetings act emergency procedures to reflect technological advances, while maintaining the act's public policy that governing body's actions and deliberations be taken and conducted openly while balancing public safety in emergency conditions. Governing bodies are encouraged to adopt resolutions or ordinances establishing where and how meetings will be held in the event of an emergency, in order to allow the public to more easily learn about and observe public agency action in an emergent situation.

The legislature further finds people participating in their government, especially through public comment, is an essential part of developing public policy. The legislature finds that there are numerous developing technologies that can be used to facilitate public comment, especially for those with disabilities, underserved communities, and those who face time or distance challenges when traveling to public meetings. Therefore, the legislature intends to encourage public agencies to make use of remote access tools as fully as practicable to encourage public engagement and better serve their communities." [2022 c 115 s 1.]

RCW 42.30.240 Public comment. (1) Except in an emergency situation, the governing body of a public agency shall provide an opportunity at or before every regular meeting at which final action is taken for public comment. The public comment required under this section may be taken orally at a public meeting, or by providing an opportunity for written testimony to be submitted before or at the meeting. If the governing body accepts written testimony, this testimony must be distributed to the governing body. The governing body may set a reasonable deadline for the submission of written testimony before the meeting.

(2) Upon the request of any individual who will have difficulty attending a meeting of the governing body of a public agency by reason of disability, limited mobility, or for any other reason that makes physical attendance at a meeting difficult, the governing body shall, when feasible, provide an opportunity for that individual to provide oral comment at the meeting remotely if oral comment from other members of the public will be accepted at the meeting.

(3) Nothing in this section prevents a governing body from allowing public comment on items not on the meeting agenda.

(4) Nothing in this section diminishes the authority of governing bodies to deal with interruptions under RCW 42.30.050, limits the ability of the governing body to put limitations on the time available for public comment or on how public comment is accepted, or requires a governing body to accept public comment that renders orderly conduct of the meeting unfeasible. [2022 c 115 s 13.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.250 Notices soliciting public comment—Time period.

(1) A public agency that is required by state law to solicit public comment for a statutorily specified period of time, and is required by state law to provide notice that it is soliciting public comment, must specify the first and last date and time by which written public comment may be submitted.

(2) An agency that provides a notice that violates this section is subject to the same fines under the same procedures as other violations of this chapter are subject to under RCW 42.30.120. [2024 c 171 s 1.]

RCW 42.30.900 Short title. This chapter may be known and cited as the Washington state open public meetings act or OPMA. [2022 c 115 s 14; 1971 ex.s. c 250 s 16.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.910 Construction—1971 ex.s. c 250. The purposes of this chapter are hereby declared remedial and shall be liberally construed. [1971 ex.s. c 250 s 18.]

2.A.1 EV.#4 / Section 4

GP-5 Community College District No.10 Bylaws



GP-5 COMMUNITY COLLEGE DISTRICT NO. 10 BYLAWS

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Bylaws

ARTICLE I: Offices of Board of Trustees

The Board of Trustees shall maintain an office at 12401 Southeast 320th Street, Auburn, Washington 98092. All records of the district, including matters and proceedings of the Board of Trustees and the official College seal, shall be kept at the office of the Board of Trustees. The office shall be open during all normal business hours to any resident taxpayer of the state of Washington.

ARTICLE II: Meetings of the Board of Trustees

The Board of Trustees shall hold one regular meeting each month. The regular monthly meeting shall be held the third Thursday of each month commencing at 4:30 p.m. Special meetings of the Board may be convened by the chairperson, provided written notice of such meeting is given to each individual trustee at least 24 hours prior to a special meeting. Such notice shall specify the date, time and place of meeting. Whenever a change in meeting date is made, notice of said change will be published in area newspapers. Regular meetings may be canceled with consent of all the members of the Board.

Place of Meeting

All meetings, both regular and special, shall be held at the office of the Board of Trustees; provided, however, that the place of the meeting may be changed from the offices of the Board to such location as the chairperson may direct and 24 hours written notice of the change of place of the meeting shall be given to each member of the Board of Trustees.

Agenda of Meetings

The president of the College, with the concurrence of the chairperson, shall prepare a written agenda for each regular meeting, a copy of which shall be supplied to each member of

College Policies

[Business Administration](#)

[General Administrative](#)

[Information Technology](#)

[Human Resources](#)

[Instruction](#)

[Student Affairs](#)

Board Policies

Governance Process

- [GP-1 Policy Governance Commitment](#)
- [GP-2 Governing Style](#)
- [GP-3 Board Job Description](#)
- [GP-4 Board Chairperson's Role](#)
- [GP-5 Community College District No. 10 Bylaws](#)
- [GP-6 Board Code of Ethics](#)
- [GP-7 Naming of Facilities](#)

the Board of Trustees three days prior to such meeting. The chairperson may add additional items to the agenda without notice to the members of the Board of Trustees; provided, however, there shall be no final adoption of a resolution, rule, regulation, order or directive by the Board of Trustees unless the same was included in the written agenda and notice given as provided herein, or unless at least four of the members of the Board of Trustees approve the addition to the agenda in writing or verbally to the chairperson or president at or prior to the meeting.

Meetings shall be Public

All regular and special meetings shall be public meetings, open to the public at all times; provided, that nothing contained in these bylaws shall be construed to prevent the Board of Trustees from holding executive sessions, from which the public is excluded, for the purposes other than final adoption of a resolution, rule, regulation, order or directive.

Order of Business

The order of business for each regular meeting shall be as follows:

1. Roll Call
2. Approval of Minutes
3. Correspondence
4. Reports to the Board
5. Standing Reports
6. Recommendations for Board Action
7. Other Business
8. Items for Future Agendas
9. Washington State Association of College Trustees Report
10. Executive Session
11. Adjournment

The order of business may be changed by the chairperson with the consent of the Board members present.

Trustees

The Board shall be composed of five trustee positions appointed by the Governor. The Board of Trustees, by majority vote, may establish a sixth trustee that shall be filled by a student. The student trustee shall be selected by the Governor from a list of candidates, of at least three and not more than five, submitted by the associated student government. The student trustee shall be a full-time student in good standing at a College at the time of appointment and throughout the student's term of office. The student trustee shall hold their office for a term of one year, beginning July 1st and ending June 30th, or until the student trustee's successor is appointed and qualified, whichever is later. If the student member fails to be enrolled at the College full-time or loses their academic standing, the student trustee is disqualified and a new student trustee must be appointed. The Board may determine by majority vote that a student trustee is disqualified, and the student trustee shall be removed from the board. The Board may also, by majority vote, choose to eliminate the student trustee position. If the student trustee position is eliminated, the current student trustee shall remain on the Board of Trustees until the end of that student's term of office.

Quorum

If there is not a student trustee, then three members of the Board of Trustees shall constitute a quorum, but a lesser

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff

Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive

Limitations

- EL-1 General Executive Constraint
- EL-2 Treatment of People
- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

- CO-1 College Mission
- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

number may adjourn from time to time for the purpose of securing the presence of absent members. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of three members of the Board of Trustees.

If there is a student trustee, then four members of the Board of Trustees shall constitute a quorum. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of four members of the Board of Trustees. A student trustee shall not participate or vote on matters pertaining to collective bargaining agreements or on matters relating to the hiring, discipline, or tenure of faculty members and personnel. The Board Chair may direct that a student trustee is not allowed to attend or listen to executive session discussions involving issues that the student trustee is not allowed to participate or vote on. During any period where there is a vacancy in the student trustee position, the Board of Trustees shall operate as a five person Board that requires three trustees for a quorum, and approval by three trustees to approve any final action by motion.

Parliamentary Procedure

Voting shall be by viva voce; however, a roll call vote may be requested by any member of the Board. Except as modified by state law, rules and regulations of the State Board for Community and Technical Colleges, and these bylaws, Robert's Rules of Order shall apply to procedures at the meetings of the Board of Trustees.

ARTICLE III: Officers of the Board

At the regular meeting of the Board in June of each fiscal year, the Board shall elect, from its membership, a chairperson and vice chairperson to serve for the ensuing year. Officers shall assume positions July 1. The chairperson and vice chairperson shall not be a student trustee. The president shall serve as, or may designate another person to serve as, the secretary for the Board, who shall not be deemed to be a member of the Board.

The chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording actions of the Board, and review the agenda prepared for each meeting of the Board. The chairperson shall, while presiding at official meetings, have full right of discussion and vote. The vice chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall act as chairperson of the Board in the absence of the chairperson.

The secretary, in addition to any duties imposed by rules and regulations of the State Board, shall keep the official seal of the Board; maintain all records of meetings and other official actions of the Board. The secretary shall also be responsible for Board correspondence, distributing the agenda of meetings and distributing the minutes of the meetings and related reports. The secretary shall attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings. In the absence of the secretary, the chairperson may appoint a temporary secretary who shall be the acting secretary for such meetings not attended by the secretary.

ARTICLE IV: Fiscal Year

The fiscal year for the Community College District No.10 shall conform to the fiscal year of the state of Washington and shall

- CO-5 Core Theme: College Readiness Education
- CO-6 Core Theme: Continuing & Community Ed
- CO-7 Overarching Strategies
- CO-8 Core Values

be from July 1 to June 30 inclusive.

ARTICLE V: Seal

The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the College, which shall be:

Community College District No. 10
Green River College
State of Washington

ARTICLE VI: Amendments to Bylaws

Bylaws of the Board may be revised by majority vote of the Board, provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the Board at the same meeting at which the revision is originally proposed.

ARTICLE VII: Delegation of Responsibility

It shall be the responsibility of the Green River College Board of Trustees to establish policy and to evaluate the success of the College operation. To administer the College, the Board of Trustees shall employ a college district president and hold him or her responsible for the interpretation of Board policy into administrative action and for the administration of the College in general.

History of Policy

Draft: 9/30/03, 2/16/04, 3/08/04

Adopted: 2/18/71, 4/15/04

Reviewed: 10/10/19, 5/15/25

Revised: 5/20/76, 5/18/78, 7/19/79 (All College Council deleted from Order of Business), 1/15/81, 5/14/14, 12/18/14, 1/16/18, 11/21/19, 6/12/25

Resources

Contact
Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for
Transformational
Wellness
Student Remote
Access
Career & Advising
Center
Office of the
Registrar
Disability Support
Services
Counseling Services

EMPLOYEE RESOURCES

Human Resources
Institutional
Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly
CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password
Reset

CAMPUS SAFETY

Emergency & Safety
Alerts
Just Report It

CONNECT WITH GREEN RIVER

[Facebook](#)
[Twitter](#)
[Youtube](#)
[LinkedIn](#)
[Instagram](#)

2.A.1 EV.#5 / Section 5

**(Bylaws Updated) 06122025 Board Minutes - FINAL
and SIGNED**



COLLEGE DISTRICT NO.10

Green River College

Auburn, Washington

June 12, 2025 / 4:30 p.m. Regular Meeting

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on June 12, 2025 in the ZC Boardroom and virtually via Zoom, ID #: 862 3989 7920. Board Chair Boschok presided.

TRUSTEES

Chair Jackie Boschok
 Vice Chair Sharonne Navas
 Arlene Pierini
 Jennifer Ramirez Robson

STUDENTS/STAFF/GUESTS

Sarah Al-hwail
 Mares Almusawi
 Marwa Almusawi
 Anissa Andersen
 Heidi Aranda
 Julie Baldemira
 Marc Barrington
 Burl Battersby
 Adrienne Battle
 Emily Beals
 Scott Beals
 Allison Beckwith
 Whitney Boswell
 Mark Brown
 Andy Bung
 Miebeth Bustillo-Booth
 Chanda Cadtillo
 Chris Carlson
 Brazell Carter
 Chanda Castillo
 Laurie Centauri
 Brandon Chandler
 Tsai-En Cheng
 Amanda Chin
 Bradley Chinn
 Miriam Chitiga
 Andee Church
 John Clark
 Jason Counihan
 dani crivello-chang
 Katie Cunnion
 Angela Davis
 Phil Denman
 Catherine Duva
 Sarah Edwards

STUDENTS/STAFF/GUESTS

Richard Falk
 Matthew Ferrer
 Lori Fishburn
 Jamie Fitzgerald
 Callae Frazier
 Tsega Gaim
 Jean Pierre Garcia
 Georgina Garretson
 Sarah Dillon Gilmartin
 Christie Gilliland
 Brandon Gregoire
 Hailey Gregoire
 Taylor Gregoire
 Wendi Gregoire
 Sarah Gordon
 Steve Gregor
 Beth Hawes
 Dan Hielo
 Kirsten Higgins
 Dan Holverson
 Coral Hunter
 Lonnie Hunter
 Isadora Jimenez
 Suzanne Johnson
 Sara Keene
 Leslie Kessler
 Emily Kohring
 Anna Kolesnikov
 Sam Krahn
 Nancy Kremer
 David Larsen
 Kara LaValley
 Luther Lessor
 Lisa Luengo
 Elijah Lumiere
 Celina Quintana Marquez
 John McCormick
 Suzanne McCudden
 Tawnya McLavey
 Beatrice Mears
 Candice Mihaila

STUDENTS/STAFF/GUEST

Rochelle Mitchell
 Julie Moore
 Carel Neffenger
 Anna Neil
 Dave Norberg
 Elnaz Parviz
 Maria Paz
 Justin Pitt
 Melissa Porrás-Monroe
 Siobhan Presley
 Kate Lawson Rogers
 Jay Rawson
 Chelsee Redmond
 Mary Saldin
 Rosemary Salix
 Rhonda Sample
 Scott Schreiber
 William Sciacca
 Jody Segal
 Heidi Sheneberger
 Ian Sherman
 Melissa Sitzenstock
 Chitra Solomonson
 Janee Sommerfeld
 Leslie Soule
 Wendy Stewart
 Leo Studach
 Andy Sturt
 Mark Thomason
 Jeremy Upsal
 Julissa Valenciano
 Jamie Vandette
 Zai Watson
 Jenny Wheeler
 Staci Whitehouse
 Ariadne Wilber
 Michael Wilson
 Madeleine Wright
 Others who did not to sign-in or
 sign in was illegible

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 Board of Trustees Meeting Minutes
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ROLL CALL

The meeting opened at 4:34 p.m. with Chair Boschok, Vice Chair Navas, Trustee Pierini and Trustee Ramirez Robson, present. Trustee Chu was absent and excused.

PUBLIC COMMENT

Public comment was provided by Steve Gregor regarding negative experiences at Green River College.

Public comment was provided by Sarah Edwards regarding safety concerns.

Public comment was provided by Andy Bung regarding class sequencing.

Public comment was provided by Sara Keene regarding transparency and accountability.

Public comment was provided by Allison Beckwith regarding review processes.

Public comment was provided by Jeremy Upsal regarding transparent and equitable practices.

Public comment was provided by Rochelle Mitchell regarding the safety survey and campus climate.

Public comment was provided by Richard Falk regarding staffing levels.

Public comment was provided by Jean Pierre Garcia regarding the closure of radio station KGRG.

Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

To the Faculty, Staff, Classified Professionals, and Administration of Green River College:

The Board of Trustees affirms, unequivocally, that equity and anti-racism are not only priorities at Green River College—they are our north star. Every decision we make and every action we take must reflect a commitment to building an inclusive, just, and accountable institution where every member of our community can thrive.

We are entering a pivotal moment in our college's journey.

The Board of Trustees requests the launch of a campus climate survey, built, distributed, and analyzed by a third-party firm, as an essential tool to understand where we are, where we are falling short, and how we can move forward—together. This process must be approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of our community.

The forthcoming campus climate survey is an essential tool to understand where we are, where we are falling short, and how we can move forward—together.

To ensure the integrity of this process, the survey will be anonymous. Individual responses will only be accessible to the third-party firm administering the survey, along with the Board of Trustees, the President, and the Executive Team. The results will be collated and shared college-wide using best practices for data analysis and reporting. Importantly, we will not repeat the painful and harmful practice—seen in last week's survey—of sharing raw comments that disparage or target individual members of our college community.

While that disclosure was framed as an act of transparency and offered in the name of equity, its impact caused direct harm—particularly to people of color and most acutely to women of color named in those comments. The result was a deepening sense of fear, mistrust, and unsafety on our campus. Let us be clear: equity cannot be achieved through methods that silence, shame, or endanger others. Kindness and respect are not measured by the intent of the giver, but by the experience of the receiver.

We also want to be clear: the work of equity and anti-racism is inherently uncomfortable. That discomfort is not a problem to be avoided—it is a necessary part of growth, particularly for those who have long benefited from institutional privilege. However, discomfort must never be used to justify harm. We will not tolerate bullying, intimidation, or harassment—especially when done under the guise of “advocating for equity.”

Green River College
Board of Trustees Meeting Minutes
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Equity work requires integrity, care, and a deep respect for the humanity of others. It also demands that those with privilege do the internal work to acknowledge, understand, and accept that privilege—and then use it to advocate for systemic and institutional change that benefits those who have been historically excluded or marginalized. We recognize that this process can feel unsettling; when you're accustomed to privilege, equality can feel like oppression. But that discomfort is not a signal to retreat—it is a call to reflect, to grow, and to act with greater justice and solidarity.

