

Green River College PRFR Report Appendix 2.A.3

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

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2.A.3 EV#1 / Section 1

Interim President (2/4/2026 – ongoing) - George Frasier

George P. Frasier, MBA
5909 Panorama Drive Southeast
Building #2 Unit 103
Auburn, WA 98092
Home: (253) 696-4791

EXPERIENCE:

Vice-President for College Advancement/Executive Director Green River College Foundation

VP for College Advancement: November 2018 to Present
Executive Director Green River College Foundation: 2007 to Present

Major Responsibilities: Provide strategic direction to the marketing and communications efforts of Green River College. Lead the Green River College Foundation. The effect on end results is to position the College as the first choice for higher-ed within the College's service areas and to be the premier higher-ed partner for the business community. The GRC Foundation creates innovative and strategic solutions that enable Green River College to achieve educational excellence and develops the fiscal resources to fund those solutions.

Green River College Foundation

- In collaboration with the Green River College Foundation Board Chair, provide dynamic leadership to the Foundation's 23-member volunteer board of directors.
- Oversee GRC Student Village LLC, which owns and operates student housing for GRC students.
- Lead all aspects of the Foundation operations including staff development (6 FTE) fundraising, fiscal management, investment performance (\$29 million in endowments), board recruitment/stewardship, and volunteer development. Combined Foundation operations total over \$6.7 million in annual revenue (FY23 audited financials).
- Completed \$1.6 million major gifts campaign in 2016. Completing a \$1 million emergency assistance fund campaign. (\$980k raised)

College Relations

- Provide strategic leadership to the marketing and communication team at Green River College. (9 FTE)
- Work with the College PIO, and College President to develop internal and external communications.
- Assisted in a cultural shift from an adversarial relationship with campus stakeholders to a relational paradigm.
- Developed systems that built connection between the Development and College Relations teams to facilitate an integrated Advancement operation.
- The College Relations Team has earned multiple district and national NCMPR Paragon Awards. Most recently receiving a national gold award in the Podcasting category. [Fresh Perspectives Podcast Receives National Recognition and Wins Gold](#)

Green River College Executive Team

- Serve on the nine-member Green River College Executive Team.

- During 2020-21 co-lead the college wide Equity Centered Strategic Planning process from consultant selection through adoption by the Green River College Trustees. [Strategic Plan](#)
- Facilitated a cross campus team that hosted a visit by the President of the United States in April of 2022. [President Biden Visits GRC](#)
- Facilitate the Cities and Schools Forum. Cities and Schools brings together the elected officials of the Cities of Auburn, Algona, and Pacific. The Superintendent and School Board of the Auburn School District. The President and Trustees of Green River College. The purpose of Cities and Schools is to talk about and solve problems of mutual interest and foster cross institution communication.

Campus Safety

- Provide direction to and supervision of the Director of Campus Safety.
- Manage the Emergency Operations Center effort on campus.
- Keep the College President informed on emerging safety and other campus incidents.
- Problem solve, with the Director of Campus Safety, safety and other potentially negative events on campus.

Administrative Director, Leadership Institute of South Puget Sound, Auburn Area Chamber of Commerce

July 2011 to September 2016 & July 2019 to Present

Major Responsibilities: Enhance the ability of thirty adult professionals to function as a transformational leader at home, work and within their community.

- Create curriculum for two full day and seven half day sessions over 5 months. Provide tools to understand communication styles, leadership strengths and areas of growth, conflict styles, sources of power, and group development.
- Facilitate conversation that encourages the cohort to move beyond their current level of practice as a leader.
- Recruit and build relationships with guest lecturers from across all community sectors. [Leadership Institute](#)

South County Executive, YMCA of Greater Seattle

December 2006 to December 2007

Major Responsibilities: Provide leadership to the Auburn Valley and Federal Way Branches of the YMCA of Greater Seattle. Responsibilities of this position included financial development, leadership and development of two volunteer policy boards, development and implementation of local strategic plans, fiscal management of combined annual operating income of \$4 million, leadership of sixteen full time, and over two hundred part time team members. Served as member of YMCA of Greater Seattle Operations Group.

Branch Executive Director, Auburn Valley YMCA, YMCA of Greater Seattle

August 2001 to December 2006

Major Responsibilities: Lead the Auburn Y during the transition from a 40-year-old facility to a new 46,000 square foot state of the art facility. Responsibilities of this

position included leading both annual and capital development efforts, leadership and development of the volunteer policy board, served as member of the design and construction team for the new Y, and planned the opening of the new facility. Lead day to day operations. Served as member of YMCA of Greater Seattle Management Team.

Branch Executive Director, Fauntleroy YMCA, YMCA of Greater Seattle

June 1994 to August 2001

Extension Director, YMCA of the Inland Northwest, Spokane, WA

January 1994 to June of 1994

Youth and Family Programs Director, YMCA of the Inland Northwest, Spokane, WA

January 1990 to December 1993

Aquatics Director, YMCA of the Inland Northwest, Spokane, WA

May 1987 to December 1989

Head Swimming Coach, Lincoln City Clippers Swim Club, Lincoln City, Or.

May 1986 to May 1987

Coach (Assistant and Head) YMCA of the Inland Northwest

September 1984 to May 1986

EDUCATION:

Academics: Master's Degree in Business Administration, Western Governors University '14. **Bachelor of Science** in Physical Education with a Minor in Psychology, Washington State University '84.

Professional: LEAN Facilitator, Member CASE, AFP, Executive Committee Member of Washington Foundation Leaders.

Recent Completed Trainings and Certifications: 2025 - Accessibility, GRC Foundations of Leadership 1 & 2 Certification, DACUM Facilitation Certification, Annual Cybersecurity and Title IX trainings.

PERSONAL:

Community Activities: Member of the WSU College of Education Campaign Committee, Investment Committee Chair for the Auburn Symphony Board, Rotary Club Member, Treasurer of the Covington Chamber of Commerce Board, Member of the WSU Alumni Association, Member of the Gray W Club.

Interests: Cycling, Snow skiing, golf, reading and Cougar sports.

REFERENCES:

Available on Request.

Former President (July 2017 – 2/3/2026) - Dr.
Suzanne M. Johnson

SUZANNE M. JOHNSON, Ph.D.**Home Address:**

7053 Lindsay Ave. SE
Apt. 0102
Auburn, WA 98092

Work Address:

12401 SE 320th St.
Office of the President, ZC-110
Green River College
Auburn, WA 98092

Administrative Experience:**President / CEO, Green River College (2017 - present)**

-providing institutional leadership as president and chief executive officer for the college

National Service:

- 2024- present: **AAC&U**: Board of Directors member
- 2021– present: **AAWCC**: Board member
 - 2025 – 2026: Past-president
 - 2023 – 2025: Board president
 - 2022 – 2023: President-elect
- 2017-present: **Community Colleges for International Development**: Board member
 - 2024 – 2025: Past Board Chair
 - 2023 – 2024: Board Chair
 - 2022 – 2023: Board chair-elect
- 2021 – 2024: **AACC Commission on Student Success**: commission member
- 2019 – 2020: **AACC Commission on Student Success**: commission member
- 2017 – 2019: **AACC Commission on Global Education**: commission member
- 2020 – 2021: **EdQuity Council of Presidents**: council member

Regional Service:

- 2017 – 2023: **Campus Compact of Washington**, Board member
- 2020 – 2021: **Equity Council Northwest Commission of Colleges and Universities (NWCCU) Equity Council**, committee member

Service to the state of Washington CTC system:

- 2025 – 2026: **Legislative Liaison Committee** for WACTC / SBCTC: committee member
- 2022 – 2024: **Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee** for SBCTC: committee member
- 2022 – 2025: **Equity Committee** for WACTC / SBCTC: committee member
- 2021 – 2022: **Critical Issues Committee** for WACTC / SBCTC: Chairperson
- 2020 – 2021: **Critical Issues Committee** for WACTC / SBCTC: Vice-Chair
- 2019 – 2020: **Strategic Visioning Committee** for WACTC / SBCTC: Chairperson
- 2017 – 2019: **Task Force for Strategic Enrollment Management** for WACTC / SBCTC: Co-Chair of a two-year task force convened to address enrollment in the CTC system
- 2018 – 2019: **Legislative Liaison Committee** for WACTC / SBCTC: committee member

2017 – 2018: **Education Services Committee** for WACTC / SBCTC: committee member

Community Service:

- 2017–present: **Auburn Symphony Orchestra:** Board of Directors member
- 2023 – 2024: Board chair
- 2017 – 2022: ASO Education Committee member
- 2022: **Auburn School District Strategic Plan Committee:** member
- 2021 - present: **Museum of Flight Board:** Board of Directors member
- 2022 - present: **Boeing Academy for STEM Learning Advisory Committee:** member
- 2017 - present: **Auburn Rotary:** Rotary member
- 2018 – present: **Mayors’ Workforce Initiative: Strong Education, Strong Careers, Strong Communities in Auburn, Algona and Pacific:** steering committee member
- 2020 – 2021: **United Way of King County Bridge to Finish Advisory Council:** council member
- 2019 – 2020: **King County Metro-Renton, Kent, Auburn Area Mobility Plan – Partner Review Board:** review board member
- 2018 – 2019: **United Way of King County Task Force on Poverty:** task force member

Recognitions since joining Green River College:

- 2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
- 2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
- 2020: **Aspen Institute New President’s Fellowship:** selected into the inaugural class of the Aspen Institute’s Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
- 2019: **Connect Achieve Award:** given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
- 2019: **Educator of the Year:** given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.

