



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

## Board Meeting Agenda of May 21, 2026

The Board of Trustees of College District No. 10 will hold a regular meeting on Thursday, May 21, 2026 at 4:30p.m. Sharonne Navas, Board Chair, will preside. Attendance is available in-person in the Zgolinski Center Board Room or via zoom at [Click here to join meeting](#), Meeting ID 864 4639 4107, Passcode 980922026, Mobile 253-215-8782.

1. Call to Order
2. Roll Call
3. Public Comment
4. Celebrating Success
  - PTK All Washington Academic Team, introduced and presented by Paz Clearwater
5. Approval of Minutes
  - April 16, 2026
6. Correspondence - None
7. Introduction(s) - None
8. Reports to the Board
  - 522 Budget for 2026/27, presented by Dan Ferguson, Lawand Muhsen and Denna Lukmanto under TAB A
  - Quarter 3 Budget Report, presented by Janee Sommerfeld under TAB B
  - Class Waitlisting Update – Jamie Fitzgerald & Miriam Chitiga under TAB C
  - Review of Board Policy GP-9, Presented by George Frasier & Miriam Chitiga under TAB D
  - 2026/27 Election of Board Officers, discussion led by Chair Navas
9. Standing Reports
  - Student Report, presented by Mason LaMonica under TAB E
  - Equity & Diversity Report, presented by Kit Alston under TAB F
  - College Council Report, presented by Tamara Shilipetar (No Report)
  - Faculty Report, presented by Dave Norberg under TAB G
  - Classified Report, presented by Richard Falk under TAB H
  - President's Report, presented by George Frasier under TAB I
10. Executive Session
  - If needed
11. Action Recommendations
12. Trustees Association
  - ACT Conference Recap
13. Public Comment
14. Other Business
  - Upcoming Activities/Meetings
15. Adjournment



# BOARD OF TRUSTEES 2023-2024 STATEMENT

Leading with equity, we collectively govern to carry out our legal responsibilities by creating policies, providing oversight, and evaluating progress of the strategic plan. Guided by community, we ensure that students have a quality, relevant learning experience that maximizes their potential for success.

# GRC Equity-Centered Strategic Plan Goals



## Board of Trustees 2023-2024 Goals

**Success for All Students**

**A**

The Board will monitor the progress of student success outcomes by reviewing the dashboards quarterly.

**Excellence in Teaching and Learning**

**B**

The Board will ensure that student metrics and benchmarks provide an opportunity to make data-driven decisions for improvement.

**Responsive Educational Programs and Support Services**

**C**

The Board will support the commitment to on-going EDI professional learning for all College employees and trustees.

**Integrated and Effective Organizational Structure, Systems, and Processes**

**D**

The Board will review board policy and procedures to ensure they support the commitment to becoming an anti-racist college.

**Accessible and Responsive Facilities and Technology**

**E**

The Board will continue to develop forward thinking policies and provide fiduciary oversight to ensure institutional sustainability, growth, and capacity-building.

**Impactful Community Connections**

**F**

The Board will advance community partnerships with local school districts, business and industry partners, and local organizations.





**ALL-STATE ACADEMIC TEAM**

Let it hereby be known that  
**Emilia Liora**  
 has been selected to the  
 2026 All-Washington Academic Team  
 in recognition of scholarly achievements of students enrolled in  
 Washington's Community & Technical Colleges  
 presented by the  
 Washington State Association of College Trustees, WSECU and Key Bank,  
 the Coca-Cola Scholars Foundation,  
 and Phi Theta Kappa Honor Society

**ALL-STATE ACADEMIC TEAM**

Let it hereby be known that  
**Natalie Napoli**  
 has been selected to the  
 2026 All-Washington Academic Team  
 in recognition of scholarly achievements of students enrolled in  
 Washington's Community & Technical Colleges  
 presented by the  
 Washington State Association of College Trustees, WSECU and Key Bank,  
 the Coca-Cola Scholars Foundation,  
 and Phi Theta Kappa Honor Society

**ALL-STATE ACADEMIC TEAM**

Let it hereby be known that  
**Trizah Nyanjua**  
 has been selected to the  
 2026 All-Washington Academic Team  
 in recognition of scholarly achievements of students enrolled in  
 Washington's Community & Technical Colleges  
 presented by the  
 Washington State Association of College Trustees, WSECU and Key Bank,  
 the Coca-Cola Scholars Foundation,  
 and Phi Theta Kappa Honor Society

### Everett Community College



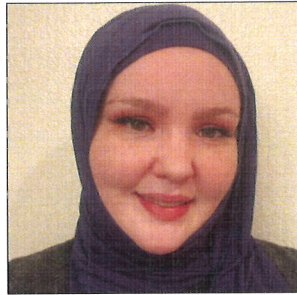
**Ryan Campbell**

**Age:** 39 | **GPA:** 4.0

**Field:** Advanced Manufacturing in Composites

Transitioning from a precision machining career to composites, Ryan overcame a steep learning curve through persistence and collaboration. As a proactive leader, he champions ethical quality control and the revitalization of domestic manufacturing. He wants to coordinate apprenticeships and workshops to help build a resilient, skilled workforce that can thrive in a changing economic and technological landscape.

### Grays Harbor College



**Gina L. Stinson**

**Age:** 27 | **GPA:** 3.9

**Field:** Humanities

Gina is completing her AA DTA at GHC and will transfer to WSU to pursue a Bachelor of Social Science with focuses in Political Science, Anthropology, and Comparative Ethnic Studies. Deeply committed to social justice, Gina plans to pursue a JD or MPP to advance equitable public policy. Her dedication to community impact includes leading a Global Business project that funded a microfinance loan for a woman-owned business in Honduras.