While the Board recognizes and supports the right to freedom of speech, we also affirm that freedom of speech does not mean freedom from accountability. Words and actions—especially in a learning environment—have real consequences. We are each responsible for the culture we help create.

We urge all members of our college community to engage in this cultural assessment and in our broader equity journey with openness, courage, and a shared sense of responsibility. Green River College can and must be a place where equity and anti-racism are not just aspirations, but lived realities. That is the institution we are committed to building—together.

In service and solidarity,

The Green River College Board of Trustees

CELEBRATING SUCCESS

2025 GRC Graduation Report

Vice President of Student Affairs, Dr. Eric Greer, submitted the celebrating success presentation in writing, but did not present.

MINUTES

It was moved by Trustee Pierini and seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 15, 2025, as distributed. Motion passes.

It was moved by Trustee Pierini and seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 28, 2025, as distributed. Motion passes.

CORRESPONDENCE

No correspondence.

INTRODUCTIONS

No introductions.

REPORTS TO THE BOARD

2025/26 Budget

Senior Director of Financial Services, Janee Sommerfeld presented the Green River College budget for fiscal year 2025-2026, requesting approval of resolution 2025-2026-1. A copy of the materials provided is attached under TAB A.

Student Report

The student report was moved to this portion of the agenda.

ASGRC President, Zai (Isaiah) Watson and Elijah Lumiere provided the student report. The power point presentations are attached under TAB E.

BREAK 5:52pm to 6:02pm

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Fiscal Sustainability Taskforce Update

Interim Senior Vice President/Chief of Staff, Dr. Angela Davis; Dean of STEM Miebeth Bustillo-Booth and Senior Director of Financial Services, Janee Sommerfeld, provided an overview of the Fiscal Sustainability Taskforce. A copy of the power point presentation is attached under TAB B.

Board Bylaws, Second Reading

Trustees briefly discussed the second reading of the Board Bylaws to add a student trustee. Action is recommended in today's meeting. A copy of the draft board bylaws are attached under TAB C.

2025/26 Election of Board Officers

Chair Boschok and Trustees discussed a previous decision for board officer positions to run on a two-year rotation. Trustees would like to continue with two-year rotations, while remaining flexible as each year approaches. Due to special considerations and circumstances, Trustees agree that Chair Boschok should become Vice Chair and Vice Chair Navas should become Chair, for 2025/26.

ACTION

It was moved by Trustee Pierini and seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 elect Sharonne Navas as Chair of the Green River College Board of Trustees, for academic year 2025/26. Motion passes.

It was moved by Trustee Pierini and seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 elect Jackie Boschok as Vice Chair of the Green River College Board of Trustees, for academic year 2025/26. Motion passes.

STANDING REPORTS

Equity, Diversity and Inclusion Report

No Report

College Council Report

No Report

Faculty Report

United Faculty President, Dave Norberg provided a verbal Faculty Report, sharing concerns about faculty frustrations, working conditions and budget concerns, and shared that 96.1% of faculty voted in favor for ratification of the Collective Bargaining Agreement.

Classified Staff Report

No Report.

President's Report

President Johnson provided the President's Report, highlighting budget priorities, visa application and impact on enrollment, federal advocacy efforts, survey instruments and intention to proceed with a third party to create a climate survey in fall quarter. President Johnson shared appreciation to all faculty, staff and trustees committed to the mission and our Green River students. A copy of the 2024/25 accomplishments report is attached under TAB I.

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EXECUTIVE SESSION

Board Chair Boschok called for an executive session to begin at 6:57 p.m. for twenty-eight (28) minutes to discuss the interpretation or application of a labor agreement and to discuss the planning, strategy, and positions to be taken during the course of collective bargaining AND to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 7:25 p.m. executive session was extended an additional ten (10) minutes. At 7:35 p.m. executive session was extended an additional five (5) minutes. At 7:40 p.m. executive session was extended an additional five (5) minutes. At 7:45 p.m. the regular meeting reconvened.

BOARD ACTION

Tenure Continuation

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10, after giving reasonable consideration to the recommendations of the Tenure Review Committee and Tenure Review Advisory Committee, continue the probationary appointment for Jeremy Upsal. Motion passes.

Board Bylaws / Policy GP-5

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 amend the Board Bylaw Policy GP-5 to include the addition of a student trustee, effective July 1, 2025, as attached. Motion passes.

Faculty Collective Bargaining Agreement

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the United Faculty Agreement for the period of July 1, 2025 to June 30, 2028. Motion passes.

522 Budget 2025/26

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the Service and Activity Fund 522 Budget for 2025-2026 in the amount of \$ 1,850,000, as presented in TAB B during the May 15, 2025 Board Meeting. A courtesy copy is attached. Motion passes.

College Budgets, Tuition and Fees for 2025/26

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 officially adopt Resolution 2025-2026-1, attached, for the approval of College Budgets, Tuition and Fees for 2025-2026. Motion passes.

President Contract Addendum

It was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the 2024 addendum to the presidential contract, as attached.

Discussion: Dr. Johnson has voluntarily denied a COLA in this extension. The Board fully supports the leadership of President Johnson and leadership members of the College.

Motion passes.

TRUSTEES ASSOCIATION

Trustee Pierini participated in the ACT Spring Conference, where the main topic of conversation was federal government and actions that impact higher education. Trustee Pierini shared there is concern about the image of higher education.

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PUBLIC COMMENT

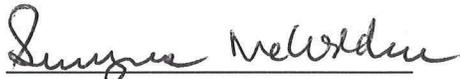
Public comment was provided by Scott Schreiber regarding transparency and follow-through.
Public comment was provided by Rochelle Mitchell regarding transparency during the budget process.
Public comment was provided by William Sciacca regarding collaboration and respect for individual's time.
Public comment was provided by Ariadne Wilber regarding the safety survey.

OTHER BUSINESS

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

ADJOURNMENT

There being no further business, it was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 adjourn its meeting of June 12, 2025 at 8:07 p.m. Motion passes.



Suzanne McCudden
Secretary to the Board of Trustees



Jackie Boschok, Chair
GRC Board of Trustees

ACT Guidance on Policy Establishment and Review

ESTABLISHING POLICY

“Policy” has been defined as “a written statement of an organization’s intent and direction based on a philosophy or belief that guides the people in the organization.” If we accept this definition, it would appear that the job of a trustee, and collectively of a board of trustees, is to define the “intent” and direction” of the district and inscribe it so the managers of the institution have guidelines within which to act and a set of goals toward which to proceed. In addition, there is the responsibility to maintain an overview so as to assure the trustee, and through the trustee the community and the citizens of the state, that administrative action is indeed being taken within the context of the policies laid down.

Authority for board responsibility in policy-making resides in two acts: First, RCW 28B.10.528, the Higher Education Act, and second, in 28B.50.140, the Community and Technical College Act. In the latter act, the responsibility for the creation of “rules” and “regulation” is spelled out as a board of trustees’ obligation. After a listing of the many powers and duties of a board of trustees, there is the admonition that the board has the authority to “perform such other actions consistent with the law and not in conflict with the state college board” (SBCTC).

The Board of Trustees has responsibility for formulating policy for the operation of the college. Accordingly:

1. *Division of responsibility:*

The governance activities of the college shall maintain a clear distinction between:

- a. strategic, values-based policies, which are the responsibility of the board of trustees,
- b. administrative rules for employees to follow in implementing college policies, which are the responsibility of the president, and
- c. specific tactical decisions made in operating the various operating units, structures, or positions designated by the president.

2. *Policy development and review:*

In accordance with the policy-governance model of board operation, the board itself will set its agenda for policy development and review, based on its analysis of the strategic needs of the college after internal and external consultation, including consideration of any areas of policy development or revision suggested by the president, employee association, community, or students. This policy agenda shall be updated twice a year, and the board shall conduct a comprehensive review of its policies for relevance, clarity, and appropriateness each biennium.

The authority to “delegate” to the president, and through him to his or her designees, any of the powers and duties assigned to a board of trustees is contained in the Community and Technical College Act. It is this section of the act which largely provides the authority for administrative action. In essence, almost every action taken by the management team is taken in the name of the board of trustees. Implicit in the word “delegate” lays the responsibility of “review” for the delegating authority. Because there has been a delegation of authority in a given area, the board is not relieved of its responsibility to review actions taken in its name. This does not mean that the board must “second guess” those to whom authority is delegated. The board should, however, periodically review the performance of those to whom it entrusts management authority.

Finally, look at the close relationship indicated in the Community and Technical College Act between the “policy makers” and the “action takers.” There are in the act separate and distinct areas of responsibility for each with few “gray areas” of duplicated activity, and yet an interlocking and shared responsibility for the overall conduct of the business of the institution.

TAB C - ByLaws

GP-5 Community College District No. 10 Bylaws

Bylaws

ARTICLE I: Offices of Board of Trustees

The Board of Trustees shall maintain an office at 12401 Southeast 320th Street, Auburn, Washington 98092. All records of the district, including matters and proceedings of the Board of Trustees and the official College seal, shall be kept at the office of the Board of Trustees. The office shall be open during all normal business hours to any resident taxpayer of the state of Washington.

ARTICLE II: Meetings of the Board of Trustees

The Board of Trustees shall hold one regular meeting each month. The regular monthly meeting shall be held the third Thursday of each month commencing at 4:30 p.m. Special meetings of the Board may be convened by the chairperson, provided written notice of such meeting is given to each individual trustee at least 24 hours prior to a special meeting. Such notice shall specify the date, time and place of meeting. Whenever a change in meeting date is made, notice of said change will be published in area newspapers. Regular meetings may be canceled with consent of all the members of the Board.

Place of Meeting

All meetings, both regular and special, shall be held at the office of the Board of Trustees; provided, however, that the place of the meeting may be changed from the offices of the Board to such location as the chairperson may direct and 24 hours written notice of the change of place of the meeting shall be given to each member of the Board of Trustees.

Agenda of Meetings

The president of the College, with the concurrence of the chairperson, shall prepare a written agenda for each regular meeting, a copy of which shall be supplied to each member of the Board of Trustees three days prior to such meeting. The chairperson may add additional items to the agenda without notice to the members of the Board of Trustees; provided, however, there shall be no final adoption of a resolution, rule, regulation, order or directive by the Board of Trustees unless the same was included in the written agenda and notice given as provided herein, or unless at least four of the members of the Board of Trustees approve the addition to the agenda in writing or verbally to the chairperson or president at or prior to the meeting.

Meetings shall be Public

All regular and special meetings shall be public meetings, open to the public at all times; provided, that nothing contained in these bylaws shall be construed to prevent the Board of Trustees from holding executive sessions, from which the public is excluded, for the purposes other than final adoption of a resolution, rule, regulation, order or directive.

Order of Business

The order of business for each regular meeting shall be as follows:

1. Roll Call
2. Approval of Minutes
3. Correspondence
4. Reports to the Board
5. Standing Reports

6. Recommendations for Board Action
7. Other Business
8. Items for Future Agendas
9. Washington State Association of College Trustees Report
10. Executive Session
11. Adjournment

The order of business may be changed by the chairperson with the consent of the Board members present.

Trustees

The Board shall be composed of five trustee positions appointed by the Governor. The Board of Trustees, by majority vote, may establish a sixth trustee that shall be filled by a student. The student trustee shall be selected by the Governor from a list of candidates, of at least three and not more than five, submitted by the associated student government. The student trustee shall be a full-time student in good standing at a College at the time of appointment and throughout the student's term of office. The student trustee shall hold their office for a term of one year, beginning July 1st and ending June 30th, or until the student trustee's successor is appointed and qualified, whichever is later. If the student member fails to be enrolled at the College full-time or loses their academic standing, the student trustee is disqualified and a new student trustee must be appointed. The Board may determine by majority vote that a student trustee is disqualified, and the student trustee shall be removed from the board. The Board may also, by majority vote, choose to eliminate the student trustee position. If the student trustee position is eliminated, the current student trustee shall remain on the Board of Trustees until the end of that student's term of office.

Quorum

~~Three~~If there is not a student trustee, then three members of the Board of Trustees shall constitute a quorum, but a lesser number may adjourn from time to time for the purpose of securing the presence of absent members. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of three members of the Board of Trustees.

If there is a student trustee, then four members of the Board of Trustees shall constitute a quorum. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of four members of the Board of Trustees. A student trustee shall not participate or vote on matters pertaining to collective bargaining agreements or on matters relating to the hiring, discipline, or tenure of faculty members and personnel. The Board Chair may direct that a student trustee is not allowed to attend or listen to executive session discussions involving issues that the student trustee is not allowed to participate or vote on. During any period where there is a vacancy in the student trustee position, the Board of Trustees shall operate as a five person Board that requires three trustees for a quorum, and approval by three trustees to approve any final action by motion.

Parliamentary Procedure

Voting shall be by viva voce; however, a roll call vote may be requested by any member of the Board. Except as modified by state law, rules and regulations of the State Board for Community and Technical Colleges, and these bylaws, Robert's Rules of Order shall apply to procedures at the meetings of the Board of Trustees.

ARTICLE III: Officers of the Board

At the regular meeting of the Board in June of each fiscal year, the Board shall elect, from its membership, a chairperson and vice chairperson to serve for the ensuing year. Officers shall assume positions July 1. The

chairperson and vice chairperson shall not be a student trustee. The president shall serve as, or may designate another person to serve as, the secretary for the Board, who shall not be deemed to be a member of the Board.

The chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording actions of the Board, and review the agenda prepared for each meeting of the Board. The chairperson shall, while presiding at official meetings, have full right of discussion and vote. The vice chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall act as chairperson of the Board in the absence of the chairperson.

The secretary, in addition to any duties imposed by rules and regulations of the State Board, shall keep the official seal of the Board; maintain all records of meetings and other official actions of the Board. The secretary shall also be responsible for Board correspondence, distributing the agenda of meetings and distributing the minutes of the meetings and related reports. The secretary shall attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings. In the absence of the secretary, the chairperson may appoint a temporary secretary who shall be the acting secretary for such meetings not attended by the secretary.

ARTICLE IV: Fiscal Year

The fiscal year for the Community College District No.10 shall conform to the fiscal year of the state of Washington and shall be from July 1 to June 30 inclusive.

ARTICLE V: Seal

The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the College, which shall be:

Community College District No. 10
Green River College
State of Washington

ARTICLE VI: Amendments to Bylaws

Bylaws of the Board may be revised by majority vote of the Board, provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the Board at the same meeting at which the revision is originally proposed.

ARTICLE VII: Delegation of Responsibility

It shall be the responsibility of the Green River College Board of Trustees to establish policy and to evaluate the success of the College operation. To administer the College, the Board of Trustees shall employ a college district president and hold him or her responsible for the interpretation of Board policy into administrative action and for the administration of the College in general.

History of Policy

Draft: 9/30/03, 2/16/04, 3/08/04, [5/15/25](#)

Adopted: 2/18/71, 4/15/04

Reviewed: 10/10/19

Revised: 5/20/76, 5/18/78, 7/19/79 (All College Council deleted from Order of Business), 1/15/81, 5/14/14, 12/18/14, 1/16/18, 11/21/19

August 5, 2020 Board Minutes (showing calendar chosen)



COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington
August 5, 2020

The Board of Trustees of Green River College District No. 10 held a special meeting at 9:00 a.m. on August 5, 2020 virtually via Zoom, ID #: 917 4246 5063. Board Chair Arlene Pierini presided.

9:00 a.m. – Special Retreat Board Meeting – Morning/Early Afternoon Session

TRUSTEES

Arlene Pierini, Chair
Elaine Chu, Vice Chair
Sharonne Navas
Linda Cowan
Jackie Boschok

STUDENTS/STAFF

John Clark
Suzanne Johnson
Suzanne McCudden
George Frasier
Marcie Sims

GUESTS

MIG Consultants

ROLL CALL

The meeting opened at 9:00 a.m. with Trustees Boschok, Chu, Cowan, Navas and Pierini, present virtually.

BOARD RETREAT TOPICS

The board retreat topics presented, reviewed and discussed:

- Board Self-Evaluation
The self-evaluation is accepted as presented.
- Board Ethics, presented by John Clark
- Board Policy Review Schedule Proposals
Proposal 1 was chosen.
- Board logistics (schedule, agendas future meetings, planning, conferences, etc.)
Trustees agreed to hold next year's retreat on August 4, 2021

A copy of the board self-evaluation, policy Board Ethics presentation, are attached.

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3:15 p.m. – Afternoon Session

TRUSTEES

Jackie Boschok, Chair
Arlene Pierini, Vice Chair
Elaine Chu
Sharonne Navas
Linda Cowan

STUDENTS/STAFF

John Clark
Suzanne Johnson
Suzanne McCudden
Matt Swenson
Chitra Solomonson
Kristine Schroeder
Deb Casey

PRESENTATIONS

NSF LSAMP Grant

Director of Grants, Matt Swenson, Director of MESA, Kristine Schroeder and Faculty member, Chietra Solomonson, presented information and a request for action to accept the NSF LSAMP Grant in the amount of \$369,362. A copy of the Power Point presentation is attached.

Small Business Center Grant

Vice President of Instruction, Rolita Ezeonu and Dean of Branch Campuses, Tsai-En Cheng, presented information and a request for action to accept the Washington SBDC COVID-19 Response & Recovery Project CARES grant in the amount of \$209,450. A copy of the Power Point presentation is attached.