Prior positions held:

Vice President for Academic Affairs, Suffolk County Community College (2015 - 2017)

- provide leadership and oversight of academic affairs throughout the College at the largest multi-campus community college of the SUNY system
- provide guidance and oversight for all credit and non-credit offerings in academic programs, workforce development, and continuing education
- provide guidance and oversight for curriculum development, articulation agreements, instructional modalities, and class scheduling consistent with community workforce needs and in support of academic quality and student success
- develop, communicate, coordinate, and implement all academic policies and procedures to provide consistency throughout the College to serve the needs of all students

- work collaboratively with Campus Executive Deans to ensure consistency in providing academic programming and faculty support to the three campuses
- organize and lead the development and implementation of a comprehensive and sustained system of learning assessment and program evaluation in collaboration with faculty and staff
- establish policies for appointment, evaluation, and assignment of full-time and part-time professional personnel in the academic, workforce and continuing education area; coordinate the request for personnel lines, and coordinate the promotion process for full- and part-time professional staff in academic affairs
- provide leadership in the development of the annual academic calendar, the College handbook, the College catalog, and other related academic affairs publications, reports and documents
- serve as advocate for students, faculty, academic departments, programs, and the administration, to promote policies, procedures, and allocation of resources that respond to the needs of all College stakeholders
- provide enhanced opportunities for full-time and adjunct faculty professional development
- represent the Office of Academic Affairs within the College, and locally, regionally, nationally, with the State University of New York, to enhance communication, to establish “best practices”, and to promote the College and its mission
- oversee the accreditation process for the College including the Middle States Association for Colleges and Schools and for other specialized program accreditation
- supervise Associate Vice Presidents of Academic Affairs and Workforce Development, College-wide Deans of Instruction and their direct reports, and the College’s Office of Sustainability
- coordinate new curriculum proposals for submission to the State University of New York and the State Education Department
- participate as appropriate in the negotiation and implementation of professional employee bargaining agreements
- serve as a member of the President’s Cabinet
- act as Chief Executive Officer of the College, when so designated, in the absence of the President

Additional Administrative Responsibilities (Suffolk County Community College):

- 2015 - 2017 **Board of Trustees Executive Subcommittee:** committee member
- 2015 - 2017 **Board of Trustees Subcommittee on Student Success:** committee member
- 2015 - 2017 **Strategic Planning Committee:** committee member
- 2015 - 2017 **Joint Planning and Assessment Council:** committee member
- 2015 - 2017 **College Committees addressing faculty development and personnel decisions:** co-chair various committees addressing Faculty Development, and Personnel Evaluations for continuous appointment and promotion
- 2015 - 2017 **Task Force on Diversity:** Cabinet member for the College wide task force
- 2015 - 2017 **Student Engagement Committee:** committee member

Interim Campus President, Sylvania Campus, Portland Community College: (2014 – 2015)

- serve as the Executive Officer of the campus with an operating budget of approximately 44 million dollars and student enrollment of nearly 30K part-time & full-time students
- provide leadership to all campus-based student development and instructional programs and services; staff and faculty

- provide leadership and direct supervision of the Campus Dean of Students and Campus Dean of Instruction
- work with the deans / department chairs to establish goals and strategies for meeting the educational and student development needs of the community
- provide leadership and oversight to other district-wide programs
- participate in the selection of campus management, classified staff and academic professionals; have oversight for all faculty of the campus, subject to final approval of the District President and Board
- promote, support, and maintain racial and ethnic diversity among students, faculty, and staff
- develop and manage the campus budget as well as provide leadership for resource development and effective resource management
- serve as a member of the District President's staff and member of President's Cabinet
- represent the college to the campus community
- develop and market entrepreneurial programs that achieve positive net revenue and alternative revenue streams for the college
- advocate for the needs of the college campus and its community
- represent the college to the community at large through involvement with service, charitable, community and business organizations, and fundraising activities

Additional Administrative Responsibilities (Portland Community College):

- 2014-2015: **Oregon President's Council:** member of the 17 Community Colleges State-wide Council of Community College Presidents
- 2014-2015: **Budget Planning Advisory Council:** committee member
- 2014-2015: **Administrative Advisory Committee:** member for contract negotiations with faculty Unions
- 2014-2015: **Northwest Accreditation Committee:** member for PCC's seven year review
- 2014-2015: **Diversity and Inclusion Co-Experiential Learning Series:** Sylvania Campus leadership training undertaken with the Office of Equity and Inclusion
- 2015: **Campus Compact Executive Leadership Series:** participant on Equity: Improving Outcomes for Students of Color

Dean of the College / Dowling College: 2012 - 2013:

- provide leadership to the four Schools of the College: Arts & Sciences, Education, Business, and Aviation
- provide leadership and oversight of all academic student support services including tutoring, services for learning disabled students, remedial programs, and HEOP (Higher Education Opportunity Program)
- approve the hiring of adjunct faculty and participate in the recruitment and hiring of full time faculty College wide
- oversee special programs aimed at retention and academic performance
- oversee the assessment and evaluation of academic offerings and course content
- collaboratively work with faculty College wide to implement appropriate enhancements and improvements to existing academic programs
- conduct outcomes assessment of special programs as required
- recommend a College-wide academic schedule of classes and budgetary expenditures

- coordinate with enrollment services a system for standardized new student testing
- approve budgetary expenditures across all academic departments
- provide leadership and oversight of the development, implementation and evaluation of the College curricula to ensure enhancement and maintenance of quality and appropriateness relevant to the College's mission and goals
- provide leadership and direct the activities and contributions of faculty, administrators and staff College wide
- coordinate, oversee and ensure compliance for specialized accreditation (e.g. NCATE, AABI, IACBE)
- represent the College to assist with evaluators' reviews of various programs for the purposes of accreditation (e.g. NCATE, AABI, IACBE, Middle States)
- review findings; report as appropriate and recommend the appropriate changes regarding accreditations (e.g. NCATE, AABI, IACBE, Middle States)
- oversee placement of students in student teacher placements and internships
- oversee articulation agreements with surrounding institutions and BOCES

Academic Chair of Social Sciences Division / Dowling College: 2010-2012; 1993-1994:

- oversee the professional development and curriculum of the division
- evaluate faculty re: promotion, contract renewal, and tenure
- mentor faculty as needed to assist performance in the classroom and/or other professional development
- coordinate semester course schedules from Department Chairs in the division and present these schedules to the Dean
- oversee all changes to existing courses and approve new courses to department offerings
- oversee all changes to existing minors and approve the development of new minors
- oversee all changes to existing majors and approve the development of new programs of study
- recommend any significant changes to degree requirements
- recommend proposals concerning general education College wide
- review proposals for and recommend faculty for released time for professional development
- review proposals for and recommend faculty for travel and research funds
- review and recommend applications for sabbatical leaves
- represent the members of the Social Sciences Division (six academic departments: Anthropology, Sociology, Economics, Political Science, History, and Psychology) to the Faculty Administrative Senate
- represent the members of the division in working with the broader Administration and the standing committees of the Faculty and such ad hoc committees as may be created by the Faculty Administrative Senate
- represent the members of the Social Sciences Division on the Faculty Curriculum Committee

Department Chair (Psychology) / Dowling College: 2003-2005; 2001-2002:

- recruit and screen adjunct and full-time faculty in consultation with appropriate faculty in the Department and recommend such faculty to the Faculty Development and Curriculum Committee
- recommend the operating budget for the Department in consultation with appropriate faculty in the Department

- develop and coordinate the curriculum within the department and represent the Department to the Administration, working cooperatively with Enrollment Services to enhance enrollment, and working with Academic Chairs and Dean in scheduling
- recommend a coordinated and sound schedule of course offerings in consultation with appropriate faculty within the Department and submit this schedule to the Academic Chair for submission to the Dean
- grant credit for proficiency and consider waivers of degree requirements in accordance with policies set by the Faculty Administrative Senate and in consultation with appropriate faculty
- serve as a member of the Division's Faculty Development and Curriculum Committee and represent the members of the Department

Additional Administrative Responsibilities (Dowling College):

- 2012-2014: **Middle States Steering Committee:** Co-chair of committee for Decennial Accreditation review
- 2011-2013: **Strategic Planning Committee:** committee member (as Academic Chair and then Dean of the College)
- 2010-2012: **Chairperson: Faculty Development and Curriculum Committee / Social Sciences Division**
- 2010-2012: **Faculty Administrative Senate:** senate member
- 2010-2012: **Curriculum Committee:** social sciences representative / committee member
- 2007-2009: **Faculty Personnel Committee:** Social Sciences Representative
- 2003-2004: **College Wide Planning and Priorities Committee:** committee member
- 2003-2004: **Faculty Personnel Committee:** Social Sciences Representative
- 2001-2002: **Middle States Steering Committee:** committee member
- 2001-2002: **Strategic Planning Committee:** committee member (as Department Chair)
- 1996-1999: **Chairperson: Academic Standards Committee**
- 1996-1999: **Joint Committee of Academic Administrators:** committee member
- 1994-1999: **Faculty Administrative Senate:** senate member (various representative roles, Union President, Academic Standards Committee Chairperson)
- 1994-1996: **Faculty Union Executive Committee** (as President and past President)
- 1994-1995: **Faculty Union President:** Dowling College Chapter of NYSUT
- 1993-1994: **Curriculum Committee:** social sciences representative / committee member
- 1992-1994: **Program Coordinator:** First Year Seminars / College Orientation Program for Incoming First Year Students
- 1990-1993: **Long Range Planning and Development Committee:** social sciences representative / committee member