New Title IX Regulations

Vice President of Student Affairs, Deb Casey, presented information and a request for action to approve the proposed Supplemental Title IX Student Conduct Procedures in Chapter 132J-126 WAC. A copy of the Power Point presentation is attached.

BOARD ACTION

NSF LSAMP Grant

It was moved by Jackie Boschok, seconded by Linda Cowan, that the board of Trustees of College District No. 10 accept the Green River College's sub-award as part of NSF LSAMP grant #2009170, as described in TAB F. The total value of this sub-award is anticipated to be \$369,362 over the three-year grant period of August 1, 2020 – July 31, 2023. Motion passes.

Small Business Center Grant

It was moved by Sharonne Navas, seconded by Elaine Chu, that the Board of Trustees of College District No. 10 accept the Washington SBDC COVID-19 Response & Recovery Project CARES \$209,450 for the Green River College Small Business Center SBDC program. There are no match requirements for the grant. The funds are for direct costs incurred to support the scope of work. Materials were presented under TAB G. Motion passes.

New Title IX Regulations

It was moved by Linda Cowan, seconded by Jackie Boschok, that the Board of Trustees of College District No. 10 approve the proposed Supplemental Title IX Student Conduct Procedures in Chapter 132J-126 WAC as emergency rules with an effective date of August 14, 2020, to comply with new

Green River College
Board of Trustees Meeting Minutes
August 5, 2020
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federal Title IX regulations. Materials with the recommended rule changes were presented under TAB H. Discussion.

Yes – 3

No – 1

Abstain - 1

Motion passes.

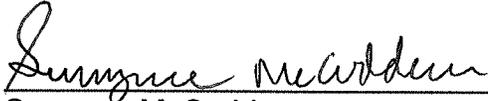
OTHER BUSINESS/PUBLIC COMMENT

No other business.

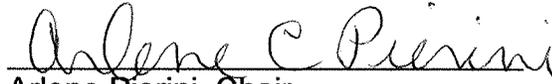
Public comment was provided by Rochelle Mitchell.

ADJOURNMENT

There being no further business, it was moved by Jackie Boschok, seconded by Linda Cowan, that the Board of Trustees of College District No. 10 adjourn its meeting of August 5, 2020 at 4:25 p.m. Motion passes.



Suzanne McCudden
Secretary to the Board of Trustees



Arlene Pierini, Chair
GRC Board of Trustees

TAB C - Green River College Board Policy Review Schedule

Green River College
Board Policy Review Schedule
 Proposal 2

Each board policy is reviewed every five years. Policies scheduled for review are reviewed by the Board of Trustees at their annual retreat and approved at the regular September Board meeting. If needed, a policy may be reviewed/ revised at any time outside of the proposed schedule.

| 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---------------------------------|---|-----------------------------------|---|--|--|---|-----------------------------------|
| CO-1 College Mission | GP-1 Policy Governance Commitment | GP-6 Board Code of Ethics | BSR-3 Monitoring Presidential Performance | EL-7 Communication /Counsel to the Board | CO-1 College Mission | GP-1 Policy Governance Commitment | GP-6 Board Code of Ethics |
| CO-2 College Vision | GP-2 Governing Style | GP-7 Naming of Facilities | BSR-4 Staff Reports to the Board | EL-8 Emergency Executive Succession | CO-2 College Vision | GP-2 Governing Style | GP-7 Naming of Facilities |
| CO-8 Core Values | GP-3 Board Job Description | GP-9 Participatory Governance | EL-1 General Executive Constraint | EL-9 Reserves | CO-8 Core Values | GP-3 Board Job Description | GP-9 Participatory Governance |
| CO-3 Core Themes/ College Goals | GP-4 Board Chairperson's Role | BSR-1 Order Delegating Authority | EL-2 Treatment of People | EL-4 Financial Planning/ Forecasting | CO-3 Core Themes/ <i>College Goals</i> | GP-4 Board Chairperson's Role | BSR-1 Order Delegating Authority |
| CO-7 Overarching Strategies | GP-5 Community College District No. 10 Bylaws | BSR-2 President's Job Description | EL-3 Compensation and Benefits | EL-5 Financial Condition | CO-7 Overarching Strategies | GP-5 Community College District No. 10 Bylaws | BSR-2 President's Job Description |
| | | | | EL-6 Risk Management | | | |

Statement from the Board of Trustees of June 12, 2025 board meeting

Get [Outlook for iOS](#)

From: Suzanne McCudden <SMcCudden@greenriver.edu>

Sent: Friday, June 13, 2025 12:32:36 PM

To: *Restricted - All College Mail <resmail@greenriver.edu>

Subject: Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

Good afternoon,

The following statement from the Board of Trustees was presented during the June 12, 2025 board meeting. At the Board's request, we are also sharing it via email for broader communication.

Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

To the Faculty, Staff, Classified Professionals, and Administration of Green River College:

The Board of Trustees affirms, unequivocally, that equity and anti-racism are not only priorities at Green River College—they are our north star. Every decision we make and every action we take must reflect a commitment to building an inclusive, just, and accountable institution where every member of our community can thrive.

We are entering a pivotal moment in our college's journey.

The Board of Trustees requests the launch of a campus climate survey, built, distributed, and analyzed by a third-party firm, as an essential tool to understand where we are, where we are falling short, and how we can move forward—together. This process must be approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of our community.

The forthcoming campus climate survey is an essential tool to understand where we are, where we are falling short, and how we can move forward—together.

To ensure the integrity of this process, the survey will be anonymous. Individual responses will only be accessible to the third-party firm administering the survey, along with the Board of Trustees, the President, and the Executive Team. The results will be collated and shared college-wide using best practices for data analysis and reporting. Importantly, we will not repeat the painful and harmful practice—seen in last week's survey—of sharing raw comments that disparage or target individual members of our college community.

While that disclosure was framed as an act of transparency and offered in the name of equity, its impact caused direct harm—particularly to people of color and most acutely to women of color named in those comments. The result was a deepening sense of fear, mistrust, and unsafety on our campus. Let us be clear: equity cannot be achieved through methods that silence, shame, or endanger others. Kindness and respect are not measured by the intent of the giver, but by the experience of the receiver.

We also want to be clear: the work of equity and anti-racism is inherently uncomfortable. That discomfort is not a problem to be avoided—it is a necessary part of growth, particularly for those who have long benefited from institutional privilege. However, discomfort must never be used to justify harm. We will not tolerate bullying, intimidation, or harassment—especially when done under the guise of “advocating for equity.”

Equity work requires integrity, care, and a deep respect for the humanity of others. It also demands that those with privilege do the internal work to acknowledge, understand, and accept that privilege—and then use it to advocate for systemic and institutional change that benefits those who have been historically excluded or marginalized. We recognize that this process can feel unsettling; when you're accustomed to privilege, equality can feel like oppression. But that discomfort is not a signal to retreat—it is a call to reflect, to grow, and to act with greater justice and solidarity.

While the Board recognizes and supports the right to freedom of speech, we also affirm that freedom of speech does not mean freedom from accountability. Words and actions—especially in a learning environment—have real consequences. We are each responsible for the culture we help create.

We urge all members of our college community to engage in this cultural assessment and in our broader equity journey with openness, courage, and a shared sense of responsibility. Green River College can and must be a place where equity and anti-racism are not just aspirations, but lived realities. That is the institution we are committed to building—together.

In service and solidarity,

The Green River College Board of Trustees

Thank you,

Suzanne (assistant version)

Suzanne McCudden

Executive Assistant to the President

Secretary to the Board of Trustees

Green River College | 12401 SE 320th St. Auburn, WA 98092-3622

253-931-6407 | smcudden@greenriver.edu

2-20-25 Board Minutes - FINAL and SIGNED

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STANDING REPORTS

Student Report

ASGRC President, Isiah (Zai) Watson provided a verbal student report, with a formal ask for the Board of Trustees to add a Student Trustee as a 6th Board of Trustees member. A copy of the report is attached under TAB C.

Equity, Diversity and Inclusion Report

No Report

College Council Report

No Report

Faculty Report

United Faculty President, Dave Norberg provided the Faculty Report and Instructional Council Chair, Amanda Schaefer also presented a Joint Letter from IC and UF. Vice Chair Navas requested the March report include five items the United Faculty would like to see in future budget reports. A copy of both the report and the letter are attached under TAB E.

Classified Staff Report

WFSE Union Steward, Richard Falk, provided the Classified Report. A copy of the report is attached under TAB F.

President's Report

President Johnson provided a President's Report. A copy of the report is attached under TAB G.

EXECUTIVE SESSION

No Executive Session

BOARD ACTION

It was moved by Trustee Pierini, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 accept the grant of U.S. Department of Labor funding sub-awarded to Green River College from Spokane Community College, as described. The total value of this subaward is anticipated to be \$746,043 over the approximately four-year grant period of February 1, 2025 – January 31, 2029. Motion passes.

It was moved by Trustee Ramirez Robson, seconded by Trustee Chu, that the Board of Trustees of College District No. 10 approve the addition of a student trustee to the Green River College Board of Trustees, effective July 1, 2025. Motion passes.

TRUSTEES ASSOCIATION

Trustee Ramirez Robson and Trustee Chu attended the ACCT Conference in February. Trustee Ramirez Robson reported that there is great engagement by the federal delegation from Washington State in Washington DC. Trustee Ramirez Robson shared that if you have concerns, please take the time to call, email or visit the offices of your elected officials, in both federal and state. Trustees Ramirez Robson and Chu also shared that the PELL Grant was a focus of many conversations.

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EXECUTIVE SESSION

Board Chair Boschok called for an executive session to begin at 6:57 p.m. for twenty-eight (28) minutes to discuss the interpretation or application of a labor agreement and to discuss the planning, strategy, and positions to be taken during the course of collective bargaining AND to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 7:25 p.m. executive session was extended an additional ten (10) minutes. At 7:35 p.m. executive session was extended an additional five (5) minutes. At 7:40 p.m. executive session was extended an additional five (5) minutes. At 7:45 p.m. the regular meeting reconvened.

BOARD ACTION

Tenure Continuation

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10, after giving reasonable consideration to the recommendations of the Tenure Review Committee and Tenure Review Advisory Committee, continue the probationary appointment for Jeremy Upsal. Motion passes.

Board Bylaws / Policy GP-5

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 amend the Board Bylaw Policy GP-5 to include the addition of a student trustee, effective July 1, 2025, as attached. Motion passes.

Faculty Collective Bargaining Agreement

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the United Faculty Agreement for the period of July 1, 2025 to June 30, 2028. Motion passes.

522 Budget 2025/26

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the Service and Activity Fund 522 Budget for 2025-2026 in the amount of \$ 1,850,000, as presented in TAB B during the May 15, 2025 Board Meeting. A courtesy copy is attached. Motion passes.

College Budgets, Tuition and Fees for 2025/26

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 officially adopt Resolution 2025-2026-1, attached, for the approval of College Budgets, Tuition and Fees for 2025-2026. Motion passes.

President Contract Addendum

It was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the 2024 addendum to the presidential contract, as attached.

Discussion: Dr. Johnson has voluntarily denied a COLA in this extension. The Board fully supports the leadership of President Johnson and leadership members of the College.

Motion passes.

TRUSTEES ASSOCIATION

Trustee Pierini participated in the ACT Spring Conference, where the main topic of conversation was federal government and actions that impact higher education. Trustee Pierini shared there is concern about the image of higher education.

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- Trustees reviewed and discussed final results from the board self-evaluations, with a focused discussion on scores of 4.25 and lower. A copy of the evaluation is attached.
 - Action Items:
 - Crisis communication training is desired.
 - Consider Public Information Officer role in assisting Trustees directly.
 - Consider enhancing language in HR-22 policy regarding threatening behavior.
 - Request OPMA and Ethics Training from John Clark at a future regular meeting.

Agenda Amendment

- It was moved by Trustee Ramirez Robson, seconded by Vice Chair Boschok, to amend the agenda to facilitate the EAB MOU to earlier than scheduled, should the earlier time become available. Motion passes.

Board Meeting Structure and Calendar, ACCT/SBCTC updates

- Proposed Committee Structure & Associated Roles
 - Trustees provide committee report outs at each board meeting. This would allow the student Trustee to report out as a committee member.
 - Discussion of concise, collegial report outs with more time for dialogue in the regular meetings.
 - Action Items:
 - September 18, 2025 regular meeting will include a board retreat debrief.
- August 21, 2025 regular meeting will be cancelled.
- ACCT/SBCTC
 - LAC Committee – Sharonne Navas and Jackie Boschok
 - ACCT in Fall – Sharonne Navas and Jackie Boschok
 - ACT in Fall will be in SeaTac

CLERY/Campus Safety Update

Director of Campus Safety and Transportation, Derek Ronnfeldt and Vice President of College Advancement, George Frasier, provided a history and overview of CLERY. A copy of the presentation is attached.

EAB Navigate MOU

Interim Vice President of Instruction, Jamie Fitzgerald, provided an overview of the EAB Navigate MOU, with a request for action to sign the MOU. The MOU expires June 30, 2026 and will need to be addressed in the next contract. A copy of the EAB MOU is attached.

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Board of Trustees Meeting Minutes
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Classified Staff Report

No Report

President's Report

President Johnson provided a President's Report. In response to the previous reports, President Johnson commended students for their work on advocacy day, congratulated Ha Nguyen on her new position at Pierce and shared that Kit Alston will be the Interim VP of EDI beginning March 1. She went on to share that Camella Morgan, Executive Director of Information Technology, has decided to retire after 25 years of service to Green River College. Work is under way to provide oversight and hire an interim person into the position. Dr. Johnson shared her gratitude for Camella's service to our institution and that she will be missed. Dr. Johnson also shared that the Vice President for Student Affairs position has been posted and the committee is co-chaired by Wendy Stewart and Mark Brown. Dr. Johnson asked Trustees to reach out to the President's Office if they would like a tour of the new Innovation and Learning Center and shared there will be a ribbon cutting in the future. A copy of the Power Point presentation and related material is attached under TAB F. President Johnson also handed out an International Programs Marketing Packet, drawing attention to this years Annual Report to our Communities.

BOARD ACTION

Board Statement & Goals

It was moved by Trustee Pierini and seconded by Trustee Chu that the Board of Trustees of College District No. 10 approve the 2023/2024 Board Statement and Board Goals, as presented under TAB A at the January 18, 2024 board meeting. Discussion: Trustees shared that the purpose is to show the Board's commitment to the strategic plan goals by aligning and connecting their own goals with the goals of the strategic plan. Trustees shared that this is a significant piece of the long-term outcome of our strategic plan. Chair Ramirez Robson hung the Statement and Goals poster on the wall. A courtesy copy of the statement and goals is attached. Motion passes.

NSF (National Science Foundation) Sub Award

It was moved by Trustee Chu and seconded by Trustee Boschok that the Board of Trustees of College District No. 10 accept the IUSE grant in the amount of \$207,822, and as described in TAB C. Motion passes.

EXECUTIVE SESSION

No Executive Session

TRUSTEES ASSOCIATION

Trustees who attended ACCT shared that PELL continues to be an item of repeat conversation. In October ACCT will be in Seattle.

OTHER BUSINESS/PUBLIC COMMENT

A list of upcoming activity dates was provided and is attached under other business. No public comment.

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CORRESPONDENCE

No Correspondence

INTRODUCTIONS

No Introductions

REPORTS TO THE BOARD

Board Statement and Goals

Trustees shared and reviewed a draft of their Board Statement and Board Goals, created over the summer with the guidance of Angela Davis. Trustees shared that these goals were created with accountability as the leading factor, with specifics that could be looked to for inspiration and measurement, for the Trustees themselves. A copy of the Power Point presentation is attached under TAB A. Action will be brought forward at the February 2024 board meeting.

STANDING REPORTS

Student Report

ASGRC President of Governance, Abraham Gibson and ASGRC Vice President of Finance, Anh Truong (Kay), presented the student report. A copy of the presentation is attached under TAB B.

Equity & Diversity Report

No Report

College Council Report

No Report

Faculty Report

No Report

Classified Staff Report

No Report

President's Report

President Johnson shared a variety of verbal updates and gratitude:

- Thursday, January 25th Dr. Johnson will be in Olympia with student leadership for Advocacy Day
- Congratulations to Trustee Boschok, who was officially confirmed in the Senate
- Gratitude to the Trustees for their work in creation of their board statement and goals
- Operational updates on the creation of an AI Taskforce and improved enrollment numbers

BOARD ACTION

No Action

EXECUTIVE SESSION

No Executive Session

2.A.1 EV.#6 / Section 6

New Trustee Onboarding Roadmap

NEW TRUSTEE ONBOARDING ROADMAP

October 2020



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Introductions

Background

Washington State's Association for College Trustees (ACT) Education Committee made new trustee orientation a priority in 2019.

A team of trustees interviewed college presidents, board chairs, and trustees with 3 or fewer years of service in all 34 districts to determine how their trustee onboarding experience was successful and what needed improvement.

Based on that feedback, a "roadmap" was created to guide new trustees' learning in their first days, months, and years of service. The Roadmap is simply a way to organize information in the context of and from the perspective of a new trustee.

Intent

Each college has its own onboarding process for new trustees. The Roadmap is intended to be a resource to organize and support that effort. It contains a "superset" of topics and information. Each college will decide what is relevant and how and when it will be used. It is our hope that, with the support of the Roadmap, new trustees will be functioning more effectively and comfortably within a year.

Description and Organization

The Roadmap is organized as a "digital binder." Information is presented by subject area, similar to tabs in a binder, and each subject area consists of multiple topics related to that subject. A recommended timeframe for covering a particular topic is provided. Checklists organized by timeframe - 30 days, 90 days, 1 year - have been constructed from the Roadmap. The Roadmap and these Checklists are available on the [ACT website](#).

The first five sections are the most robust. Additional sections will be developed in the future. They are included for context but are currently considered "Under Construction." Suggested resources are provided for some topics; colleges can use these or others they deem better or more relevant. What is covered, when, how, and by whom are the decision of each individual college – the Roadmap is intended to be a resource in your onboarding process.

Your Feedback Needed and Welcome

Please let us know how the Roadmap works for you. We want to hear from presidents, board chairs and new trustees themselves. We appreciate your suggestions of resources and additional topics to make the Roadmap as useful as possible. Please direct your feedback to the ACT Director, Kim Tanaka (ktanaka@sbctc.edu) and/or ACT Administrative Assistant, Linda Graham (lgraham@sbctc.edu).

| ABOUT OUR COLLEGE | | | | | | | | | |
|---|---|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>College Overview</u> <ul style="list-style-type: none"> • Student demographics, characteristics, facts • Faculty and staff demographics • Programs, certificates, courses of study offered | <ul style="list-style-type: none"> • Understand who the college serves and how. | X | | | | <ul style="list-style-type: none"> • College marketing materials • Fast Facts • SBCTC Field Guide • Website • Accreditation self-study and reports • Annual report | X | X | |
| <u>Campus</u> <ul style="list-style-type: none"> • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements | <ul style="list-style-type: none"> • Not to be lost or late getting to meetings | X | | | | <ul style="list-style-type: none"> • Campus map • Campus tour • Facility projects • Campus master plan | X | | X |
| <u>Leadership</u> <ul style="list-style-type: none"> • Leadership team members • How the college is organized • Who is accountable for what • Board of Trustees members | <ul style="list-style-type: none"> • Understand role with the college • Confidence in communication | X | X | | | <ul style="list-style-type: none"> • Organizational charts • Contact lists | X | | |

| ABOUT OUR COLLEGE | | | | | | | | | |
|--|---|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>Strategy</u> <ul style="list-style-type: none"> Vision, Mission, and Strategic Plan Core Themes and Goals | <ul style="list-style-type: none"> Understand the board's charge to the college Know how the college will be evaluated in accreditation Understand the college's priorities and focus | X | | | | <ul style="list-style-type: none"> Strategic plan Website links Related documents | X | X | |
| <u>Enrollment</u> <ul style="list-style-type: none"> College enrollments How targets are being met Who attends the college How enrollments change | <ul style="list-style-type: none"> Understand how enrollment impacts the college budget Know the challenges the college faces Understand the value the college brings to the community | X | | | | <ul style="list-style-type: none"> Current enrollment report Historical enrollment reports Student demographics | X | X | |

| OUR COLLEGE IN THE COMMUNITY | | | | | | | | | |
|--|--|--------------------|-------------|-------------|----------------|---|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>Service Area</u> <ul style="list-style-type: none"> School districts served Geographical area served | <ul style="list-style-type: none"> Know who we serve and where they come from | X | | | | | | X | |
| <u>Other Higher Ed Options</u> <ul style="list-style-type: none"> Four-year institutions Online education Other organizations providing education & training | <ul style="list-style-type: none"> Understand the choices students have Understand who we need to collaborate with | X | | X | | | | X | |
| <u>Community Needs</u> <ul style="list-style-type: none"> Demographic, economic & social trends and challenges How well the college is addressing them | <ul style="list-style-type: none"> Know the community and its needs | X | | X | | <ul style="list-style-type: none"> Local data & reports <ul style="list-style-type: none"> Nonprofit Business Government | | | X |
| <u>Key Employers and Businesses</u> <ul style="list-style-type: none"> Major local employers Local employment needs Gaps and opportunities | <ul style="list-style-type: none"> Understand local community needs and demand for skilled workers | X | | X | | <ul style="list-style-type: none"> Economic development information Chamber of Commerce information | | | X |

| OUR COLLEGE IN THE COMMUNITY | | | | | | | | | |
|--|---|--------------------|-------------|-------------|----------------|---|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>Relationships</u> <ul style="list-style-type: none"> • Our reputation in the community • Community leaders, key stakeholders, legislators • K-12 school districts • Other CTC and four-year colleges • Nonprofits, businesses, municipalities | <ul style="list-style-type: none"> • Know who important partners are • Know who potential partners are • How to foster relationships | X | X | | | | | | X |
| <u>College Advisory Committees</u> <ul style="list-style-type: none"> • What they are • What they do • Who serves on them • Effectiveness | <ul style="list-style-type: none"> • Know how local industry and community members influence college decisions and support college programs | X | | | | <ul style="list-style-type: none"> • List of advisory committees and members | | | X |

| OUR COLLEGE IN THE SYSTEM | | | | | | | | | |
|--|---|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| <p>What I Need to Know</p> | <p>Why this is important</p> | | | | | <p>Resources/Methods/Actions</p> | | | |
| <p><u>SBCTC and State Government</u></p> <ul style="list-style-type: none"> • How SBCTC fits in state government • SBCTC Responsibilities • SBCTC Colleges • How the colleges work as a system • How resources are allocated and prioritized • SBCTC vs ACT vs WACTC - relationship to each other | <ul style="list-style-type: none"> • Know how the college fits within State and SBCTC systems • Understand how funding is allocated for the college | | | X | X | <ul style="list-style-type: none"> • New Trustee Orientation Session (Jan or Feb) • ACT calendar of events • SBCTC website • SBCTC publications | | | X |
| <p><u>Impact of Washington Community and Technical Colleges</u></p> <ul style="list-style-type: none"> • Student demographics • Student Success Data (including transfers in-state vs out-of-state) • Goals • Needs • Economic Impacts | <ul style="list-style-type: none"> • Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole | X | | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications <ul style="list-style-type: none"> ○ SBCTC Quick Facts and Publications ○ SBCTC Field Guide ○ SBCTC Community & Technical Colleges at a Glance | | X | X |

| OUR COLLEGE IN THE SYSTEM | | | | | | | | | |
|---|---|--------------------|-------------|-------------|----------------|---|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>Trustee Organizations - ACT/ACCT</u> <ul style="list-style-type: none"> • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other | <ul style="list-style-type: none"> • How do trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to should attend | | X | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications • ACT website • ACCT website <ul style="list-style-type: none"> ○ About ○ Events ○ Resources ○ Publications ○ Podcast | | X | X |
| <u>President Organizations - WACTC/AACC</u> <ul style="list-style-type: none"> • What are WACTC & AACC? • WACTC Councils and Commissions • SBCTC vs ACT vs WACTC - relationship to each other | <ul style="list-style-type: none"> • How do college presidents support each other & work together? | X | | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications • SBCTC Commissions and Councils • AACC website • AACC publications | | | X |

| OUR COLLEGE IN THE SYSTEM | | | | | | | | | |
|---|---|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <u>Shared IT System – ctclink</u> <ul style="list-style-type: none"> • What is ctclink? • Implications for my college (including financial) • Implications for trustees • My college's implementation plan | <ul style="list-style-type: none"> • How do I provide proper oversight for a successful implementation • What are the opportunities to improve my college | X | | | | <ul style="list-style-type: none"> • SBCTC ctclink webpage • ctclink Connect blogs | | | X |

| HOW TO BE A TRUSTEE | | | | | | | | | |
|---|---|--------------------|-------------|-------------|----------------|---|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <p>Getting Started</p> <ul style="list-style-type: none"> • Key meetings & events to attend • Per Diem, travel and expense • College systems • Training for trustees • Information about board meetings | <ul style="list-style-type: none"> • Getting set up to be a trustee • Working within the college's administrative structure | X | | | | <ul style="list-style-type: none"> • Email address/ IT • Business cards • Parking pass • Photo and bio for website • Calendar & invitations • Most recent board packet • Travel & expense policies | X | | |
| <p>Role of the Trustees – General</p> <ul style="list-style-type: none"> • Role of community college trustees differ from the role of board members in other organizations • Policy governance: difference between policy and management • Trustee's role vs. president's role • Public sector vs. private and nonprofit sectors | <ul style="list-style-type: none"> • Understand how a public official is different from a private citizen | | X | | | <ul style="list-style-type: none"> • Trustee policy manual • ACT New Trustee Orientation; Other reading material • ACT resource website • "Trustee Responsibilities and Working Relationships" • "ACCT Governing Board Roles and Responsibilities" • "ACCT Trusteeship 101" • "What I Wish I'd Known as a New Trustee" podcast by Rosaelena O'Neil | X | | |
| <p>Scope of the Trustee Commitment</p> | <ul style="list-style-type: none"> • Understand what is expected of you - time and level of participation | X | X | | | | X | X | |

| HOW TO BE A TRUSTEE | | | | | | | | | |
|---|--|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <ul style="list-style-type: none"> Board meetings: preparation and attendance Additional trustee meetings Community events College events Local, state and national conferences | | | | | | | | | |
| Effective Governance <ul style="list-style-type: none"> Your college Community and state relations District relations Fiscal responsibilities Educational standards Social and economic trends | <ul style="list-style-type: none"> Provide guidance and make good decisions | X | X | X | | <ul style="list-style-type: none"> Workforce Development Trends, work with President "Four Questions Every Trustee Should Ask", Bernie Rhinerson ACCT "Board Buzzwords" | | X | X |
| Communication <ul style="list-style-type: none"> How to get questions answered How to communicate with other trustees Who speaks about the college | <ul style="list-style-type: none"> Understand communication constraints | X | X | | | | X | | |
| Ethics | <ul style="list-style-type: none"> Avoid trouble for you and the college | X | X | X | | <ul style="list-style-type: none"> ACT website | X | X | |

| HOW TO BE A TRUSTEE | | | | | | | | | |
|---|---|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Why this is important | | | | | Resources/Methods/Actions | | | |
| <ul style="list-style-type: none"> Code of ethics Open meetings law Public records Conflict of interest Personal financial disclosures (F-1 filing) | <ul style="list-style-type: none"> Use your position of authority appropriately | | | | | <ul style="list-style-type: none"> "Attention New Trustees: This Episode is For You," Jeff Advokat ACCT Guide to Ethical Governance Annual PDC F-1 Personal Financial Affairs Statement Governor's website Documents from AG's office | | | |
| Fundraising <ul style="list-style-type: none"> The trustees' relationship to the Foundation board The trustees' role and responsibility in fundraising | <ul style="list-style-type: none"> Help the college get resources to accomplish its mission | | X | | | <ul style="list-style-type: none"> College policy regarding Foundation | | | X |
| Professional Development Opportunities for Trustees <ul style="list-style-type: none"> Learning opportunities for trustees ACT activities and events ACCT activities and events | <ul style="list-style-type: none"> Improve skills and effectiveness Gain better understanding of issues Build network of fellow trustees throughout the system | | X | X | | <ul style="list-style-type: none"> New Trustee Orientation (Jan or Feb) ACT calendar webpage ACCT event webpage | | | X |

| HOW TO BE A BOARD | | | | | | | | | |
|--|---|--------------------|-------------|-------------|----------------|---|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Purpose | | | | | Resources/Methods/Actions | | | |
| The Basics <ul style="list-style-type: none"> Members of the board Meeting schedule Participate in community Maintain integrity Expectations Financial commitment Tour the campus Spread the word to inspire others Meet faculty | <ul style="list-style-type: none"> To understand and meet obligations and commitments as a trustee | X | X | | | <ul style="list-style-type: none"> Board contact list Board calendar | X | | |
| Board Role vs. President's Role <ul style="list-style-type: none"> Policy vs. management Board's authority Policy governance | <ul style="list-style-type: none"> Understand the line between oversight and management Provide oversight | X | X | | | <ul style="list-style-type: none"> Board Policy Manual Articles ACT New Trustee Orientation ACT website | | X | |
| Who the Board Represents <ul style="list-style-type: none"> The Board's constituents | <ul style="list-style-type: none"> Understand on whose behalf you are speaking, discussing and deciding | | X | | | <ul style="list-style-type: none"> Articles ACT New Trustee Orientation | | X | |

| HOW TO BE A BOARD | | | | | | | | | |
|--|--|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Purpose | | | | | Resources/Methods/Actions | | | |
| <u>Duties and Responsibilities of the Board</u> <ul style="list-style-type: none"> Who speaks for the board How the board gets its work done Board packet and typical agenda Who's in the room Role of the board chair Robert's Rules of Order Motions, voting, quorums Working as a team | <ul style="list-style-type: none"> Understand what you are being asked to do | | X | | | <ul style="list-style-type: none"> ACT New Trustee Orientation ACT website Board operating procedures Recent board packet Robert's Rules of Order Modified Robert's Rules of Order | X | | |
| <u>Work of the Board</u> <ul style="list-style-type: none"> Timing of board actions throughout the academic year College and community events Board chair duties | <ul style="list-style-type: none"> Know what to be prepared for and when Reserve important dates on calendar | X | | | | <ul style="list-style-type: none"> Board calendar Schedule of college and community events | X | | X |
| <u>Board Policies</u> <ul style="list-style-type: none"> Key policies | <ul style="list-style-type: none"> Know which policies affect the work of the Board | | X | | | <ul style="list-style-type: none"> Board policy manual | | X | |

| HOW TO BE A BOARD | | | | | | | | | |
|--|--|--------------------|-------------|-------------|----------------|--|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Purpose | | | | | Resources/Methods/Actions | | | |
| <u>Using Influence Effectively</u> <ul style="list-style-type: none"> How to get items on the board agenda How to share ideas and influence discussions How to effectively influence board decisions | <ul style="list-style-type: none"> Understand how to influence outcomes vs. directing them | | X | X | | <ul style="list-style-type: none"> ACT new trustee orientation ACT website ACCT website | | X | X |
| <u>President as an Employee</u> <ul style="list-style-type: none"> Selection Performance management Compensation | <ul style="list-style-type: none"> Choose and manage an outstanding president for the college | | X | | | <ul style="list-style-type: none"> ACCT website Board and president goals | | | X |
| <u>Responding to the Media</u> <ul style="list-style-type: none"> Who is authorized to speak on behalf of the board | <ul style="list-style-type: none"> Clarity of communication | X | X | | | <ul style="list-style-type: none"> College's communication plan PIO, as needed | | X | |
| <u>Board Governance</u> <ul style="list-style-type: none"> How the board is organized How the board does its work Board retreats Board self-evaluation | <ul style="list-style-type: none"> Understand how the board functions | | X | | | <ul style="list-style-type: none"> ACT website Recent board self-evaluation Committee structure and members | | X | |

| HOW TO BE A BOARD | | | | | | | | | |
|--|--|--------------------|-------------|-------------|----------------|----------------------------------|-----------|---------|--------|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| | | President's Office | Board Chair | Self-Guided | Trustee Assoc. | | 1-30 days | 90 days | 1 year |
| What I Need to Know | Purpose | | | | | Resources/Methods/Actions | | | |
| <u>Communication</u> <ul style="list-style-type: none"> Board communications with each other, the president and the college <u>Shared Governance</u> <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Ensure compliance with open government requirements Understand whom to talk with about what | X | X | | | • | X | | |

| TRUSTEE EQUITY ONBOARDING TOPICS | | | | | | | | | |
|--|---|--------------------|-------------|-------------|----------------|---|-----------|---------|------------------|
| WHAT | WHY | RESPONSIBLE | | | | HOW | WHEN | | |
| What I Need to Know | Purpose | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions | 1-30 days | 90 days | 1 year & ongoing |
| <ul style="list-style-type: none"> Community demographics: past, current, future Student demographics: past, current, future Student outcome disparities Faculty and staff demographics: past, current, future | <ul style="list-style-type: none"> Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future Trustees and boards understand how well their district is meeting the needs of the entire community it serves | X | | X | | <ul style="list-style-type: none"> Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx | X | | X |
| | | X | | X | | | X | | X |
| | | X | | X | | | X | | X |
| | | X | | X | | | | X | X |

| TRUSTEE EQUITY ONBOARDING TOPICS | | | | | | | | | |
|--|---|-------------|---|---|---|---|------|---|---|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| <ul style="list-style-type: none"> • DEI initiatives at the district (ODEI, faculty, staff, admin, student) | <ul style="list-style-type: none"> • Trustees are conversant in the terms and language of diversity, equity, and inclusion | X | X | X | X | <ul style="list-style-type: none"> • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district’s Office of Diversity, Equity, and Inclusion web site • | X | X | X |
| <ul style="list-style-type: none"> • Board composition, equity practices, and norms | <ul style="list-style-type: none"> • Trustees set the tone by role modeling equitable board membership | X | X | X | X | <ul style="list-style-type: none"> • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Review your district’s past board meeting and retreat minutes • | | X | X |