Academic Experience / Summary of Positions held at Dowling College:

- 2001 – 2012: Professor of Psychology
- 1995 – 2001: Associate Professor of Psychology
- 1991 – 1995: Assistant Professor of Psychology
- 1988 – 1991: Instructor of Psychology

Education:

Ph.D.: Stony Brook University: Developmental Psychology

M.A.: Stony Brook University: Psychology

B.A.: Ithaca College: Major: Psychology Minor: Art History

Honors and Awards:

- 2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
- 2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
- 2020: **Aspen Institute New President's Fellowship:** selected into the inaugural class of the Aspen Institute's Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
- 2019: **Connect Achieve Award:** given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
- 2019: **Educator of the Year:** given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.
- 2016: **Aspen Institute Rising Presidential Fellowship:** selected into the inaugural class of the Aspen Institute's Presidential Fellowship for Community College Excellence for aspiring presidents (2016-2017).
- 2015: **Deborah Evind Powerhouse Award** in appreciation of dedication to serving the Women's Resource Center of Portland Community College
- 2015: **Dr. Diane Mulligan Friend of ROOTS Award** - Portland Community College
- 2014: **Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
- 2002: **Gold Award:** from Foreword Magazine for best parenting book of 2001 from an independent or university press (For Lesbian Parents, Guilford Press)
- 2001: **PRIDE Award:** Recipient of the Dowling College Faculty PRIDE award for excellence and service to Dowling College
- 2000: **Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
- 1997: **The Dowling College Women's Month Inspiration Award:** Given by the Dowling College Cultural Affairs Committee for outstanding leadership at Dowling College.
- 1994: **Professor of the Year:** Given by Dowling College's Program for Learning Disabled College Students.
- 1993: **Outstanding Club Advisor:** Given by the Student Government Association of Dowling College for outstanding service and dedication to the students of the Psychology Club.
- 1992: **Faculty Appreciation Award:** Given by Dowling College's Chapter of Alpha Chi and the Dowling College Academic Excellence Society.

Publications:

Johnson, S. and O'Connor, E. & Tornello, S. (2016). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court, 2nd edition. Oxford University Press.

Tornello, S., Johnson, S., & O'Connor, E. (2013). *Relationship Quality among Lesbian Mothers in Planned Families*. Journal of GLBT Family Studies, 9:4, 346-363.

Johnson, S. (January 2012). *Lesbian Mothers and Their Children: The Third Wave*. Journal of Lesbian Studies, 16:1, 45-53. The Haworth Press.

Johnson, S. and O'Connor, E. (2012). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court. Oxford University Press.

Johnson, S. (2009). *Between a Rock and a Hard Place*. Feminism and Psychology (Special feature on negotiating sexualities in higher education classrooms), 19:2, pp. 186-189. Sage Publications.

Johnson, S. (2008). *My Revolving Closet Door*. Journal of Lesbian Studies, (Special thematic issue on "Lesbians and Work" simultaneously published in book form), 12:1, pp. 59-68. The Haworth Press.

Johnson, S. (2006). *Life as Mama*. Chapter appearing in The Other Mother: Non-Biological Lesbian Moms Tell All, pp.101-112. New York: Beacon Press.

Johnson, S. and O'Connor, E. (2005). *Are the Children Normal?* Chapter in Contemporary Issues Companion: Gays and Lesbians, pp. 77-81. (CIOGAL) published by Thomson / Gale.

Johnson, S. and O'Connor, E. (2005). *Family Functioning in Gay and Lesbian Families in the United States*. Chapter appearing in Homoparentalites, Etat Des Lieux, pp. 357-362. Eres Press (France).

Johnson, S. and O'Connor, E. (2002). The Gay Baby Boom: The Psychology of Gay Parenthood: New York: New York University Press.

O'Connor, E. and Johnson, S. (2002) *Lagging Behind: Gay Couples Live Normal Lives at Home but Not in the Law*. Long Island Newsday, Sept 15, 2002, p. A31.

Johnson, S. and O'Connor, E. (2001). For Lesbian Parents: Your Guide to Helping Your Family Grow Up Happy, Healthy and Proud. New York: Guilford Press. (Second printing 2005 with simultaneous publication / translation into Spanish.)

Presentations:

Johnson, S., Ramirez Robson, J. (2023). “Student Equity: The Imperative of Turning Words into Actions”. Presentation at the AACC annual conference, Denver, April 12, 2023.

Johnson, S., Ramirez Robson, J., & Chu, E. (2022). “Student Equity: The Imperative of Turning Words into Actions”. Presentation at the ACCT annual conference, New York, October 28, 2022.

Johnson, S. (2022). “The Imperative of Turning Words into Actions: Equity is More Than Just a Policy”. University of North Dakota, EDI conference, October 5, 2022.

Johnson, S. (2022). “The Imperative of Turning Words into Actions: Creating a World Without Racial Hierarchy through Equity Leadership”. Presentation at the AAC&U DESS conference, New Orleans, March 19, 2022.

Howard, J., Johnson, S., & Johnson, S. (2017). “The Elephant in the Room: Part-time Faculty and the Student Success Agenda”. Presentation at the American Association of Community Colleges, New Orleans, LA, April 24, 2017.

Howard, J. & Johnson, S. (2016). “Her Brave New World: Gender and Transformational Leadership in Community Colleges of the Future”. American Association of Community Colleges, Chicago, Il., April 12, 2016.

Johnson, S. (2011). Invited presentation: “GLBT Parents and Their Children: What Does Research Say and How Are They Treated in the Law?” at The Association of Family and Conciliation Courts, New York Bar Association, Manhattan, November 18, 2011.

Johnson, S. (2011). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled “Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents” at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November, 2011.

Johnson, S. (2011). Invited presentation on the Gay Baby Boom: Research Past and Present for the Dowling College annual theme: America Past and Present, Dowling College, March 31, 2011.

Johnson, S. (2011). Invited presentation / workshop: “What Every Preschool and Daycare Provider Needs to Know About Children With Gay and Lesbian Parents” presented at the 13th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 12, 2011, Freeport, Long Island, New York.

Johnson, S. (2010). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled “Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents” at ihi Chelsea (Institute for Human Identity), Chelsea, New York, October 29, 2010.

- Johnson, S. (2009). Invited presentation on gay and lesbian parenting and family formation entitled “Paths to Parenthood” at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 2009.
- Johnson, S. (2008). Invited presentation on gay and lesbian parenting entitled “Who’s My Mommy? Who’s My Daddy?” at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 12, 2008.
- Johnson, S. (2008). Invited presentation on “The Making of a Serial Killer”. Presented at Comsewogue Public Library, Port Jefferson Station, New York, September 17, 2008.
- Johnson, S. (2008). Invited presentation on “The Making of a Serial Killer”. Presented at Emma S. Clark Library, Setauket, New York, May 9, 2008.
- Johnson, S. (2007). Children’s Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 12th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2007.
- Johnson, S. (2006). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 13, 2006.
- Johnson, S. (2006). Children’s Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2006.
- Johnson, S. (2005). Invited presentation on Considering Parenthood. LIGALY (Long Island Gay and Lesbian Youth) Center, Bay Shore, April 25, 2005.
- Johnson, S. and O’Connor, E. (2005). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 20, 2005.
- Johnson, S. (2005). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 7, 2005.
- Johnson, S. (2005). Children’s Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 7, 2005.
- Johnson, S. and O’Connor, E. (2005). Invited presentation for LIGSEA (Long Island Gay Straight Education Association) entitled: “Building Bridges between Gay and Lesbian Parents and the School Community”, January 21, 2005.
- Johnson, S. and O’Connor, E. (2004). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, May 5, 2004.

Johnson, S. (2003). Invited presentation on Gay and Lesbian Headed Families presented for the SAFE club at Sachem North High School, May 13, 2003, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 30, 2003.

Johnson, S. (2003). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know about Children with Gay and Lesbian Parents" presented at the 5th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 22, 2003, Freeport, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation: "Gay and Lesbian Headed Families" presented at the January meeting of PFLAG of Long Island, January 19, 2003, Huntington Unitarian Universalist Church.

Johnson, S. and O'Connor, E. (2002). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 24, 2002.

Tye, M. and Johnson, S. (2002). Full day (6 hour presentation) Continuing Education Workshop: Custody Evaluations with Gay, Lesbian, and Bisexual Parents. Presented at the American Psychological Association, Chicago, Ill., August 2002.