| TRUSTEE EQUITY ONBOARDING TOPICS | | | | | | | | | | |
|---|---|-------------|---|---|---|---|------|--|--|---|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | | |
| <ul style="list-style-type: none"> Best practices in equitable hiring and evaluating | <ul style="list-style-type: none"> Boards hire and evaluate Presidents | X | X | X | X | <ul style="list-style-type: none"> Equity in hiring Unconscious bias Boards who anticipate conducting a presidential search are advised to complete Unconscious Bias Training and Equity in Hiring Training within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options. Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020 | | | | X |

| TRUSTEE EQUITY ONBOARDING TOPICS | | | | | | | | | |
|--|--|-------------|---|---|---|---|------|---|---|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| <ul style="list-style-type: none"> How to insightfully evaluate and approve budgets with an equity lens | <ul style="list-style-type: none"> Boards approve budgets | X | X | X | X | <ul style="list-style-type: none"> Review your district’s budget process and content documents Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda | | X | X |
| <ul style="list-style-type: none"> How to insightfully evaluate and approve policy with an equity lens | <ul style="list-style-type: none"> Boards approve policy | X | X | X | X | <ul style="list-style-type: none"> Review your board and district’s policy documents Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda From Equity Talk To Equity Walk (McNair, Bensimon, & Malcom-Piqueux) https://www.aacu.org/publication/from-equity-talk-to-equity-walk-expanding-practitioner-knowledge-for-racial-justice-in-higher-education | | X | X |

| TRUSTEE EQUITY ONBOARDING TOPICS | | | | | | | | | |
|---|---|-------------|---|---|---|--|------|--|---|
| WHAT | WHY | RESPONSIBLE | | | | How | WHEN | | |
| <ul style="list-style-type: none"> Equity is an ever-changing space requiring continuous learning from a place of inquiry and humility | <ul style="list-style-type: none"> Trustees require both head and heart knowledge that is contemporary to the times. | X | X | X | X | <ul style="list-style-type: none"> Review and enroll in equity workshops provide by your district. Monitor and engage in equity workshops and events in your community. ACT Equity Resource Bank https://www.sbctc.edu/about/edi/edi-equity-resource-bank.aspx Northwest Commission on Colleges and Universities Equity Library https://nwccu.org/equity-resource-library/ YWCA Equity Resources Directory https://untiljusticejustis.org/wp-content/uploads/2020/07/YWCA-Resources-Final-7-2-20.pdf | | | X |

| FUTURE SECTION: FINANCES | | | | |
|--------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: ADVOCACY | | | | |
|--------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: HUMAN RESOURCES | | | | |
|---------------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: STRATEGIC PLANNING | | | | |
|------------------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: ACCREDITATION | | | | |
|-------------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: FOUNDATION | | | | |
|----------------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

| FUTURE SECTION: OTHER | | | | |
|-----------------------|-----|-------------|-----|------|
| WHAT | WHY | RESPONSIBLE | How | WHEN |

New Trustee Onboarding Training Topics - First 30 Days

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>College Overview</u></p> <ul style="list-style-type: none"> • Student demographics, characteristics, facts • Faculty and staff demographics • Programs, certificates, courses of study offered | <ul style="list-style-type: none"> • Understand who the college serves and how. | X | | | | <ul style="list-style-type: none"> • College marketing materials • Fast Facts • SBCTC Field Guide • College website • Accreditation self-study and reports • Annual report |
| <p><u>Campus</u></p> <ul style="list-style-type: none"> • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements | <ul style="list-style-type: none"> • Not to be lost or late getting to meetings | X | | | | <ul style="list-style-type: none"> • Campus map • Campus tour • Facility projects • Campus master plan |
| <p><u>Leadership</u></p> <ul style="list-style-type: none"> • Leadership team members • How the college is organized • Who is accountable for what • Board of Trustees members | <ul style="list-style-type: none"> • Understand role with the college • Confidence in communication | X | X | | | <ul style="list-style-type: none"> • Organizational charts • Contact lists |
| <p><u>Getting Started</u></p> <ul style="list-style-type: none"> • Key meetings & events to attend • Per Diem, travel and expense • College systems • Training for trustees • Information about board meetings | <ul style="list-style-type: none"> • Getting set up to be a trustee • Working within the college's administrative structure | X | | | | <ul style="list-style-type: none"> • Email address/ IT • Business cards • Parking pass • Photo and bio for website • Calendar & invitations • Most recent board packet • Travel & expense policies |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|--|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Role of the Trustees – General</u></p> <ul style="list-style-type: none"> • Role of community college trustees differ from the role of board members in other organizations • Policy governance: difference between policy and management • Trustee's role vs. president's role • Public sector vs. private and nonprofit sectors | <ul style="list-style-type: none"> • Understand how a public official is different from a private citizen | | X | | | <ul style="list-style-type: none"> • Trustee policy manual • ACT New Trustee Orientation; Other reading material • ACT resource website • "Trustee Responsibilities and Working Relationships" • "ACCT Governing Board Roles and Responsibilities" • "ACCT Trusteeship 101" • "What I Wish I'd Known as a New Trustee" podcast by Rosaelena O'Neil |
| <p><u>Scope of the Trustee Commitment</u></p> <ul style="list-style-type: none"> • Board meetings: preparation and attendance • Additional trustee meetings • Community events • College events • Local, state and national conferences | <ul style="list-style-type: none"> • Understand what is expected of you - time and level of participation | X | X | | | |
| <p><u>Communication</u></p> <ul style="list-style-type: none"> • Board communications with each other, the president and the college • How to get questions answered • Who speaks about the college | <ul style="list-style-type: none"> • Understand communication constraints • Ensure compliance with open government requirements • Understand whom to talk with about what | X | X | | | |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p>Ethics</p> <ul style="list-style-type: none"> Code of ethics Open meetings law Public records Conflict of interest Personal financial disclosures (F-1 filing) | <ul style="list-style-type: none"> Avoid trouble for you and the college Use your position of authority appropriately | X | X | X | | <ul style="list-style-type: none"> ACT website "Attention New Trustees: This Episode is For You," by Jeff Advokat ACCT Guide to Ethical Governance Annual PDC F-1 Personal Financial Affairs Statement Governor's website Documents from AG's office |
| <p>The Basics</p> <ul style="list-style-type: none"> Members of the board Meeting schedule Participate in community Maintain integrity Expectations Financial commitment Tour the campus Spread the word to inspire others Meet faculty | <ul style="list-style-type: none"> To understand and meet obligations and commitments as a trustee | X | X | | | <ul style="list-style-type: none"> Board contact list Board calendar |
| <p><u>Duties and Responsibilities of the Board</u></p> <ul style="list-style-type: none"> Who speaks for the board How the board gets its work done Board packet and typical agenda Who's in the room Role of the board chair Robert's Rules of Order | <ul style="list-style-type: none"> Understand what you are being asked to do | | X | | | <ul style="list-style-type: none"> ACT New Trustee Orientation ACT website Board operating procedures Recent board packet Robert's Rules of Order Modified Robert's Rules of Order |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> Motions, voting, quorums Working as a team | | | | | | |
| <p>Work of the Board</p> <ul style="list-style-type: none"> Timing of board actions throughout the academic year College and community events Board chair duties | <ul style="list-style-type: none"> Know what to be prepared for and when Reserve important dates on calendar | X | | | | <ul style="list-style-type: none"> Board calendar Schedule of college and community events |
| <p>Trustee Equity Topics</p> <ul style="list-style-type: none"> Community demographics: past, current, future Student demographics: past, current, future Faculty and staff demographics: past, current, future | <ul style="list-style-type: none"> Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future Trustees and boards understand how well their district is meeting the needs of the entire community it serves | X | | X | | <ul style="list-style-type: none"> Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> • DEI initiatives at the district (ODEI, faculty, staff, admin, student) | <ul style="list-style-type: none"> • Trustees are conversant in the terms and language of diversity, equity, and inclusion | X | X | X | X | <ul style="list-style-type: none"> • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/education/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site |

New Trustee Onboarding Training Topics - First 90 Days

| WHAT | WHY | BY WHOM | | | | HOW |
|---|--|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>College Overview</u></p> <ul style="list-style-type: none"> • Student demographics, characteristics , facts • Faculty and staff demographics • Programs, certificates, courses of study offered | <ul style="list-style-type: none"> • Understand who the college serves and how. | X | | | | <ul style="list-style-type: none"> • College marketing materials • Fast Facts • <u>SBCTC Field Guide</u> • College website • Accreditation self-study and reports • Annual report |
| <p><u>Strategy</u></p> <ul style="list-style-type: none"> • Vision, Mission, and Strategic Plan • Core Themes and Goals | <ul style="list-style-type: none"> • Understand the board's charge to the college • Know how the college will be evaluated in accreditation • Understand the college's priorities and focus | X | | | | <ul style="list-style-type: none"> • Strategic plan • Website links • Related documents |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Enrollment</u></p> <ul style="list-style-type: none"> • College enrollments • How targets are being met • Who attends the college • How enrollments change | <ul style="list-style-type: none"> • Understand how enrollment impacts the college budget • Know the challenges the college faces • Understand the value the college brings to the community | X | | | | <ul style="list-style-type: none"> • Current enrollment report • Historical enrollment reports • Student demographics |
| <p><u>Service Area</u></p> <ul style="list-style-type: none"> • School districts served • Geographical area served | <ul style="list-style-type: none"> • Know who we serve and where they come from | X | | | | |
| <p><u>Other Higher Ed Options</u></p> <ul style="list-style-type: none"> • Four-year institutions • Online education • Other organizations providing | <ul style="list-style-type: none"> • Understand the choices students have • Understand who we need to collaborate with | X | | X | | |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| education & training | | | | | | |
| <p><u>Impact of Washington Community and Technical Colle</u></p> <ul style="list-style-type: none"> • Student demographics • Student Success Data (including transfers in-state vs out-of-state) • Goals • Needs • Economic Impacts | <ul style="list-style-type: none"> • Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole | X | | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications <ul style="list-style-type: none"> ○ SBCTC Quick Facts and Publications ○ SBCTC Field Guide ○ SBCTC Community & Technical Colleges at a Glance |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|--|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Trustee Organizations - ACT/ACCT</u></p> <ul style="list-style-type: none"> • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other | <ul style="list-style-type: none"> • How do Trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to attend | | X | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications • ACT website • ACCT website <ul style="list-style-type: none"> ○ About ○ Events ○ Resources ○ Publications ○ Podcast |
| <p><u>Scope of the Trustee Commitment</u></p> | <ul style="list-style-type: none"> • Understand what is expected of you - time and level of participation | X | X | | | |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> Board meetings: preparation and attendance Additional trustee meetings Community events College events Local, state and national conferences | | | | | | |
| <p>Ethics</p> <ul style="list-style-type: none"> Code of ethics Open meetings law Public records Conflict of interest Personal financial disclosures (F-1 filing) | <ul style="list-style-type: none"> Avoid trouble for you and the college Use your position of authority appropriately | X | X | X | | <ul style="list-style-type: none"> ACT website "Attention New Trustees: This Episode is For You," Jeff Advokat ACCT Guide to Ethical Governance Annual PDC F-1 Personal Financial Affairs Statement Governor's website Documents from AG's office |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Board Role vs. President's Role</u></p> <ul style="list-style-type: none"> • Policy vs. management • Board's authority • Policy governance | <ul style="list-style-type: none"> • Understand the line between oversight and management • Provide oversight | X | X | | | <ul style="list-style-type: none"> • Board Policy Manual • Articles • ACT New Trustee Orientation • ACT website |
| <p><u>Who the Board Represents</u></p> <ul style="list-style-type: none"> • The Board's constituents | <ul style="list-style-type: none"> • Understand on whose behalf you are speaking, discussing and deciding | | X | | | <ul style="list-style-type: none"> • Articles • ACT New Trustee Orientation |
| <p><u>Board Policies</u></p> <ul style="list-style-type: none"> • Key policies | <ul style="list-style-type: none"> • Know which policies affect the work of the Board | | X | | | <ul style="list-style-type: none"> • Board policy manual |
| <p><u>Using Influence Effectively</u></p> <ul style="list-style-type: none"> • How to get items on the board agenda • How to share ideas and | <ul style="list-style-type: none"> • Understand how to influence outcomes vs. directing them | | X | X | | <ul style="list-style-type: none"> • ACT new trustee orientation • ACT website • ACCT website |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|--|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| influence discussions <ul style="list-style-type: none"> • How to effectively influence board decisions | | | | | | |
| <u>Responding to the Media</u> <ul style="list-style-type: none"> • Who is authorized to speak on behalf of the board | <ul style="list-style-type: none"> • Clarity of communication | X | X | | | <ul style="list-style-type: none"> • College's communication plan • PIO, as needed |
| <u>Board Governance</u> <ul style="list-style-type: none"> • How the board is organized • How the board does its work • Board retreats • Board self-evaluation | <ul style="list-style-type: none"> • Understand how the board functions | | X | | | <ul style="list-style-type: none"> • ACT website • Recent board self-evaluation • Committee structure and members |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------------|-------------------|-------------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> Board composition, equity practices, and norms Best practices in equitable hiring and evaluating | <ul style="list-style-type: none"> Trustees are conversant in the terms and language of diversity, equity, and inclusion Trustees set the tone by role modeling equitable board membership Boards hire and evaluate Presidents | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <ul style="list-style-type: none"> Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/truste-e-recruitment-and-selection-handbook-draft-as-released.pdf Review your district's past board meeting and retreat minutes Equity in hiring Unconscious bias Boards who anticipate conducting a presidential search are advised to complete Unconscious Bias Training and Equity in Hiring Training within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020 |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> • How to insightfully evaluate and approve budgets with an equity lens • How to insightfully evaluate and approve policy with an equity lens • Equity is an ever-changing space requiring continuous learning from a place of inquiry and humility | <ul style="list-style-type: none"> • Boards approve budgets • Boards approve policy • Trustees require both head and heart knowledge that is contemporary to the times | <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> | <ul style="list-style-type: none"> • Review your board and district's policy documents • Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf • ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda • From Equity Talk To Equity Walk (McNair, Bensimon, & Malcom-Piqueux) https://www.aacu.org/publication/from-equity-talk-to-equity-walk-expanding-practitioner-knowledge-for-racial-justice-in-higher-education • Review and enroll in equity workshops provide by your district. • Monitor and engage in equity workshops and events in your community. • ACT Equity Resource Bank https://www.sbctc.edu/about/edi/edi-equity-resource-bank.aspx • Northwest Commission on Colleges and Universities Equity Library https://nwccu.org/equity-resource-library/ • YWCA Equity Resources Directory https://untiljusticejustis.org/wp-content/uploads/2020/07/YWCA-Resources-Final-7-2-20.pdf |

New Trustee Onboarding Training Topics - First Year

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Campus</u></p> <ul style="list-style-type: none"> • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements | <ul style="list-style-type: none"> • Not to be lost or late getting to meetings | X | | | | <ul style="list-style-type: none"> • Campus map • Campus tour • Facility projects • Campus master plan |
| <p><u>Community Needs</u></p> <ul style="list-style-type: none"> • Demographic, economic & social trends and challenges • How well the college is addressing them | <ul style="list-style-type: none"> • Know the community and its needs | X | | X | | <ul style="list-style-type: none"> • Local data & reports <ul style="list-style-type: none"> ○ Nonprofit ○ Business ○ Government |
| <p><u>Key Employers and Businesses</u></p> <ul style="list-style-type: none"> • Major local employers • Local employment needs • Gaps and opportunities | <ul style="list-style-type: none"> • Understand local community needs and demand for skilled workers | X | | X | | <ul style="list-style-type: none"> • Economic development information • Chamber of Commerce information |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Our reputation in the community • Community leaders, key stakeholders, legislators • K-12 school districts • Other CTC and four-year colleges • Nonprofits, businesses, municipalities | <ul style="list-style-type: none"> • Know who important partners are • Know who potential partners are • How to foster relationships | X | X | | | |
| <p><u>College Advisory Committees</u></p> <ul style="list-style-type: none"> • What they are • What they do • Who serves on them • Effectiveness | <ul style="list-style-type: none"> • Know how local industry and community members influence college decisions and support college programs | X | | | | <ul style="list-style-type: none"> • List of advisory committees and members |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>SBCTC and State Government</u></p> <ul style="list-style-type: none"> • How SBCTC fits in state government • SBCTC Responsibilities • SCTC Colleges • How the colleges work as a system • How resources are allocated and prioritized • SBCTC vs ACT vs WACTC - relationship to each other | <ul style="list-style-type: none"> • Know how the college fits within State and SBCTC systems • Understand how funding is allocated for the college | | | X | X | <ul style="list-style-type: none"> • New Trustee Orientation Session (Jan or Feb) <ul style="list-style-type: none"> ○ ACT calendar of events • SBCTC website • SBCTC publications |
| <p><u>Impact of Washington Community and Technical Colleges</u></p> <ul style="list-style-type: none"> • Student demographics • Student Success Data (including transfers in- | <ul style="list-style-type: none"> • Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole | X | | X | X | <ul style="list-style-type: none"> • SBCTC website • SBCTC publications <ul style="list-style-type: none"> ○ SBCTC Quick Facts and Publications ○ SBCTC Field Guide ○ SBCTC Community & Technical Colleges at a Glance |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|--|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| state vs out-of-state) • Goals • Needs • Economic Impacts | | | | | | |
| <u>Trustee Organizations - ACT/ACCT</u> • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other | • How do trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to attend | | X | X | X | • SBCTC website • SBCTC publications • ACT website • ACCT website <ul style="list-style-type: none"> ○ About ○ Events ○ Resources ○ Publications ○ Podcast |
| <u>President Organizations - WACTC/AACC</u> • What are WACTC & AACC? | • How do college presidents support each other & work together? | X | | X | X | • SBCTC website • SBCTC publications • SBCTC Commissions and Councils • AACC website • AACC publications |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> WACTC Councils and Commissions SBCTC vs ACT vs WACTC - relationship to each other | | | | | | |
| <p><u>Shared IT System – ctclink</u></p> <ul style="list-style-type: none"> What is ctclink? Implications for my college (including financial) Implications for trustees My college's implementation plan | <ul style="list-style-type: none"> How do I provide proper oversight for a successful implementation What are the opportunities to improve my college | X | | | | <ul style="list-style-type: none"> SBCTC ctclink webpage ctclink Connect blogs |
| <p><u>Effective Governance</u></p> <ul style="list-style-type: none"> Your college Community and state relations District relations | <ul style="list-style-type: none"> Provide guidance and make good decisions | X | X | X | | <ul style="list-style-type: none"> Workforce Development Trends, work with President "Four Questions Every Trustee Should Ask", Bernie Rhinerson ACCT "Board Buzzwords" |

| WHAT | WHY | BY WHOM | | | | HOW |
|--|---|--------------------|-------------|-------------|----------------|--|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> Fiscal responsibilities Educational standards Social and economic trends | | | | | | |
| <p>Fundraising</p> <ul style="list-style-type: none"> The trustees' relationship to the Foundation board The trustees' role and responsibility in fundraising | <ul style="list-style-type: none"> Help the college get resources to accomplish its mission | | X | | | <ul style="list-style-type: none"> College policy regarding Foundation |
| <p>Professional Development Opportunities for Trustees</p> <ul style="list-style-type: none"> Learning opportunities for trustees ACT activities and events ACCT activities and events | <ul style="list-style-type: none"> Improve skills and effectiveness Gain better understanding of issues Build network of fellow trustees throughout the system | | X | X | | <ul style="list-style-type: none"> New Trustee Orientation (Jan or Feb) ACT calendar webpage ACCT event webpage |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------|-------------|----------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <p><u>President as an Employee</u></p> <ul style="list-style-type: none"> • Selection • Performance management • Compensation | <ul style="list-style-type: none"> • Choose and manage an outstanding president for the college | | X | | | <ul style="list-style-type: none"> • ACCT website • Board and president goals |
| <p><u>Trustee Equity Topics</u></p> <ul style="list-style-type: none"> • Community demographics: past, current, future • Student demographics: past, current, future • Student outcome disparities • Faculty and staff demographics: past, current, future • DEI initiatives at the district (ODEI, faculty, staff, admin, student) | <ul style="list-style-type: none"> • Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future • Trustees and boards understand how well their district is meeting the needs of the entire community it serves | X | | X | | <ul style="list-style-type: none"> • Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ • District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site |

| WHAT | WHY | BY WHOM | | | | HOW |
|---|---|--------------------|-------------------|-------------------|-------------------|---|
| What I Need to Know | Why this is important | President's Office | Board Chair | Self-Guided | Trustee Assoc. | Resources/Methods/Actions |
| <ul style="list-style-type: none"> Board composition, equity practices, and norms Best practices in equitable hiring and evaluating | <ul style="list-style-type: none"> Trustees are conversant in the terms and language of diversity, equity, and inclusion Trustees set the tone by role modeling equitable board membership Boards hire and evaluate Presidents | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <p>X</p> <p>X</p> | <ul style="list-style-type: none"> Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf Review your district's past board meeting and retreat minutes Equity in hiring Unconscious bias Boards who anticipate conducting a presidential search are advised to complete Unconscious Bias Training and Equity in Hiring Training within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020 |

2.A.1 EV.#7 / Section 7

OPMA Training Requirements SB 5964

CERTIFICATION OF ENROLLMENT

ENGROSSED SENATE BILL 5964

Chapter 66, Laws of 2014

63rd Legislature
2014 Regular Session

PUBLIC RECORDS AND MEETINGS--TRAININGS

EFFECTIVE DATE: 07/01/14

Passed by the Senate February 18, 2014
YEAS 45 NAYS 2

BRAD OWEN

President of the Senate

Passed by the House March 7, 2014
YEAS 66 NAYS 31

FRANK CHOPP

Speaker of the House of Representatives

Approved March 27, 2014, 9:54 a.m.

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SENATE BILL 5964** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

FILED

March 27, 2014

**Secretary of State
State of Washington**

ENGROSSED SENATE BILL 5964

Passed Legislature - 2014 Regular Session

State of Washington 63rd Legislature 2014 Regular Session

By Senators Fain, Rivers, Braun, Hasegawa, Rolfes, Conway, Frockt, Tom, Keiser, Mullet, and Hill; by request of Attorney General

Read first time 01/13/14. Referred to Committee on Governmental Operations.

1 AN ACT Relating to training public officials and employees
2 regarding public records, records management, and open public meetings;
3 adding a new section to chapter 42.30 RCW; adding new sections to
4 chapter 42.56 RCW; creating new sections; and providing an effective
5 date.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** The legislature finds that the rights of
8 citizens to observe the actions of their public officials and to have
9 timely access to public records are the underpinnings of democracy and
10 are essential for meaningful citizen participation in the democratic
11 process. All too often, however, violations of the requirements of the
12 public records act and the open public meetings act by public officials
13 and agencies result in citizens being denied this important information
14 and materials to which they are legally entitled. Such violations are
15 often the result of inadvertent error or a lack of knowledge on the
16 part of officials and agencies regarding their legal duties to the
17 public pursuant to these acts. Also, whether due to error or
18 ignorance, violations of the public records act and open public
19 meetings act are very costly for state and local governments, both in

1 terms of litigation expenses and administrative costs. The legislature
2 also finds that the implementation of simple, cost-effective training
3 programs will greatly increase the likelihood that public officials and
4 agencies will better serve the public by improving citizen access to
5 public records and encouraging public participation in governmental
6 deliberations. Such improvements in public service will, in turn,
7 enhance the public's trust in its government and result in significant
8 cost savings by reducing the number of violations of the public records
9 act and open public meetings act.

10 NEW SECTION. **Sec. 2.** A new section is added to chapter 42.30 RCW
11 to read as follows:

12 (1) Every member of the governing body of a public agency must
13 complete training on the requirements of this chapter no later than
14 ninety days after the date the member either:

15 (a) Takes the oath of office, if the member is required to take an
16 oath of office to assume his or her duties as a public official; or

17 (b) Otherwise assumes his or her duties as a public official.

18 (2) In addition to the training required under subsection (1) of
19 this section, every member of the governing body of a public agency
20 must complete training at intervals of no more than four years as long
21 as the individual is a member of the governing body or public agency.

22 (3) Training may be completed remotely with technology including
23 but not limited to internet-based training.

24 NEW SECTION. **Sec. 3.** A new section is added to chapter 42.56 RCW
25 to read as follows:

26 (1) Each local elected official and statewide elected official, and
27 each person appointed to fill a vacancy in a local or statewide office,
28 must complete a training course regarding the provisions of this
29 chapter, and also chapter 40.14 RCW for records retention.

30 (2) Officials required to complete training under this section may
31 complete their training before assuming office but must:

32 (a) Complete training no later than ninety days after the date the
33 official either:

34 (i) Takes the oath of office, if the official is required to take
35 an oath of office to assume his or her duties as a public official; or

36 (ii) Otherwise assumes his or her duties as a public official; and

1 (b) Complete refresher training at intervals of no more than four
2 years for as long as he or she holds the office.

3 (3) Training must be consistent with the attorney general's model
4 rules for compliance with the public records act.

5 (4) Training may be completed remotely with technology including
6 but not limited to internet-based training.

7 NEW SECTION. **Sec. 4.** A new section is added to chapter 42.56 RCW
8 to read as follows:

9 (1) Public records officers designated under RCW 42.56.580 and
10 records officers designated under RCW 40.14.040 must complete a
11 training course regarding the provisions of this chapter, and also
12 chapter 40.14 RCW for records retention.

13 (2) Public records officers must:

14 (a) Complete training no later than ninety days after assuming
15 responsibilities as a public records officer or records manager; and

16 (b) Complete refresher training at intervals of no more than four
17 years as long as they maintain the designation.

18 (3) Training must be consistent with the attorney general's model
19 rules for compliance with the public records act.

20 (4) Training may be completed remotely with technology including
21 but not limited to internet-based training.

22 NEW SECTION. **Sec. 5.** A new section is added to chapter 42.56 RCW
23 to read as follows:

24 The attorney general's office may provide information, technical
25 assistance, and training on the provisions of this chapter.

26 NEW SECTION. **Sec. 6.** This act may be known and cited as the open
27 government trainings act.

28 NEW SECTION. **Sec. 7.** This act takes effect July 1, 2014.

Passed by the Senate February 18, 2014.

Passed by the House March 7, 2014.

Approved by the Governor March 27, 2014.

Filed in Office of Secretary of State March 27, 2014.

RCW 42.30.205: Training.

RCW 42.30.205 Training. (1) Every member of the governing body of a public agency must complete training on the requirements of this chapter no later than ninety days after the date the member either:

(a) Takes the oath of office, if the member is required to take an oath of office to assume his or her duties as a public official; or
(b) Otherwise assumes his or her duties as a public official.

(2) In addition to the training required under subsection (1) of this section, every member of the governing body of a public agency must complete training at intervals of no more than four years as long as the individual is a member of the governing body or public agency.

(3) Training may be completed remotely with technology including but not limited to internet-based training. [2014 c 66 s 2.]

Findings—Short title—Effective date—2014 c 66: See notes following RCW 42.56.150.

2.A.1 EV.#8 / Section 8

ACT Guidance on Board Self-Evaluations

Evaluating Board Performance

This information was adapted for Washington Association of College Trustees based on the publication, Assessing Board Effectiveness: Resources for Boards of Trustees Self-Evaluation, by Cindra Smith and presented during the May 23, 2019, Spring Conference.

Effective Leadership and Governance

Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. These people learn their roles, embrace their responsibilities, and continually improve their performance. Effective governing boards are comprised of trustees who are committed to excellence in performing their duties.

Students, communities, college staff, the public, media, government, and the accrediting commission have the right to expect and deserve a high degree of professionalism and performance from trustees of Washington's community and technical colleges.

How do governing boards assure they are effective? One way is through ongoing board and trustee education and development, to provide the skills necessary to govern well. Another is through regular board self-evaluation, to assess how the board is upholding commonly accepted standards of good governance. The board seeks and uses information on how it is performing on specific roles and responsibilities.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, a board self-evaluation looks at how individuals *collectively* work together to govern the district. It focuses on board policies and practices related to the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

Board Tasks

- Adopt a board self-evaluation policy and process
- Regularly conduct a board self-evaluation
- Discuss the results of the evaluation to identify strengths and areas for improvement
- Use the results to enhance board effectiveness and set annual board goals

Relationship to CEO Evaluation

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that person. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.

Some boards schedule their CEO evaluation and board self-evaluation discussions in conjunction with each other to capitalize on the link between them. Others do them at different times. One of the outcomes of both evaluations are priorities and tasks for the coming year, and no matter how the evaluation sessions are linked, the board and CEO priorities must be aligned.

Accreditation Standard

The importance of regular board self-evaluation is reflected in the Northwest Association of College and University Accrediting Commission Standards. Standard 2.A.8 states:

“The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.”

The district’s accreditation self-study will provide evidence that boards have conducted regular self-evaluations and used the results to improve how they are governing their district.

Purpose and Outcomes

The purposes of the board self-evaluation are to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for open and candid discussion about board and trustee responsibilities, as well as trustees’ interests and desires. Board self-evaluations also model the value of reflecting on one’s own performance and engage in ongoing improvement. They set an example for ongoing improvement throughout the institution.

Evaluation discussions foster communication and leads to more cohesive board teams. Reports from trustees on boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees. Their board meetings run more smoothly and they receive better information. They have a set of priorities that guide board agendas and workshops. And, they increase the time they spend on college policy, goals and accomplishments.

The outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments for the prior year
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team
- an assessment of progress on the prior year’s goals and identification of what needs to be completed
- goals and tasks for the coming year related to board performance and its leadership for district goals

In addition to the general outcomes, boards may have specific needs or desires from year to year, depending on circumstances. For instance, during an accreditation self-study, the board

may want to focus on the accreditation standards. Or, if the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. If a board has not been functioning well, it may wish to focus on team dynamics, communication and the board's code of ethics. If the board has a significant number of new trustees, the evaluation may focus on the roles and responsibilities of the board and trustees.

Evaluation Process

Self-evaluation processes range from relatively informal discussions to formal, structured assessment surveys or even interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board intends to take as a result of the evaluation.

Annual board self-evaluations are the most common. Each year, the board sets aside time to reflect on past accomplishments and performance against pre-determined criteria, and to identify priorities and expectations for the coming year.

Boards may choose specific areas to review more often. For instance, some boards will quickly assess the board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Other examples are boards assessing how they oriented and integrated newly elected trustees, or the process of hiring a new CEO, after those events occurred.

Surveys

Surveys are by far the most common approach to gathering information about board performance. Responders rate board performance on various criteria, and the ratings are summarized and presented to the board for discussion. (College staff, a consultant, and/or a board member or committee may do the summary). The discussion of the summarized ratings and related comments is the board's self-evaluation.

Survey instruments ask responders to rate performance on the items in the survey, usually using a numeric scale. The ratings are provided as raw data and/or are summarized in some way (averages, charts, graphs, etc.)

Using the same rating scale from year to year allows average ratings to be compared to prior years for the same or similar criteria. Using the same rating scale for surveys of trustees and for college leadership allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning

- The progress was made on achieving board priorities and tasks set the previous year.
- Board performance on characteristics of effective board functioning.

Annual Board Priorities and Tasks: Survey instruments that assess achievement on board priorities are unique to each board. Annual priorities, related to the Board's governance role for

institutional goals, will vary from district to district (and from year to year within the same district). In addition, the board may identify specific areas related to board performance to address in the coming year.

Board Functioning. There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards of board effectiveness. The second involves developing a survey using criteria in local board policy and practice, related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other board roles.

Interviews

Another evaluation strategy is for someone, usually a consultant, to interview all board members, the CEO and others (if any) identified by the board. The interviewer gathers information about board performance, summarizes the results of the interviews and presents a report to the board. It is a qualitative approach to evaluation. It may be used in addition to a survey.

An interview approach may be beneficial to use when the board has not had an evaluation for some time, or when there are significant and/or ongoing concerns about board functioning. Drawbacks include that it is a time-consuming, more expensive process.

Informal Discussion

Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be facilitated by an external person or consultant to allow the board chair ample opportunity to participate. A report of the discussion is prepared that summarizes the discussion and identifies further board action.

Boards with members who have been together a number of years, along with a long-term CEO, may use this approach. The drawback is that, unlike surveys, it does not provide numerical ratings that can be compared over time.

Designing the Evaluation Process

A Board Policy may be adopted that states the purpose and value of the board self-evaluation, either describes the process or states how it will be determined (by a committee of the board or other method), indicates when the evaluation will take place, may include if constituency feedback will be sought, and commits the board to using the results to enhance board performance.

Boards may have a standing or ad hoc committee to review the criteria and conduct the process. If a board hasn't had a process or wishes to significantly revamp the process and criteria, a subcommittee of the board is usually asked to develop a recommendation.

Alternatively, the Board may ask the CEO and his or her staff to research and recommend a self-evaluation process to the board.

Decisions for the board include: the specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report. Designing the process involves answering the following questions:

- Will the board evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?
- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- When will the results be discussed by the board?

Who participates in the board's self-evaluation?

All board members: The expectation is that the board evaluates itself. Each and every trustee should be involved in assessing board performance and in discussing the results of the evaluation. New trustees may think they don't have enough experience on the board to provide useful feedback; however, most new trustees have spent time observing the board prior to being appointed, and their input can be very valuable. Student trustees may be encouraged to contribute feedback and participate in the evaluation discussion.

CEO: The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. For instance, the CEO would provide feedback during a discussion of the results of a survey rather than completing a survey form.

College constituents: Boards may provide an opportunity for college employees to complete surveys on board performance. The most common approach is to invite the college leaders who are most familiar with the board to complete a brief survey and make comments. They are usually administrators who routinely attend board meetings as well as faculty, staff, and student constituency group leaders. Data from these surveys let the board know how it is perceived by those who most often see it in action.

Community members: A few boards occasionally seek information from selected community representatives (such as those on foundation boards or advisory committees). Surveys or interviews that gather feedback from community members should include those areas that community members may know about, such as the visibility and effectiveness of the board as ambassadors for the college. These surveys are often short – three to six questions, such as:

- The Governing Board for [Community College District] has a reputation for effective governance and positive leadership for the colleges.