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Additional Evidences / Section 2

Strategic Plan



2021

GREEN RIVER COLLEGE » **EQUITY-CENTERED** STRATEGIC PLAN

2026





2021-2026

GREEN RIVER COLLEGE » EQUITY-CENTERED STRATEGIC PLAN



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Appendix A | Strategic Planning Terms

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Appendix D | Original Working Group Results (under separate cover)



1

INTRODUCTION



1 | Introduction

In the spring of 2020, Green River College (the College, Green River or GRC) initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan (Plan) for the College. The intention of the Plan was to lay out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. To ensure that the Plan was inclusive of all voices with a stake in the College's success and future, the College carried out a 10-month long community engagement process with a variety of activities designed to ensure that all student, staff, and community voices were heard. The process was guided by the Strategic Plan Steering Committee, working closely and in partnership with the College's strategic planning consultant, MIG, Inc., obtained through the College's established RFP process. The Strategic Plan is a blueprint for moving forward as a whole college over the next five years. It provides a clear vision of our goals for the next five years and is a dynamic tool that can grow as the College grows.

A. Plan Organization

The Strategic Plan is organized into the following sections:

- 1 | Introduction
 - A. Plan Organization
 - B. About Green River College
 - C. Environmental Scan: Key Challenges and Opportunities
- 2 | Strategic Plan Framework
 - A. Strategic Plan Overview
 - B. Equity, Vision, Mission, and Values Statements
- 3 | Strategic Plan Goals, Objectives and Success Metrics
 - A. Goal A: Success for All Students
 - B. Goal B: Excellence in Teaching and Learning
 - C. Goal C: Responsive Educational Programs and Support Services
 - D. Goal D: Integrated and Effective Organizational Structure, Systems, and Processes
 - E. Goal E: Accessible and Responsive Facilities and Technology
 - F. Goal F: Impactful Community Connections
- 4 | Conclusion / Next Steps

B. About Green River College

Green River College is a public two-year college in southeast King County. At the time of publication in 2021, it offers degrees and certificates in 41 programs of study. Green River offers ten associate transfer degrees with direct transfer agreements to public, four-year universities in Washington State, and another six career technical degrees transferable to colleges and universities which have articulation agreements with the College. In its career and technical education programs, Green River offers eight applied baccalaureate degrees, 29 applied associate degrees, and 65 certificates. It is the fourth largest of 34 community and technical colleges in Washington State.

Centrally located between Seattle and Tacoma in Auburn, Washington, Green River College's service area includes the cities and school districts of Kent, Auburn, Enumclaw, Renton, and Tahoma in South King County.

The College began as an adult evening education program for the Auburn School District in 1945. By 1963, the State Board of Education approved the establishment of Green River Community College. The College's main campus has been in its current location since 1965—a beautifully wooded hilltop campus of 250 acres. Over time, as community needs have grown, the College added branch locations in downtown Kent (1986), Enumclaw (1996), and downtown Auburn (2016). The Kent campus is a smaller version of the main campus in Auburn and offers many of the same programs and services. The Enumclaw and Auburn locations offer small selections of credit and non-credit continuing education classes which serve the surrounding communities.

In 2013, Green River won approval to offer applied baccalaureate degrees, which by 2021, totaled eight Bachelor of Applied Science (BAS) degrees. The following year, Green River submitted a substantive change to the Northwest Commission on Colleges and Universities (NWCCU) to change its name officially from Green River Community College to Green River College to better reflect the school's variety of offerings.

C. Environmental Scan Summary: Key Challenges and Opportunities

The Environmental Scan, published in March 2021 at the conclusion of the community engagement process, provides a review of external and internal trends, as well as key points of interest and suggestions by Green River College and community stakeholders, which all helped to guide the creation of the College's Equity-Centered Strategic Plan. The full Environmental Scan Report, including detailed data and summary of input from all community engagement activities, is available under separate cover on the Strategic Planning webpage at <https://www.greenriver.edu/strategicplanning/>. Below are the key challenges and opportunities for Green River College as identified through the Environmental Scan.

The Puget Sound region is experiencing growth and is growing more diverse.

- In the next two decades, **the region's population will grow by more than 760,000 people**, and one-third of that growth will be in King County. [Puget Sound Regional Council, 2017]
- Much of that growth will be among school-age residents and seniors—**by 2040 one in five residents will be over the age of 65**. [Washington State Office of Financial Management, 2017]
- Since 2000, **81 percent of regional population growth** is due to **growth among communities of color**. [King County, 2017]
- GRC's service area has experienced considerable **growth among immigrant families and families of color in recent years**. [U.S. Census, American Community Survey, 5-Year Estimates, 2018]
- **One in five** service area residents are **foreign born**, and **30 percent speak a language other than English** at home. [U.S. Census, American Community Survey, 2018]

The College has a mixed record in responding to regional demographic changes.

- Green River College student **enrollments reflect the growing diversity of the service area—more than half of Green River students are nonwhite**. [Green River Office of Institutional Effectiveness]
- However, the current racial and ethnic makeup of **faculty and College leadership is not a reflection of the diversity of the community**. [Green River Internal Focus Group, and Office of Institutional Effectiveness]
- Globally, Green River is seen as a **destination institution** thanks to its **well-known international program**. [Green River External Focus Group]
- Green River **enrolls more students than any of its regional competitors** and **ranks near the top among its peers in enrolling students of color**, including students from historically underserved communities. [Washington State Board for Community and Technical Colleges]
- **Enrollments among immigrant students are especially high** at Green River branch campus locations. [Green River Strategic Planning Charette]

COVID-19 is exacerbating access and economic insecurity issues for students of color and low-income students at community colleges in Washington and nationwide.

- **Fall 2020 enrollments among students of color have declined 19.4 percent** from fall 2019. [Green River Office of Institutional Effectiveness]
- Green River’s **move to online learning** during the pandemic has created helpful and problematic outcomes: **more students are engaging through online platforms**; however, **many students lack access to the internet and technology**. [Green River Strategic Planning Charette]
- **English and math placement classes** are now in an online format, which may **disadvantage students who do not have necessary technology**. [Green River Strategic Planning Charette]
- Green River faculty are **working to find balances between online and on-campus learning** which benefits different types of students. [Green River Strategic Planning Charette]

Placement into College “gateway” courses is not equitable.

- **One in six** new students, and 12 percent of all students, enroll in **basic skills classes** at Green River. [Green River Office of Institutional Effectiveness]
- Approximately **nine in ten** first-time transfer and career technical students place into college-level English classes. [Green River Office of Institutional Effectiveness]
- First-time student **placements into college-level math** have **improved more than 30 percentage points** in the last five years for transfer students, and **20 percentage points** for career technical students. [Green River Office of Institutional Effectiveness]
- Only about **half of first-time students who place into college-level English and math courses**, and **less than one-third of those who place into basic skills classes**, are able to **complete a college-level course in their first year** of school. [Green River Office of Institutional Effectiveness]

Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.

- More than **eight in ten students** at Green River complete their courses, and **seven in ten** do so successfully. However, retention and success outcomes are **seven to ten percentage points less** for **students of color from historically underserved groups**. [Green River Office of Institutional Effectiveness]
- Retention rates among transfer and career technical degree-seeking students is **especially low among American Indian and Black students**. [Green River Office of Institutional Effectiveness]
- Students of all backgrounds have **better retention and success rates in hybrid classes** than other modes of learning. This is **especially true for low-income students and historically underserved students of color**. [Green River Office of Institutional Effectiveness]
- **One in four** first-time, career technical degree-seeking students **does not return for a second quarter**, and **only about half return for a second year** of classes. [Green River Office of Institutional Effectiveness]
- Green River is **among the top five** community and technical colleges in **total awards earned by students in all credential categories**—applied baccalaureate awards, associate degrees, certificate awards and high school certifications earned by students. [Washington State Board for Community and Technical Colleges]
- **Historically underserved students of color earned 15 percent of all awards** conferred by Green River College in 2019-20, and an average of 14 percent of awards over the last five academic years.

Support for students at Green River is good, but there are still gaps.

- **Nearly half** of respondents in the recent Green River College Community Survey **agreed that the College's support services were good**, and **another 26 percent rated services as excellent**. [Green River Community Survey]
- **Immigrant and refugee students**, who often begin their Green River careers at branch locations, **need better support**. [Green River Strategic Planning Charette]
- Students of color say they need *"inclusive, proactive support the entire time they are at Green River."* [Green River Student Focus Group]

Students are looking for more flexible and consistent support.

- Green River needs to provide **more accessible and consistent guidance for students**. [Green River Student Focus Group]
- Students suggest **mentoring or advising which follows students throughout their time** at Green River. [Green River Student Focus Group]
- Green River can do better at **advising students into the right classes** and **use peer navigators** to support student success. [Green River Strategic Planning Charette]
- Green River needs to **expand access to student support services to branch campus locations and online** and **make the timing flexible** to meet student availability. [Green River Strategic Planning Charette]

Most feel welcome on campus, but not everyone.

- **Nine in ten Green River students** believe that Green River College is **welcoming for all people** while only **two-thirds of faculty, staff and trustees** do. [Green River Community Survey]
- Students agree that Green River's **weeklong welcoming process is helpful for both traditional and non-traditional students**. [Green River Student Focus Group]
- Students and staff describe **physical barriers to a welcoming atmosphere** that exist at the College, from the **expense of travel** to campus, to the **need for more welcoming classroom space** for basic skills students. [Green River Internal and External Focus Groups, Strategic Planning Charette]
- Students suggest **Green River should examine whether it has a welcoming culture for students of color**, who need a stronger sense of belonging and often feel tokenized. [Green River Student Focus Group]
- Green River should consider *"programs to create community especially for under-represented students and students who don't necessarily have advocates at home."* [Green River Community Survey]

Green River experiences challenges attracting and retaining diverse faculty and staff.