- [Community College District] board members are effective ambassadors for the community colleges.
- The Governing Board for [Community College District] ensures that community interests and needs are reflected in decisions affecting the colleges.

If the board evaluation process includes feedback from college and/or community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

Evaluation Discussion

The actual board self-evaluation is the *discussion* about the survey or interview results. Interview summaries and survey ratings provide information for the board as a basis for discussion, but are not, in themselves, the self-evaluation.

Survey ratings identify areas where the board is doing well; high scores should be celebrated, and lower scores explored to see how the board might improve. Items where trustees had differing ratings should be addressed to explore the differing perceptions. The process of exploring what "excellence" and "efficiency" looks like contributes to board effectiveness.

The evaluation session is an open meeting of the board. Boards often schedule the evaluation session as a study session, workshop or retreat to allow for enough time to discuss the evaluation and identify priorities for the following year.

The schedule for evaluation, particularly if it results in identifying s annual priorities and identifying priorities, should be coordinated with the district's annual goal setting cycles.

The Report

The end results of the evaluation are a summary of the discussion and a set of goals or actions to be taken as a result of the evaluation. A written follow-up report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body. **The report is a public document, usually posted on the District's Web page for the Board of Trustees.** The goals, priorities, or action items for the coming year are usually reviewed at a subsequent board meeting and ratified or adopted.

Conducting the Survey

Most districts have research personnel who are skilled in survey development and using survey software to collect responses. The raw data of the results may be provided, but it is very helpful to summarize the data in some way (averages, charts, and/or graphs) to help the board make sense of the data.

Role of Consultants

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They may help prepare the survey form, summarize data, and provide follow-up reports. They allow the board chair, who would normally chair the discussion, to participate fully.

Evaluation Criteria

Boards may use a variety of types of criteria to assess performance, as well as a combination of approaches. A good practice is to combine assessing progress on board priorities with criteria related to effective board practice.

1. Progress on annual board priorities, including board roles (tasks) in furthering the strategic goals of the district.
2. Commonly accepted standards for community college boards of trustees, including but not limited to ACCT, ACT and Accrediting Commission standards, and/or
3. Criteria gleaned from the board's own policies (e.g. the code of ethics, board responsibilities and duties, delegation to the CEO).

Annual Board Priorities and Tasks

Each year, boards should discuss progress on the district's goals and plans, identify the most important priorities for the coming year and the board's role (tasks) in governing and furthering those priorities. **Board priorities are developed in conjunction with the CEO and align with the CEO's annual goals and priorities.**

Annual priorities clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward strategic and long-range goals and clarify what the board should be doing. The priorities lead to tasks or roles for the board and answer the question, "What does the board need to do in order to accomplish the specific priorities?"

Common board roles or tasks related to the goals include "setting expectations," "monitoring progress," "reviewing and approving plans or policies," "advocating for the district," and the like. The priorities and tasks inform the development of board meeting agenda items and workshop topics.

The priorities and implementing board roles (or tasks) are criteria in the board's annual self-evaluation for the following year. Specific benchmarks or measures may be established to help the board define expectations for itself and the members.

Following are just a few examples of district goals, board priorities, and related tasks, and a possible benchmark. There are countless possibilities and they will vary from district to district and year to year. A caveat is not to have too many, perhaps six to ten areas to address.

Board goals may be lofty, such as "provide leadership to ensure educational quality through fostering innovation." This type of statement lets the college know the Board is vitally

interested in educational quality and will be expecting reports. It is helpful to identify specific tasks or roles for the board in providing such leadership, e.g. “review a comprehensive report of program reviews in the career-technical areas, and monitor implementation of plans to improve programs where indicated.”

Example 1. District Strategic Goal: Improve Student Success

- Board Priority: Expect and monitor progress on establishing and assessing student success measures.
- Board Task: Participate in workshop that educate board members about the metrics and reports used by the district to monitor student achievement.

Example 2. District Strategic Goal: Maintain the Fiscal Stability of the District

- Board Priority: Ensure that all board members are knowledgeable about the district’s fiscal condition.
 - Board Task: Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.
- Board Priority: Maintain a 10% unrestricted general fund balance.
 - Board Task: Expect that the budget presented for review will include a 10% unrestricted general fund balance.

Example 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.

- District Objective: Strengthen professional and leadership development opportunities for all staff.
 - Board Priority: Ensure there is a program for leadership development to address retirements and turnover in administration.
 - Board Task: Expect and review a report on leadership development within the administration.
 - Board Task: Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria, as well as approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.

1. Board Priority: Strengthen the board’s connections with and knowledge of K-12 trends and issues.
 - Board Task: Participate in a joint workshop with local K-12 boards of trustees.
2. Board Priority: Ensure that board meetings are positive and productive.
 - Board Task: Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.

- Board Task: Maintain respectful, inclusive and professional attitudes and language during board meetings.

3. Board Priority: Strengthen the board's policy role.

- Board Task: Approve an updated board policy manual by the end of the academic year.
- Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

In addition to the priorities and tasks related to the District's strategic goals, the board may set professional development standards for itself. There may be special circumstances, such as hiring a new CEO, integrating new trustees, and/or respond to accreditation recommendations that will require board attention. The board may wish to focus on area that were not rated highly in a board self-evaluation. Examples include:

Example 1: Board Priority: Strengthen the board's connections with and knowledge of K-12 trends and issues:

- Board Task: Participate in a joint workshop with local K-12 boards of trustees.

Example 2: Board Priority: Hire and support and excellent CEO

- Board Task: Work with a search consultant to conduct a professional and effective search resulting in an outstanding CEO.
- Board Task: Develop and implement a plan to support and guide the new CEO during his or her first year.

Example 3 Board Priority: Strengthen the board's policy role.

- Board Task: Approve an updated board policy manual by the end of the academic year.
- Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

To help trustees (and others) respond to these types of criteria, the survey instrument may describe what the board did to fulfill its role. For instance, the survey may list the board meetings or workshops where the board addressed certain topics, or activities the trustees engaged in to further their own development or represent the district.

Board Performance Standards

The most common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. A sample survey form is included as an appendix. Criteria also may be derived from the following:

District Mission and Planning: Does the board understand the role and mission of community colleges? Does the board regularly review the mission? Does the board provide leadership for planning through setting broad policy direction and standards for planning processes?

Board Policy Role: Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the role of the CEO? Is the board focused on the future direction of the district?

Board/CEO Relationship: Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

Board/Community Relationship: Does the board represent the community that it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

Educational Programs and Quality: Does the board understand the educational programs and services? Does the board monitor student success and educational quality? Does the board focus on the students of the future and their needs?

Fiduciary Responsibilities: Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it assure that district facilities meet student and employee needs?

Board/Staff Relations & Human Resources: Does board policy and direction foster respect and support for employee excellence? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice support faculty, staff, and student participation in decision-making?

Board Leadership and Behavior: Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics and policies on conflicts of interest? Does the board deal effectively with perceived ethical violations? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Do board members "do their homework" and contribute effectively to board discussions?

Board Meetings and Agendas: Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently? Do board members adhere to all aspects of open meetings laws?

Board Development: Does the board have its own goals and objectives for the year and evaluate itself on how it has achieved them? Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college and state issues? Do board members receive and review information about important issues? Does the board continually explore how it be a cohesive team that engages in rich discussions that create an environment that fosters excellence?

Local Board Policy

In addition to commonly accepted criteria, a board may decide to use criteria derived from its local policies. The code of ethics and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

1. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact. (From a board code of ethics policy)
2. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action. (From a board policy on delegation to the CEO)

Individual Trustee Performance

As stated at the beginning, board self-evaluation focuses on how the board, as a unit, is functioning. The focus is on board roles, dynamics, and practices. However, effective board functioning depends on the contributions of individual trustees—boards benefit when their members are skilled and knowledgeable about their roles and the issues they face. Excellent communication skills, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important attributes.

Boards may wish to provide an opportunity for individuals to assess their knowledge and skills required to be an effective, contributing trustee. The responses to these individual self-assessments can be used to identify trustee development activities, including board study sessions, attendance at conferences, reading materials, and on-line seminars.

Summary

This resource guide is intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

Sample Board Self-Evaluation Survey

Board Performance Standards

The following set of criteria reflect key characteristics of effective governing boards. Results from this survey form may be used to provide a basis for discussion of overall board functioning. It may be used in conjunction with a survey on progress on board priorities and tasks. Boards may add or substitute items more pertinent to their specific needs.

Trustees are asked to rate their level of agreement using the following scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- N/A Unable to evaluate

| CRITERIA | RATING |
|---|---------------|
| 1. The Board understands its policy role and differentiates its role from those of the CEO and district/college employees. | |
| 2. The board is committed to and regularly reviews the district's mission and goals and monitors progress toward achieving the mission and goals. | |
| 3. The board assures that there are effective planning processes and that resource allocation support institutional plans. | |
| 4. The board adheres to its policies; the board's policies are regularly reviewed and up-to-date | |
| 5. The board delegates responsibility and authority to the CEO, and supports the CEO's leadership. | |
| 6. The board maintains an excellent working relationship with the CEO; including honoring established protocols for communication. | |

| CRITERIA | RATING |
|--|--------|
| 7. The board sets clear expectations for and effectively evaluates the CEO. | |
| 8. Board members represents the interests and needs of the communities served by the District. | |
| 9. The board supports advocates District interests to local, state, and federal governments. | |
| 10. Board members represent the District well at college events and in the community. | |
| 11. The board reflects a commitment to student success in its deliberations and decisions. | |
| 12. The board effectively monitors the quality and effectiveness of the educational program and services in fostering student success. | |
| 13. Board members are sufficiently knowledgeable about the district's educational programs and services. | |
| 14. The board assures the fiscal stability and health of the district. | |
| 15. Board members understand the budget and provide effective oversight for fiscal operations. | |
| 16. The board ensures that plans for facilities and maintenance are current and monitors their implementation. | |
| 17. Board human resource policies and union contracts protect the district and effectively set standards for quality, fairness and equity. | |
| 18. The board respects faculty, staff, and student participation in college decision-making. | |
| 19. Board members refrain from attempting to manage or direct the work or activities of employees. | |
| 20. Board members understand and fulfill their roles and responsibilities. | |
| 21. The board expresses its authority only as a unit; members understand they have no individual authority. | |
| 22. Board members maintain confidentiality of privileged information. | |
| 23. The board regularly reviews and adheres to its code of ethics, and avoid conflicts of interest and the perception of such conflicts. | |
| 24. Board meeting agendas reflect board responsibilities and include sufficient information for decision-making. | |
| 25. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues. | |
| 26. The board understands and adheres to the Brown Act. | |
| 27. Board members work together and with the CEO for the good of the District. | |

| CRITERIA | RATING |
|---|--------|
| 28. The new member orientation process effectively educates new members about board roles and the institution. | |
| 29. Board members are committed to their own professional growth and participate in trustee development activities. | |
| 30. The board evaluation process helps the board enhance its performance. | |

Add any comments related to any of the above items:

Please respond to the following questions.

1. What are the board's greatest strengths?

2. What are the major accomplishments of the board in the past year?

3. What are areas in which the board could improve its performance?

4. I recommend that the board has the following goals for the coming year:

Board Self Evaluation Blank Form



College District No. 10
 Board of Trustees Self Evaluation
DATE

The Board of Trustees shall conduct an annual self-evaluation.
 The purpose of the evaluation is to identify strengths and weaknesses of the Board and to meet accreditation requirements.

| | <u>BOARD SELF EVALUATION</u> | 1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response |
|-----|--|--|
| 1. | Meets its statutory responsibilities including approving an annual budget, granting or denying tenure, and establishing appropriate policies. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 2. | Keeps informed of the latest social, economic, and political trends within the district. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 3. | Keeps informed of social, political and economic events affecting community college education at both the state and national levels. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 4. | Regularly evaluates and updates the college mission statement. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 5. | Conducts an annual evaluation of the College President. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 6. | Complies with the Open Public Meetings law. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 7. | Understands its basic function is the establishment of policies. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 8. | Recognizes the importance of continuous trustee education, including current community college research and trends regarding governance. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 9. | Ensures that the college maintains on going and strategic planning. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 10. | Supports diversity on campus. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 11. | Encourages high academic standards. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 12. | Provides the College President with the necessary authority and autonomy to implement board policy. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 13. | Adheres to the Washington Ethics in Public Service Act, the Trustees Association of Community and Technical Colleges, and its local Code of Ethics, and sets the ethical tone for the institution. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 14. | Annually reviews its local Code of Ethics. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 15. | Communicates in an open, honest, and candid manner with each other. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| | Comments: Click here to enter text. | |

| <u>TRUSTEE SELF EVALUATION</u> | | 1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response |
|---------------------------------------|---|---|
| 16. | Attends at least 80 percent of regular and called meetings. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 17. | Actively participates in at least 80 percent of regular and called meetings. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 18. | Participates in Board and College assignments when asked. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 19. | Supports the majority decisions of the Board. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 20. | Attends college-related activities. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 21. | Participates in trustee organizations whose activities relate to board duties and responsibilities. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 22. | Reviews appropriate sources of information prior to decision-making when possible. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 23. | Recognizes the number one priority is the student. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| | Comments: Click here to enter text. | |

ADDITIONAL QUESTIONS FOR DISCUSSION

Please comment

| | |
|-----|---|
| 24. | What are the Board's greatest strengths? Click here to enter text. |
| 25. | What are the major accomplishments of the Board in the past year? Click here to enter text. |
| 26. | What are areas in which the Board could improve? Click here to enter text. |
| 27. | As a trustee, I am most pleased about: Click here to enter text. |
| 28. | As a trustee, I have concerns about: Click here to enter text. |
| 29. | As a trustee, I would like to see the following changes in how the Board operates: Click here to enter text. |
| 30. | I recommend that the Board has the following goals for the coming year: Click here to enter text. |

Board Self Evaluation 2024-25 - Final



College District No. 10
 Board of Trustees Self Evaluation
 July 2025

The Board of Trustees shall conduct an annual self-evaluation.
 The purpose of the evaluation is to identify strengths and weaknesses of the Board and to meet accreditation requirements.

| | <u>BOARD SELF EVALUATION</u> | 1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response |
|-----|--|--|
| 1. | Meets its statutory responsibilities including approving an annual budget, granting or denying tenure, and establishing appropriate policies. | 4.5 |
| 2. | Keeps informed of the latest social, economic, and political trends within the district. | 4.25 |
| 3. | Keeps informed of social, political and economic events affecting community college education at both the state and national levels. | 4.5 |
| 4. | Regularly evaluates and updates the college mission statement. | 4.25 |
| 5. | Conducts an annual evaluation of the College President. | 4.75 |
| 6. | Complies with the Open Public Meetings law. | 4 |
| 7. | Understands its basic function is the establishment of policies. | 4.75 |
| 8. | Recognizes the importance of continuous trustee education, including current community college research and trends regarding governance. | 4.5 |
| 9. | Ensures that the college maintains on going and strategic planning. | 4.5 |
| 10. | Supports diversity on campus. | 4.75 |
| 11. | Encourages high academic standards. | 4.75 |
| 12. | Provides the College President with the necessary authority and autonomy to implement board policy. | 4.75 |
| 13. | Adheres to the Washington Ethics in Public Service Act, the Trustees Association of Community and Technical Colleges, and its local Code of Ethics, and sets the ethical tone for the institution. | 4 |
| 14. | Annually reviews its local Code of Ethics. | 4 |
| 15. | Communicates in an open, honest, and candid manner with each other. | 3.75 |
| | Comments: Click here to enter text. | |

| | <u>TRUSTEE SELF EVALUATION</u> | 1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response |
|-----|---|--|
| 16. | Attends at least 80 percent of regular and called meetings. | 4.75 |
| 17. | Actively participates in at least 80 percent of regular and called meetings. | 4.75 |
| 18. | Participates in Board and College assignments when asked. | 4.5 |
| 19. | Supports the majority decisions of the Board. | 4.75 |
| 20. | Attends college-related activities. | 4.25 |
| 21. | Participates in trustee organizations whose activities relate to board duties and responsibilities. | 4.25 |
| 22. | Reviews appropriate sources of information prior to decision-making when possible. | 4.25 |
| 23. | Recognizes the number one priority is the student. | 5 |
| | Comments: Click here to enter text. | |

ADDITIONAL QUESTIONS FOR DISCUSSION

| | |
|-----|---|
| 24. | What are the Board's greatest strengths? <ul style="list-style-type: none"> • Reaching consensus on important issues • Longevity of board members. We've all been here long enough to understand our role, but not so long that it feels stale |
| 25. | What are the major accomplishments of the Board in the past year? <ul style="list-style-type: none"> • Working towards economic sustainability • Staying strong during tumultuous budget crisis |
| 26. | What are areas in which the Board could improve? <ul style="list-style-type: none"> • Being aware of and respecting the interface between regulations and meeting procedure • We all could use training and support in crisis communications |
| 27. | As a trustee, I am most pleased about: <ul style="list-style-type: none"> • Though budget discussions at board meetings have been very tense, they have remained largely civil • Our solidarity |
| 28. | As a trustee, I have concerns about: <ul style="list-style-type: none"> • Budget concerns • Sometimes I think we may things in the moment, trying to be responsive to comments or concerns during board meetings, that may actually cause harm |
| 29. | As a trustee, I would like to see the following changes in how the Board operates: |

| | |
|-----|---|
| | <ul style="list-style-type: none">• Not sure the two-year board terms are working as intended• Protocols for responding at meeting and to correspondence |
| 30. | I recommend that the Board has the following goals for the coming year: <ul style="list-style-type: none">• Continue supporting efforts to improve budgeting and fiscal oversight• Not sure |

President Evaluation - Final and Signed - REDACTED



Presidential Performance Review

Presidential Functions – [REDACTED]

The purpose of this performance review is to communicate about performance of the President of Green River College.