- Green River experiences **difficulty recruiting faculty of color** due in part to **low turnover, a slow hiring process, missed recruitment opportunities, and limited funding**. [Green River Internal Focus Group]
- *"One of our strengths is people who've been here for many years, but that means that openings don't occur often, so it will take a while to change the College community."* [Green River Internal Focus Group]
- Green River should *"develop a mentorship program for recruiting and retaining faculty of color."* [Green River Community Survey]

Faculty and staff need ongoing training and support.

- Green River needs to **provide ongoing equity training and support for all staff**. [Green River Strategic Planning Charette]
- **“Anti-racist work needs to be as active and intentional as technology training.”** [Green River Strategic Planning Charette]
- Green River needs to provide **more training and support for adjuncts**, and acknowledgement of their participation in the work of the College. [Green River Strategic Planning Charette]
- Faculty also need **more and ongoing E-Learning support**, given the shift to online teaching. [Green River Strategic Planning Charette]
- Faculty request **time, space, and compensation** for important outside of classroom activities such as **student mentoring, and community relationship building** and work. [Green River Strategic Planning Charette]

There could be stronger connections with the community the College serves.

- **“We need to be more intentional and inclusive in our connections with our external partners and the communities and create structures that will allow that to happen.”** [Green River Strategic Planning Charette]
- **“Developing partnerships and collaborations with community takes persistence, commitment, and time. Whose job is it to do that work?”** [Green River Strategic Planning Charette]

There are opportunities to further link programming with local community needs.

- Green River should **expand its work with area high schools**. [Green River External Focus Group]
- **“The transition between high school and college can be challenging. It’s great to help students feel a sense of momentum and belonging at college before going – provide a warm handoff.”** [Green River External Focus Group]
- There is **demand from branch campus communities for career-focused classes** beyond the main campus location. [Green River External Focus Group]
- The College should **continue to expand its relationship with the Muckleshoot Indian Tribe** and **offer joint studies opportunities** between Green River and Muckleshoot Tribal College. [Green River External Focus Group]

Green River can capitalize and build upon its program strengths.

- Industry sectors expected to see the **most job growth** over the next decade include **Information Technology and Health Services**. [Washington State Employment Security Department]
- The region is experiencing **substantial demand for software developers and other computer occupations** like web administrators, information security and computer systems engineers, digital forensics analysts. [Washington State Employment Security Department]
- Green River is a **center of excellence in education and cyber security**—the College provides **high quality specializations** in these programs not available at other colleges in the region. [Green River External Focus Group]
- There is a **growing teacher shortage nationwide**, and Green River can help to meet the demand. [Economic Policy Institute]

New collaborations could provide new career pathways for students.

- There is a **need for expanded programing and regional collaboration** with other programs and companies to **offset teaching and equipment costs to meet demand for nurses and other health occupations.** [Green River External Focus Group]
- Green River may want to **consider a new hospitality certificate or degree program** to meet **needs of the Muckleshoot Indian Tribe hotel expansion** in Auburn. [Green River External Focus Group]
- Green River should **expand its small business support programs** to reach those not connected to business organizations. [Green River External Focus Group]

There are concerns about Green River governance and processes.

- Policies need to be **designed to support and center students.**
- The College needs a **clear and robust a policy feedback process.**
- The **current governance structure is too complex**, and lines of authority and decision making are not transparent.
- There is a **need for well-defined, participatory governance structure.**
[Green River Steering Committee Meetings and Focus Groups]

Participants set the criteria for the strategic planning process.

- The Plan will need to **clearly define success.**
- The Plan will need **clear and consistent definitions.**
- The process should **allow all to feel safe and to provide authentic input.**
- The process needs to **balance enthusiasm with recognition of past challenges.**
- **Embed anti-racism and equity throughout.**
- Create a **living, dynamic document, easily accessible** with **data front and center.**
[Green River Steering Committee Meetings and Focus Groups]



2

STRATEGIC PLAN FRAMEWORK



2 | Strategic Plan Framework

This chapter contains the Strategic Plan Framework, which consists of the following:

- A. Strategic Plan Overview
- B. Equity, Vision, Mission, and Values Statements

A. Strategic Plan Overview

Green River's Equity-Centered Strategic Plan serves as the guiding document for the College's work over the next five years. This Plan lays out a vision, mission, and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. And it provides a framework to address key challenges and opportunities for our work, incorporating the ideas that have emerged from the Green River community throughout our planning process.

During robust community discussions, Steering Committee members refined a draft Equity Statement, which details the College's commitment to be an anti-racist institution and provides the Green River definition of equity. These conversations laid the groundwork for the College's Strategic Plan Framework, including updates to Green River's Vision, Mission and Values, statements, seen in the graphic on page 8 and laid out in Section B below, to fully support the College's commitment to inclusive, equitable opportunities and outcomes for all.

In addition, the Steering Committee carefully reviewed themes regarding key challenges and opportunities, along with ideas and strategies for addressing them, that emerged from the community engagement process, to shape six Strategic Plan Goals for the College. Discussions about the key issues related to each of these Goals, as seen in the framework graphic on the following pages served as a basis to develop objectives to meet each Goal. These are laid out in Chapter 3.