At the beginning: This form contains a list of presidential functions. Space is provided in each section for the board to add any specific objectives assigned to the president for the coming year. Once any objectives are added, the form contains the criteria against which the president will be evaluated at the end of the review period.

At review time: When the review period ends, the board jointly discusses performance for each function and objective with the president. Once the discussion has been held, the rating scale is completed to reflect the consensus of the board. The chair signs the form on behalf of the board for the permanent record.

Performance Scale

1 = unacceptable 2 = below average 3 = average 4 = above average 5 = superior

1. Community Relations

Performance

Media – Develops and implements a short and long term marketing / public relations plan for the college. 4

Marketing – maintains an effective, planned marketing program for the college to make the public aware of the college, its programs, and activities. 4

Community Activities – active in community activities and organizations to gain visibility for the college; interpret the college’s needs to the community; and become aware of and sensitive to community needs. 4.4

Educational Institutions – maintains effective dialogue and communications with the local public school systems and other higher education institutions to promote coordination and cooperation. 4.4

Comments:

[REDACTED]

2. Legislative Relations

Performance

Information – assists the board and provides leadership in informing and educating local legislators of issues of importance to the college 4.4

Liaison – maintains ongoing communication with local legislators on new and emerging issues concerning the college. 4.4

Participation – participates in community and technical college system legislative activities to support and promote issues of importance to the college and the community college system and testifies as appropriate, in legislative hearings. 4.4

Dissemination – keeps the internal college community (trustees, faculty, staff, and students) informed of legislative issues. 4.2

Coordination – involves college staff, faculty, and students in legislative affairs where appropriate. 4.2

Comments



3. Educational Planning

Performance

Needs Assessment - creates and implements an effective and comprehensive system of direct and authentic assessment of student learning outcomes 4.2

Evaluation – conducts formal evaluation and assessment to determine educational program quality and needs. 4

Diversity Leadership - promotes and supports the further development of college wide conversations and action plans to address and make progress on diversity, equity, and inclusion at all levels of the college. 4.4

Process for a Strategic Enrollment - plans, creates and implements a system to address student access, progression and success. 4.4

Curriculum – provides leadership in the development of innovative curriculums to meet changing community needs. 4.2

Comments



| 4. Budget Control | Performance |
|---|-------------|
| Fiscal Accountability – assumes the lead, as chief executive officer, in instilling awareness for fiscal responsibility and accountability among members of the staff. | 3.4 |
| Budget Development – conducts a thorough and sound process of annual budget development for presentation to the board. | 3.2 |
| Budget Presentation – presents the budget in an organized and understandable manner. | 3.4 |
| Fiscal Priorities – recognizes the approved budget as the board of trustees' expression of fiscal priorities and evaluates deviations from the budget prior to their implementation. | 3.6 |
| Needs Awareness – is completely informed on the needs of the college program, plant, facilities, equipment, and supplies. | 3.2 |
| Auxiliary Funding – pursues external and supplemental funding and resources to support special college projects and to augment the regular fund allocations. | 3.8 |

Comments

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| 5. Personnel and Labor Relations | Performance |
|---|-------------|
| Negotiations – supports and pursues good faith negotiations with employee groups and association. | 4 |
| Fair Hearing – assures all employees a fair hearing if disciplinary action is initiated against them. | 4.2 |
| Human Resource Development – develops and promotes professional development activities and opportunities for promotion for faculty, staff, and administrators. | 4.4 |
| Diversity – supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities. | 4.6 |
| Equal Employment Opportunity – employs a personnel department that conducts fair and equitable employment selection and promotional practices. | 4.2 |
| Employee Selection – recruits and selects highly qualified and capable employees through thorough selection processes. | 4.2 |

Participation – provides opportunities for all members of the college community to be represented in college governance.

4.2

| |
|----------|
| Comments |
| |

6. Management Activities

Performance

Planning and Organizing –plans ahead, anticipates problems, and uses resources effectively.

4

Analytical Ability and Judgment – sizes up a problem, gathers and evaluates facts, and reaches sound conclusions.

4.2

Communication – clearly expresses ideas both verbally and in writing.

4.2

Establishing Priorities – sets rational priorities so that the implementation of decisions takes place in a timely fashion.

4.2

Consultation – consults willingly with appropriate constituencies as a part of the decision-making process.

4.2

Decision Making – makes the right decision in new or uncertain situations.

4

Management – Monitors and implements requirements for: both TRiO support services and expansion of MESA student recruitment and retention. Develops quarterly Financial Reports to the Board with recommended adjustments as needed. Produces and executes a plan to meet the Strategic Plan goals.

3.4

Administrative Capacity – provides direction, has the confidence of colleagues, delegates tasks and responsibilities.

4

Facilities Master Plan – review and update current facilities master plan.

4.2

Public Safety Master Plan – Continue to monitor and implement current public safety master plan revisions.

4.2

| |
|----------|
| Comments |
| |

7. Board Relations**Performance**

| | |
|---|-----|
| Information – provides enough information for the board to make intelligent decisions. | 4.2 |
| Implements Policy – carries out the policies of the board in a timely manner. | 4.2 |
| Requests Assistance – seeks guidance from the board on important matters when necessary. | 4.4 |
| Assists Board – helps the board understand its legal responsibilities. | 4 |
| Informs Board – keeps the board informed on emerging issues in a timely manner. | 4.2 |

Comments**8. Constituency Relations****Performance**

| | |
|---|-----|
| Washington State Board for Community and Technical Colleges (SBCTC) – establishes effective working relationships with the state staff; represents the college effectively to the State Board for Community and Technical Colleges. | 4.4 |
| Washington Association of Community and Technical Colleges (WACTC) – contributes to the operation of the community college system by participation in the activities of the Washington Association of Community and Technical Colleges, Board of Presidents. | 4.4 |
| Legislators – maintains contact with legislators, promoting the interests of the college and the citizens of the district. | 4.4 |
| State Government – maintains contact with other agencies of government (Governor's Office, Office of Financial Management, Higher Education Coordinating Board, Washington Personnel Resources Board) promoting the interests of the college, college personnel, and the citizens of the district. | 4.4 |
| Foundation – actively involves/offers direction to Foundation, interprets college to foundation board, and listens to board members. | 4.2 |

Comments**No comments**

9. College Activities

Performance

Students – supports and encourages student leadership development beyond maintaining support for ASGRC. Supports a campus culture to encourage all students, including: Running Start students, international students and students of color. 4.4

Activities – encourages college activities; ie: athletics, student newspaper, and a vibrant list of student centered clubs. 4.2

Staff/Personnel – supports staff/personnel functions, activities and ceremonies through attendance at college related activities, including Foundation outreach activities, faculty award ceremonies and celebrating new campus opportunities. 4.2

Comments

No comments

10. Professional Growth

Performance

Participation – participates in professional organizations to keep abreast of new and innovative practices and programs. 4.4

Improvement – participates in seminars, workshops, and classes to renew, refresh, and extend technical and professional expertise. 4.4

Improvement – considers and, as appropriate, responds to suggestions for improvement and takes risks in attempting new and innovative practices and programs. 4.4

Comments

No comments

11. Strategic Planning

Performance

Philosophy of College – supports the continuing examination of the philosophy and purposes of the college. 4.4

Comments

No comments

Discussed with the President and approved by the Board of Trustees of Green River College:

Bo

F

Da

Date

Additional Evidences / Section 9

GRC 2026 PACE Service Agreement

NORTH CAROLINA STATE UNIVERSITY
College of Education

SERVICE AGREEMENT
Agencies of Other States

Number PACE2026-27

Date January 28, 2026

THIS SERVICE AGREEMENT (the “Agreement”) entered by and between North Carolina State University on behalf of its College of Education (“NC State”), and Green River College (“Client”).

WHEREAS, NC State wishes to supply services to Client; and,

WHEREAS, the services contemplated herein are of mutual interest and benefit to NC State and Client, and will further the instructional, research, and public service objectives of NC State in a manner consistent with its status as a public educational institution; and,

WHEREAS, Client desires to provide funding in support of the services.

NOW, THEREFORE, in exchange of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, NC State and Client agree as follows:

1. **Scope of Services.** NC State agrees to supply Client with the services described in **Exhibit A** (the “Services”), attached hereto and incorporated by reference as if fully set forth herein.
2. **Term.** NC State shall commence providing the Services on January 9, 2026 (the “Commencement Date”), and shall terminate on September 17, 2026 (the “Term”).
3. **Payment.** In consideration of the Services provided pursuant to this Agreement, Client shall pay NC State Eight Thousand Dollars (\$8,000.00). Payment shall be made by check payable to **NC State University - PACE Climate Survey for Community Colleges or only NC State University**. Client shall make payment following a NET45 Pay Term from date of invoice.
4. **Project Manager.** NC State shall provide the Services under the supervision of **Dr. Kaitlin Newhouse**, who shall serve as the Project Manager. If for any reason the Project Manager shall be unable to continue to serve, a successor acceptable to both parties shall be chosen. The Project Manager and Client shall not enter a consulting arrangement with each other on the subject of the Services or this Agreement during the Term, according to the Conflict of Interest Policies of NC State.
5. **Intellectual Property.** Neither party transfers by operation of this Agreement any intellectual property rights owned by either party now or hereafter acquired in connection with its performance under this Agreement. Should any invention potential arise during the Term, the parties shall execute a sponsored project agreement (“SPA”).
6. **Communications Content.** NC State shall have the right to promote the Services provided to Client in order to highlight NC State’s ability to offer education and technical assistance. Neither

IN WITNESS THEREOF, the parties have executed this Agreement effective the day and year first written above.

**NORTH CAROLINA STATE
UNIVERSITY**

CLIENT

Reviewed and approved by:

By:

DocuSigned by:

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Signed by:
Miriam Chitiga
EEC9A9DA616D425...

Name: Dr. Audrey J. Jaeger

Name: Miriam Chitiga

Title: Executive Director

Title: Executive Director of Institutional
Effectiveness

Date: 1/28/2026

Date: 2/5/2026

SCOPE OF PROJECT: PACE CLIMATE SURVEY FOR COMMUNITY COLLEGES
INFORMATION for
Green River College
Auburn, WA
PACE2026-27

Purpose of the Work to Be Performed

The purpose of the PACE Climate Survey for Community Colleges (PACE Climate Survey) study is to gather employee perspectives on campus climate and provide institutional leaders with critical information for strategic decision making. Data can be utilized to benchmark progress made toward goals and to compare perceived performance with other similar institutions. Climate assessments are completed for the purpose of enhancing institutional performance and student success. They are typically used during strategic planning, during accreditation, before or after a new initiative has been implemented, or to assess the climate before or after a change in leadership.

Specifications of Work to Be Performed

The PACE team at the Belk Center for Community College Leadership and Research manage the climate survey project under the general direction of the Dean of the College of Education.

Institutional Representative

- Consults with PACE team to determine survey customizations and distribution method.
- Provides participant email list for distribution (unless using an open link.)
- Submits custom survey and custom demographic questions (if applicable).
- Reviews and approves survey draft and distribution emails.
- Confirms survey launch and close dates.

Survey Customization

In order to provide national and comparison group benchmarking data, the PACE survey must maintain standardized question language for the PACE 46, optional question sets, and qualitative questions. As such, customizations to scale, question wording, and/or inclusion of specific items within the PACE 46, optional question sets, and qualitative questions are not permitted. If there are serious concerns about questions included on the survey, contact your report author.

Depending on the selected package, you are able to include up to 20 custom questions and up to 3 custom demographic questions of your own design. Additionally, you can provide limited instruction customization within the survey and email communications.

Data Access and Use

In selected packages and as an additional service, the PACE Research Team may provide your institution with de-identified data files for analysis. In these cases, we ask that you comply with the following data analysis and use guidelines.

The PACE Research Team provides a data file of survey responses to assist institutional research activities. To protect respondent confidentiality, we redact data from any demographic response

option with fewer than seven respondents. By receiving a data file(s), you agree that these data will be used only for statistical analyses and reporting of aggregated information, and not for the investigation of specific individuals. You also give assurance that no survey respondent will be sanctioned based on any answer provided in the PACE Climate Survey.

Survey Communications

Internal promotional or marketing communications sent by your institution about the PACE Climate Survey or use of the PACE Survey wordmark must be approved by a representative from the PACE Survey team. For institutions that opt to administer the survey via an open link, all communications that use the formal PACE Survey wordmark must be approved by the PACE Survey team in advance of survey launch. For institutions who opt for the PACE Survey team to distribute the PACE Survey using a distribution list of employees, all communications will come from the PACE Survey team via Qualtrics.

PACE Team

- Provides instruments, advises the institution, and oversees administration of the instruments.
- Conducts data analysis.
- Writes climate survey report and provides report 10 weeks after the survey close date, not including university breaks and holidays.
- Any category within a demographic variable with a response rate of less than 7 respondents will be excluded from data in the report and data file. PACE Climate Survey responses will be kept confidential to the extent possible; however, there are exceptions when information may be shared. For example, information may be relayed to appropriate personnel in the event there is a safety concern. Any results from demographic categories with fewer than seven respondents will automatically be redacted. Personalized information such as email and IP addresses will not generally be reported to your institution. Any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed.
- Provides tabulated data file of quantitative measures broken down by each demographic variable in order to maintain confidentiality. The PACE team reserves the right to refuse requests for additional data that violate the confidentiality of the participants and jeopardize our third-party status.
- Provides tabulated Canvs qualitative data file with the personnel classification demographic item included. Comments are redacted for respondent confidentiality. The PACE team reserves the right to refuse requests for additional data that violate the confidentiality of the participants and jeopardize our third-party status.
- Provides Canvs Qualitative Summary Report, which includes a password protected link to the client's Canvs dashboard, as well as a Canvs Interpretation Guide.
- Provide an optional report interpretation consultation (virtual 1 hour) with the client within 90 days of final report receipt. Up to 8 institutional employees can attend the consultation.
- Retains institutional survey data and a copy of the final climate report in file for future comparisons by the institution.

Your full PACE report includes the following items:

- Executive Summary
- PACE Report
- Demographics Report
- Personnel Classification Report
- Personnel Classification Data File
- Custom Report
- Student Success Report
- Change Readiness Report
- Canvs Qualitative Summary Report
- Canvs Qualitative Data File
- Report Interpretation Instructions
- Disaggregated Quantitative Data File and Codebook
- PACE Survey Discussion Guide

Payment and Other Provisions

PACE project for Green River College: **\$8,000.00**

Invoice: ***PACE2026-27***

The Institutional Representative and the PACE team must comply with the professional standards established by the American Psychological Association.

President Position Change Email



A Statement from the Green River College Board of Trustees

From Philip Denman <PDenman@greenriver.edu>

Date Mon 2026-02-02 13:46

The following is sent on behalf of the Green River College Board of Trustees

A Statement from the Green River College Board of Trustees

Today, the Green River College Board of Trustees voted to exercise the separation for convenience provision in President Suzanne Johnson's contract. Her last day at the College will be Tuesday, February 3, 2026.

This was a difficult decision made thoughtfully and with mutual respect, recognizing the many meaningful contributions President Johnson has made to the College, as well as the opportunities ahead. We want to thank President Johnson for her more than nine years of dedicated leadership to Green River. During her tenure, GRC saw record enrollment; doubled the number of bachelor's degrees offered; opened the Auburn Center; was ranked an Aspen Institute Top 150 community college; completed the 2020 Year Seven Accreditation visit, receiving six commendations; hosted the sitting President of the United States; and led the College through the COVID-19 pandemic, providing a steady hand while consistently demonstrating compassion, understanding, and care for our campus community.

The Board is deeply grateful for President Johnson's commitment to serving our students and the Green River community, and wish her the very best moving forward.

To ensure continuity and stability during this transition, the Board is appointing George Frasier as Interim President, effective Wednesday, February 4, 2026.

Currently serving as GRC's Vice President of College Relations, George brings deep institutional knowledge and strong campus and community connections built over 18 years of service to Green River College, the Foundation, and Southeast King County. He notably co-lead the development of the College's Equity-Centered Strategic Plan; facilitates the Auburn Area Chamber of Commerce's Leadership Institute; and recently received the Auburn CONNECT Impact Award for outstanding contributions to the community.

Looking ahead, the Board remains focused on empowering student success and to the College's mission to serve the educational needs of our community and is committed to conducting a competitive and transparent national search for Green River's next president. Students, faculty, staff, and community members will play a vital role in the search process and will be invited to participate throughout. Specific details, such as timelines and methodology, are in development and will be shared in the coming weeks.

Philip Denman (he/his)

GRC | Senior Director of College Relations

Office: 253-351-6613 | **On Campus:** M, W, Th

Submit a project request at greenriver.edu/cro