GREEN RIVER COLLEGE FRAMEWORK FOR EQUITY-CENTERED STRATEGIC PLAN

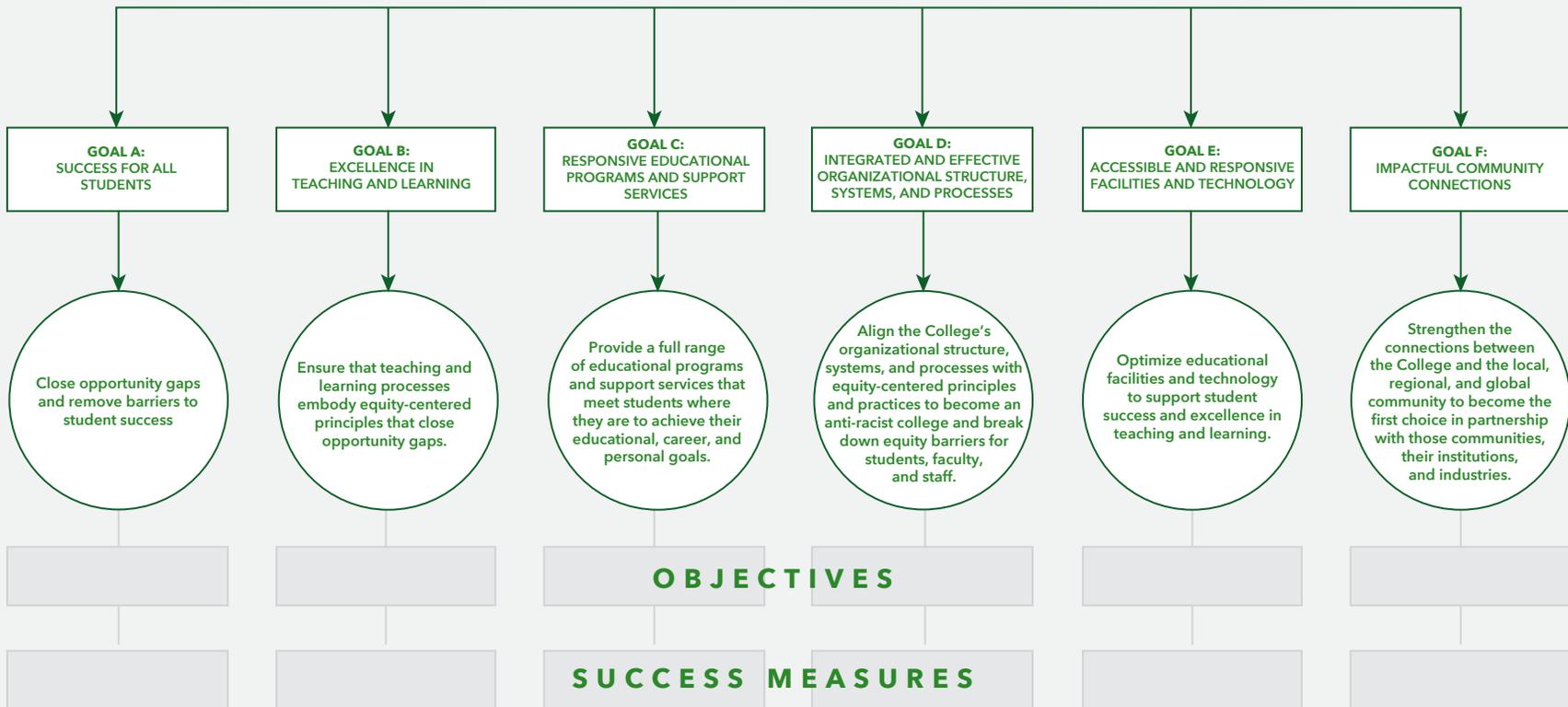
EQUITY STATEMENT/DEFINITION

VISION STATEMENT

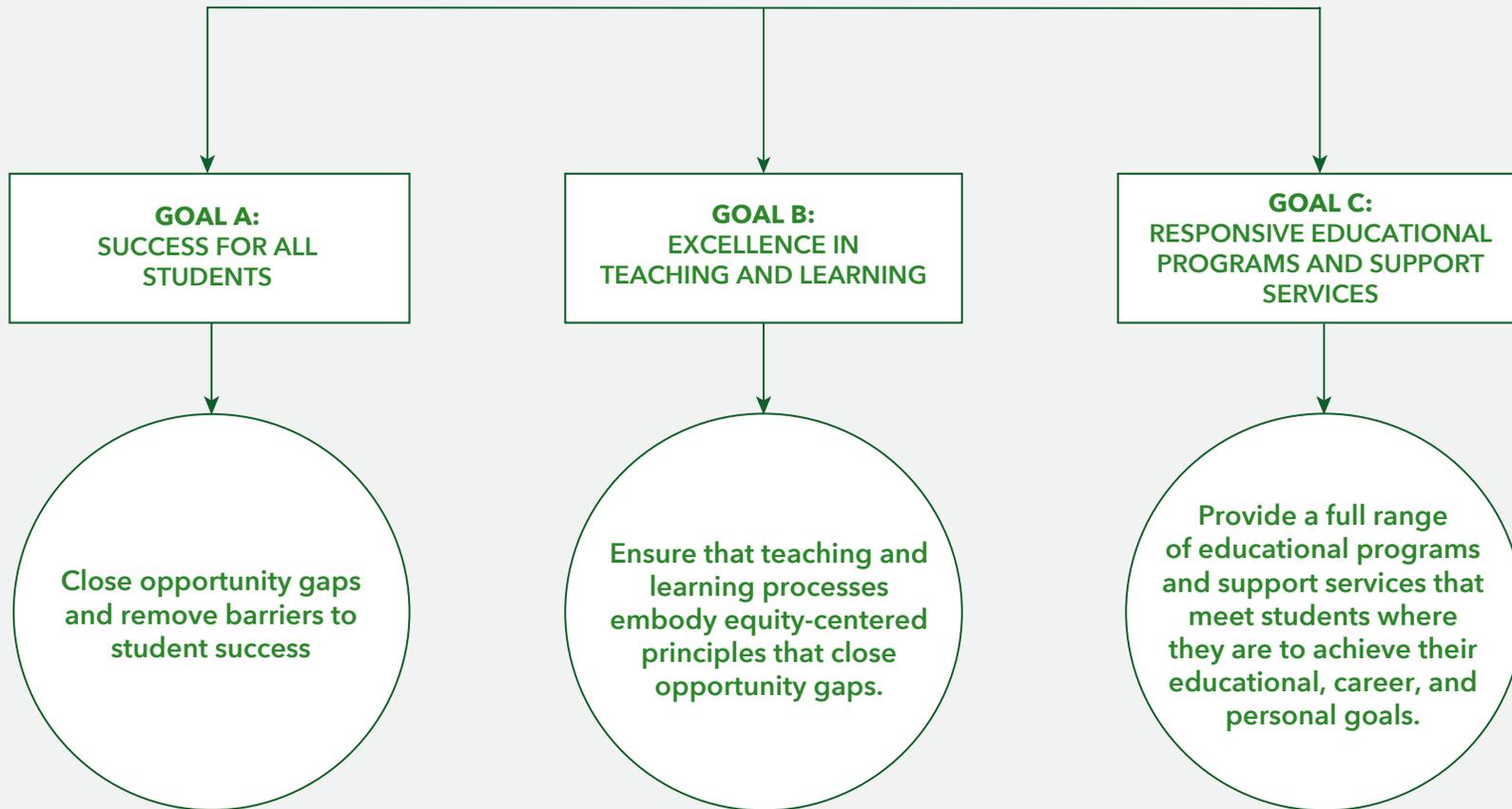
MISSION STATEMENT

VALUES

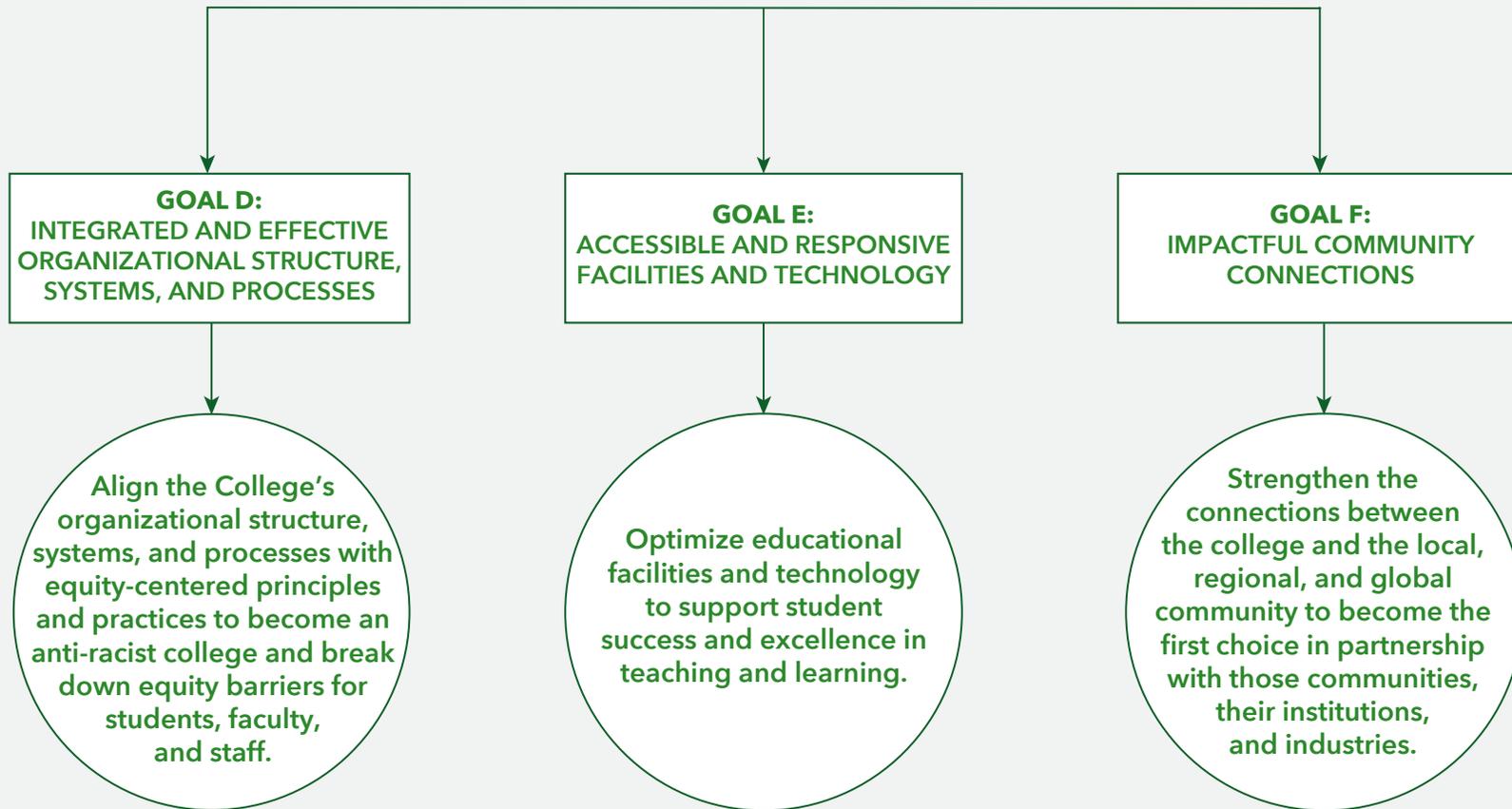
STRATEGIC PLAN GOALS



STRATEGIC PLAN GOALS



STRATEGIC PLAN GOALS



B. Equity, Mission, Vision, and Values Statements

Equity Statement

The Green River College Promise:

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

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

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

Vision Statement

Green River College will be an equity-centered leader in higher education committed to excellence in teaching and learning, to being an anti-racist college, and to advancing social and economic justice.

All members of the college community will feel a strong sense of belonging and, together, build a culture of care. The racial and ethnic diversity of staff, faculty, and leadership will reflect the diversity of the communities we serve.

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Mission Statement

Green River College welcomes our diverse local and global communities and is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals.

Values Statements

- Anti-Racism, Diversity, Equity, and Inclusion
- Belonging
- Accessibility
- Accountability
- Community Engagement
- Growth and Development
- Global Responsibility
- Acknowledgement and Stewardship of the Natural Environment
- Innovation

Anti-Racism, Diversity, Equity, and Inclusion: We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.

Belonging: We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.

Accessibility: We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.

Accountability: We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.

Community Engagement: Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.

Growth and Development: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.

Global Responsibility: We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.

Acknowledgement and Stewardship of the Natural Environment: We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.

Innovation: We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.



3

STRATEGIC PLAN GOALS, OBJECTIVES & SUCCESS METRICS



3 | Strategic Plan Goals, Objectives and Success Metrics

A. Goal A: Success for All Students

Close Opportunity Gaps and Remove Barriers to Student Success

Goal A Objectives

Objective A.1

Implement anti-racist, equity-centered, and accessible practices that remove barriers of placement and course sequencing in developmental English and math to support students' successful transitions to and through college.

Objective A.2

Create a campus-wide mentorship program for the length of students' college careers to increase student engagement, persistence, and completion.

Objective A.3

Reduce students' personal and financial barriers to college access, retention, persistence, and completion.

Objective A.4

Adopt the Guided Pathways framework to support students' pathways and transitions to, through, and beyond the College.

Objective A.5

Implement mechanisms to continuously assess student, employee, and community needs and success barriers, and establish systems for reviewing and acting on this feedback.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- COVID-19 is exacerbating access and economic insecurity issues for students of color and low-income students at community colleges in Washington and nationwide.
- Placement into College "gateway" courses is not equitable.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- There are opportunities to further link programming with local community needs.
- Green River can capitalize and build upon its program strengths.

Goal A Success Metrics

- **Success Metric [Start of Student's Journey]:** The College has implemented a comprehensive student onboarding process by 2026 that includes all students having educational, financial, and career transition plans by their 2nd quarter of enrollment.
- **Success Metric [Progression of Student's Journey]:** Students' opportunity gaps in retention, progression, and completion are reduced or eliminated by 2026.
- **Success Metric [End of Student's Journey]:** Increase the College's student completion rate from 38% to 43% with minimal or no opportunity gaps by 2026.

B. Goal B: Excellence in Teaching and Learning

Ensure That Teaching and Learning Processes Embody Equity-Centered Principles that Close Opportunity Gaps.

Goal B Objectives

Objective B.1:

Implement a robust, College-wide program of teaching and learning that supports excellence via professional development in high-impact practices for faculty and staff, and ensures that faculty and staff are trained in equity-centered and inclusive approaches.

Objective B.2:

Offer multiple modalities of teaching that balance course offerings between on-campus, online, and hybrid classes, to increase student success and to maximize opportunities for students with diverse learning styles and instructional needs.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- Faculty and staff need ongoing training and support.

Goal B Success Metrics

- **Success Metric:** All faculty and staff have been trained in anti-racist, equity-centered, and inclusive Diversity, Equity, and Inclusion principles by 2026.
- **Success Metric:** Decrease or eliminate instructional opportunity gaps related to race, gender, economic, and other demographic factors by 2026.

C. Goal C: Responsive Educational Programs and Support Services

Provide a Full Range of Educational Programs and Support Services that Meet Students Where They Are to Achieve Their Educational, Career, and Personal Goals.

Goal C Objectives

Objective C.1:

Implement culturally relevant and equity-centered employee training focused on providing effective student services to the College's diverse student population.

Objective C.2:

Improve and expand student advising, support service delivery and interventions, as well as student, faculty, and staff engagement in support services, to increase students' engagement, persistence, and completion.

Objective C.3:

Provide robust career services and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.

Objective C.4:

Provide a full range of learning opportunities, instructional programs, curricula, and modalities aligned with student and community needs.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Faculty and staff need ongoing training and support.
- There could be stronger connections with the community the College serves.
- There are opportunities to further link programming with local community needs.
- Green River can capitalize and build upon its program strengths.
- New collaborations could provide new career pathways for students.

Goal C Success Metrics

- **Success Metric:** The College has fully implemented Guided Pathways by 2026 to help more students achieve their college goals.
- **Success Metric:** Increase the percentage of students who feel like they belong at Green River by five percentage points per year by 2026.

D. Goal D: Integrated and Effective Organizational Structure, Systems, and Processes

Align the College's Organizational Structure, Systems, and Processes with Equity-Centered Principles and Practices to Become an Anti-racist College and Break Down Equity Barriers for Students, Faculty, and Staff.

Goal D Objectives

Objective D.1

Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community.

Objective D.2

Require that all recruitment, hiring, compensation, and retention processes follow equity principles; eliminate biases; and increase the diversity of faculty, staff, and administrators.

Objective D.3

Implement employee onboarding processes that set up new team members for success to retain a diverse and unique talent pool.

Objective D.4

Require that all College locations, employees, students, and stakeholders are treated equitably with respect to campus support and resources, such as funding, policies/processes, programs, facility space, maintenance, safety, and events.

Objective D.5

Establish a well-defined shared and collaborative governance structure aligned with the Strategic Plan that includes robust employee involvement and inclusion.

Objective D.6

Implement new and revise current policies and processes to be an anti-racist, equity--centered institution.

Responding to These Key Challenges from the Environmental Scan

- Most feel welcome on campus, but not everyone.
- Green River experiences challenges attracting and retaining diverse faculty and staff.
- Faculty and staff need ongoing training and support.
- There are concerns about Green River governance and processes.

Goal D Success Metrics

- **Success Metric:** The College has implemented an equity-centered framework for employee recruiting, hiring, and onboarding by 2026 that include employees having professional development plans incorporating anti-racist and DEI principles.
- **Success Metric:** The College has implemented a comprehensive organizational framework by 2026 that uses equity-centered principles in shared governance, planning, resource allocation, assessment, and policy development.
- **Success Metric:** Increase the percentage of faculty and staff of color to be comparable or exceed that of neighboring colleges by 2026.

E. Goal E: Accessible and Responsive Facilities and Technology **Optimize Educational Facilities and Technology to Support Student Success and Excellence in Teaching and Learning.**

Goal E Objectives

Objective E.1

Create a welcoming environment to promote and affirm equity and inclusion for all who enter the main campus, branch locations, and the College's online domains.

Objective E.2

Create an equity-centered Facilities Master Plan with full participation of the campus community that promotes excellence in teaching and learning, and a welcoming and inclusive environment for faculty, staff, and students.

Objective E.3

Create an equity-centered Technology Plan that ensures equal access for students to technology and virtual student support services and improves the quality of and accessibility to College technology for all stakeholders.

Responding to These Key Challenges from the Environmental Scan

- The Puget Sound region is experiencing growth and is growing more diverse.
- The College has a mixed record in responding to regional demographic changes.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- Green River experiences challenges attracting and retaining diverse faculty and staff.
- There could be stronger connections with the community the College serves.

Goal E Success Metrics

- **Success Metric:** Increase the percentage of students, faculty, staff, and community members who feel welcomed at Green River by 5% per year.
- **Success Metric:** The College has adopted a Facilities Master Plan and a Technology Plan that support excellence and equity-centered teaching and learning by 2026.

F. Goal F: Impactful Community Connections

Strengthen the Connections Between the College and the Local, Regional, and Global Community to Become the First Choice in Partnership with Those Communities, Their Institutions, and Industries.

Goal F Objectives

Objective F.1:

Increase and deepen relationships between the College and community stakeholders (K-12, higher education, industry, government, nonprofits, etc.), locally and globally, to improve teaching and learning; student access and success; to advance equity and social justice; and to contribute to community vitality.

Objective F.2:

Implement communication strategies, both internal and external, that demonstrate the College's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.

Objective F.3:

Strengthen the identity of the College as an institution dedicated to diversity, equity, inclusion, and anti-racism.

Responding to These Key Challenges from the Environmental Scan

- The Puget Sound region is experiencing growth and is growing more diverse.
- The College has a mixed record in responding to regional demographic changes.
- Most feel welcome on campus, but not everyone.
- There could be stronger connections with the community the College serves.
- There are opportunities to further link programming with local community needs.
- New collaborations could provide new career pathways for students.

Goal F Success Metrics

- **Success Metric:** Green River is top of mind among institutions of higher education in the region by 2026.
- **Success Metric:** Green River is considered a valuable asset to the community and key stakeholders by 2026.



4

CONCLUSION **NEXT STEPS**



4 | Conclusion / Next Steps

Following the Board of Trustees' review in June-July 2021 and adoption of this Equity-Centered Strategic Plan, the College will move forward with developing a detailed Implementation Plan. The Implementation Plan will include strategies, action steps, time frames, delineation of responsibilities, and identification of resources available for each objective. The proposed success metrics will be refined into a more detailed Evaluation Plan with clear indicators, data sources, and completion targets, that will be used to assess the College's progress toward meeting its Strategic Plan Goals and Objectives and more fully manifesting its Equity Statement, Vision, Mission, and Values. The Strategic Plan will be a living, dynamic, and accessible document that will evolve along with Green River College into a future that truly provides equitable opportunities for all.



A



Appendix A | Strategic Planning Terms

- The **Equity Statement** commits the College to building an inclusive, varied workplace welcoming people of all backgrounds.
- The **Mission** explains why the College exists and describes the overall purpose of the College.
- The **Vision** is an aspirational statement describing the College's ideal future state. The vision statement describes what success will look and feel like.
- **Values** are the core principles by which the College will carry out its mission. They define the basic attributes and beliefs that shape and guide College decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the College is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** consist of strategies, projects, and initiatives that the College has selected to implement the objectives of a Strategic Plan. Each year the College will review their objectives and action steps, considering progress achieved, and will revise and update as needed.
- **Success Metrics** describe the College's progress toward achieving its goals and objectives and may be quantitative or qualitative in nature.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the College.



B



Appendix B | Strategic Planning Process

I. Plan Development Process Summary

Green River College's Equity-Centered strategic planning process was designed to be inclusive of all voices with a stake in the College's success and future. The collaborative development process was guided by the Strategic Plan Steering Committee, and the Plan written by the Strategic Plan working groups formed to focus on specific aspects of the plan.

Equity-Centered Strategic Planning and Visioning Steering Committee

The Strategic Plan Steering Committee, comprised of representation from across the College, guided the strategic planning process. It was constructed with careful consideration of diverse roles at the College and diversity of perspective, knowledge, and expertise. The Steering Committee met regularly throughout the Strategic Plan development process during the 2020-2021 academic year.

Strategic Plan Community Engagement Process

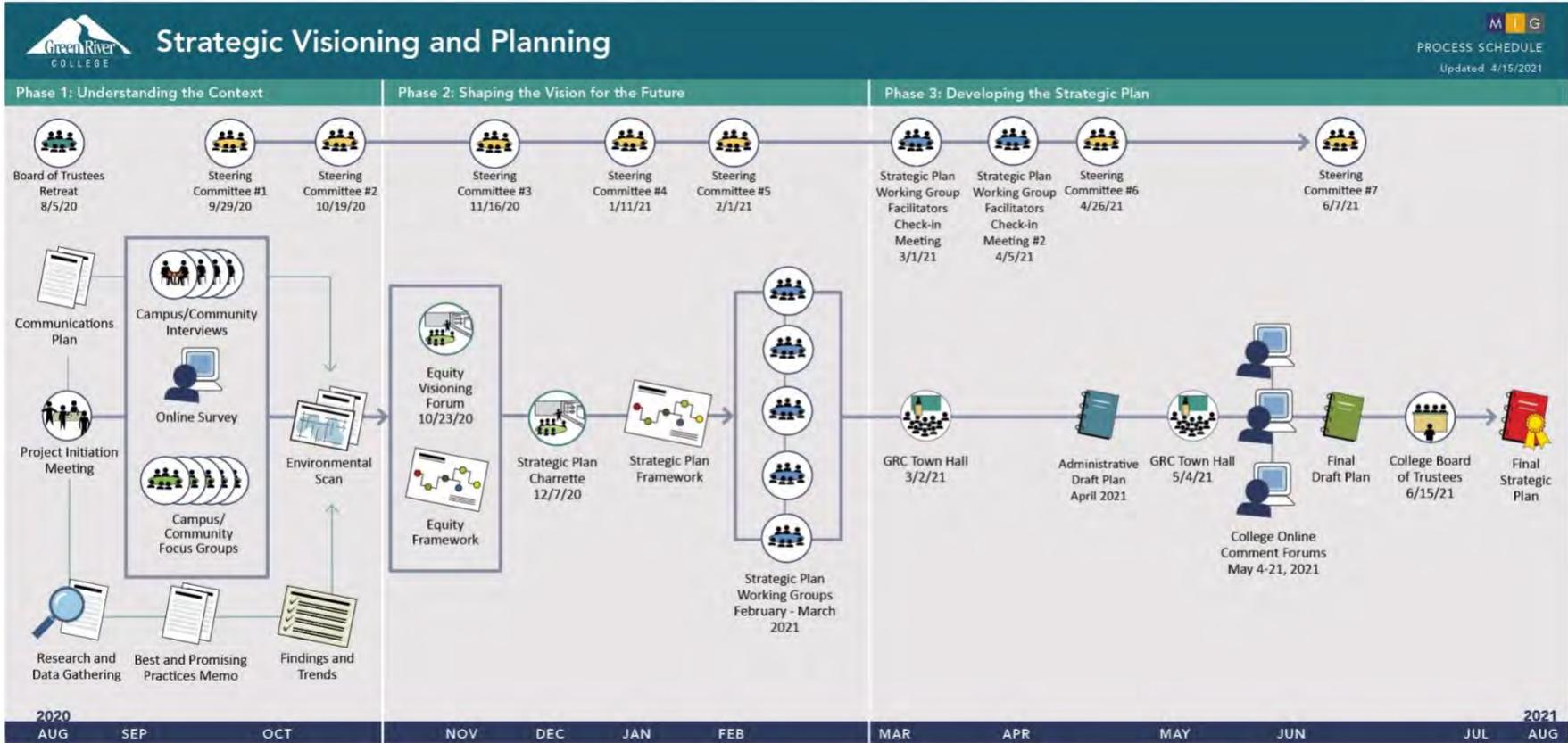
The Plan process included an Equity Visioning Forum bringing together campus community members to help develop the framework for embedding equity throughout the College's practices; a Strategic Planning Charette to further discuss and develop the components of the Strategic Plan Framework; Strategic Plan working groups who collaborated on Plan development; and an online forum offering an opportunity for comment on the administrative draft plan. Throughout the process, input was summarized as it was gathered, with an iterative feedback loop so that all participants could validate the planning team's understanding of their input and know how it has been incorporated into the final plan.

Concurrent with community outreach, the planning team incorporated data analysis from the College, the Washington State Board of Community and Technical Colleges, and external data sources into the Plan to provide a current conditions assessment, and to detail specific and ongoing needs for additional data collection and analysis by the College and community. This ensured the Equity-Centered Strategic Plan process was both community-informed and data-driven.

A variety of activities were conducted to ensure that all student, staff, and community voices were heard, including key stakeholder interviews; campus and community focus groups; and an online survey to elicit feedback from a broader pool of College students, employees, and community. Similar questions were asked during each activity to ensure that all input could be correlated. The graphic on the following page shows the timeline of activities.

Robust participation in the process from throughout the campus and service area community included the following:

- **34** members representing all campus constituencies on the Strategic Plan Steering Committee
- Board of Trustees, Executive and Administrative Team, and Continuing Education and Branch Campus Retreats
- **11** Key Stakeholder Interviews: GRC Equity Leaders; Auburn School District; GRC Instructional Council; GRC Student Affairs/Transfer; GRC Foundation Board; Washington State Board for Community and Technical Colleges; Economic Development, Cities of Auburn and Kent; Dean of Student Life
- **45** participants in **3** Focus Groups:
 - 16 participants in Faculty / Staff Focus Group
 - 17 participants in External Community Focus Group – representing civic, business and community organizations
 - 12 participants in Student Focus Group
- **610** respondents to Online Survey
- Over **200** participants in Equity Visioning Forum
- Over **150** participants in Strategic Planning Charette



Working Groups Plan Development Process

The Strategic Plan Working Groups, composed of a diverse representation of College community members with subject matter expertise, were charged with developing draft Statements, Objectives and Success Metrics for the Strategic Plan. The Working Groups reviewed, evaluated, and prioritized the ideas and input collected during the outreach process and made recommendations to achieve the Goals identified by the College community. The responsibility of the Working Groups was to achieve the following:

- Provide specific recommendations for Objectives and Success Metrics to achieve the Working Group's assigned Goal
- Consult the compilation of ideas from the College community drawn from the Environmental Scan
- Serve as a communication link between the Steering Committee and the various College community groups and agencies included in the process

Each Working Group had a designated Meeting Facilitator, charged with convening the group, leading and facilitating discussions, serving as its spokesperson, and acting as a liaison; and a Meeting Notetaker. Eight Working Groups were convened. Working Groups A-F were charged with developing Objectives and proposed Success Metrics, both quantitative and qualitative, for each of the six Goals in the Strategic Plan. Working Group G was charged with developing final drafts of the College's Equity, Mission, Vision and Value Statements. Working Groups A-G convened from February through April 2021 to finalize their recommendations. Once Working Group A-F's recommendations were complete, Working Group H convened beginning in April 2021 to refine and finalize the Success Metrics within a consistent structure and framework for measuring success across the Strategic Plan Goals and Objectives, in a way that supports the equity-centered, anti-racist goals of Green River College.

President's Priorities 2025-26

President's Specific Priorities / Areas of Focus for 25 – 26

1. Continue focus college-wide on being a student-ready college ensuring equitable access, retention, progression, and completion among our diverse student populations:
 - a. Support the implementation and integration of the college's Strategic Enrollment Management and Guided Pathways plans to further advance the support structures needed to be a student-ready college.
 - b. With leadership and stakeholders, examine and revise as needed the college's marketing plan.
 - c. Support the college's development of an academic growth plan which will assist in the development of a physical resources and IT plan for the college to ensure we utilize space effectively and deliver the best academic programming and services to our students.
 - d. Support efforts to continue to strengthen professional development opportunities college-wide to ensure staff and faculty are receiving the needed supports to be the best college we can be for our students.
2. Support and further strengthen fiscal knowledge, operations, and management college wide especially in this time of funding reductions on the state and federal level.
3. Support the implementation and completion of a college-wide climate survey.
4. Community outreach:
 - a. Building on townhalls in the 24 – 25 academic year, continue community outreach as the college prepares to work on revisions to its strategic plan in the 26 – 27 academic year, e.g. Superintendents, Mayors, City Councils / Chambers, Legislators. Additionally,
 - b. Continue involvement in and pursue new partnerships with outside organizations that can bring additional financial resources to the college, e.g. Kent Aerospace Roundtable; Auburn Cities and Schools
 - c. Support additional opportunities for funding externally, e.g. Congressionally directed spending projects; Independent organizations who are interested in partnering with community colleges especially addressing career pathways
5. Support the successful completion of the college's NWCCU 6-year report and preparation for its 7-year accreditation report and visit.
6. Emergency readiness:
 - a. Continue to prioritize protections against cyberattack,
 - b. Ensure needed revisions to the college's emergency operations and business continuity plan

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-led 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