### Grays Harbor College



**Zoey Johnson**

**Age:** 32 | **GPA:** 3.96

**Field:** Nursing

Zoey is a nursing student at GHC. She was drawn to the medical field in her childhood, when caring for her horse sparked an interest in healthcare. After an early career in finance, Zoey returned to her true passion and began pursuing a career in nursing. Zoey plans to continue her education with the ultimate goal of earning a doctorate to become a Certified Registered Nurse Anesthetist and work in the operating room.

### Green River College



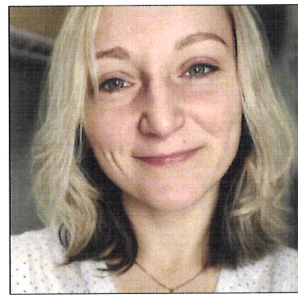
**Emilia Liora (Dedmon)**

**Age:** 39 | **GPA:** 3.93

**Field:** Nursing

Emilia is a nursing student from Covington, WA, and a first-generation Honors student whose path to healthcare is deeply personal. At 18, she became the primary caregiver for her younger brother, navigating loss and the healthcare system firsthand. That experience now fuels her goal to become a psychiatric nurse practitioner, supporting youth in crisis with empathy, stability, and whole-person care.

### Green River College



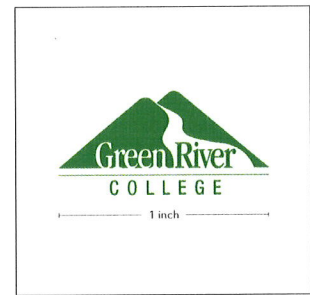
**Natalie Napoli**

**Age:** 31 | **GPA:** 3.74

**Field:** Natural Resources

Natalie is a Natural Resource Management student whose journey is shaped by resilience, curiosity, and a deep connection to the natural world. After experiencing personal loss during the pandemic, she rebuilt and grew a successful business while continuing her education. Now a Dean's List scholar and GIS Technical Intern, Natalie is focused on developing nature-based solutions to improve water systems and restore ecosystems.

### Green River College



**Reem Ahmed**

**Age:** 18 | **GPA:** 3.8

**Field:** Business

Reem is a Business student and a first-generation, dual-enrollment student completing college coursework while still in high school, with a growing passion for finance. After moving from Ethiopia, she navigated a new language and culture, ultimately finding confidence in her voice and identity. A Dean's List and Honors student, Reem aims to pursue investment banking and expand economic opportunity in underserved communities.



## Green River College

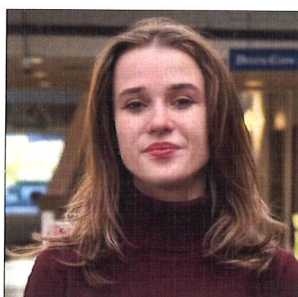


### Trizah Nyanjua

**Age:** 18 | **GPA:** 3.64  
**Field:** Pre-Nursing

Trizah is a pre-nursing student and Dean's List scholar whose path is grounded in compassion, resilience, and care for others. After growing up in a home shaped by hardship and later moving from Kenya to the US, she found strength in supporting those around her. As a Certified Nursing Assistant and PTK leader, Trizah plans to become a nurse practitioner in midwifery.

## Lake Washington Institute of Technology



### Daria Yelenets

**Age:** 21 | **GPA:** 3.99  
**Field:** Game Design & Development

Daria discovered her passion for art early and hopes to pursue a career as a 3D artist creating game characters. She is earning an associate's degree in Digital Gaming & Interactive Media at LWTech and plans to transfer to a four-year program. After moving from Ukraine to the US during the war, she developed resilience, a strong work ethic, and leadership. She hopes to create games or animated films using ethical design practices.

## Lake Washington Institute of Technology



### Fabrianne Handoko

**Age:** 30 | **GPA:** 3.91  
**Field:** Nursing

Being away from family and their support system in another country did not break Fabrianne's spirit. Instead, it motivated them to build a strong community within their cohort. Fabrianne is pursuing a Nursing degree at LWTech and plans to earn their certification before continuing toward a bachelor's degree. Driven by empathy, they hope to support patients with a compassionate, patient-first approach.

## Lower Columbia College



### Anthony Price

**Age:** 32 | **GPA:** 3.77  
**Field:** Computer Science

Anthony is a resilient Computer Science student, currently preparing to transfer to the University of Maryland, Baltimore County. Balancing academic pursuits with his roles as a single father and primary caregiver for his mother, Anthony manages significant personal responsibilities while maintaining academic excellence. He is passionate about transitioning into software development within the gaming industry, where he aims to combine technical expertise with creative innovation while serving as a role model for his son.

## Lower Columbia College



### Melissa Wegener

**Age:** 40 | **GPA:** 3.91  
**Field:** Nursing

Missy is a dedicated LPN in a hospital medical/surgical unit. Currently pursuing her RN degree, she plans to earn a BSN from LCC before attending Washington State University for a master's in nursing. Her career goal is to transition into the Intensive Care Unit. A former volunteer with Portland Street Medicine, Missy looks forward to serving her community in an elevated clinical role upon completing her nursing education.

## North Seattle College



### Anna Scribner

**Age:** 25 | **GPA:** 3.97  
**Field:** Computer Science

Anna is a computer science student at North Seattle College with a 3.97 GPA. Originally from Brazil, she brings resilience and leadership to her work as a STEM tutor and active PTK member. Her hard work led to a summer internship in computational chemistry. She is interested in applying computer science to interdisciplinary research and plans to transfer to the University of Washington to pursue a bachelor's degree and continue toward a PhD.



COLLEGE DISTRICT NO.10

Green River College / Auburn, Washington

April 16, 2026 / 4:30 p.m. Regular Meeting Minutes

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on April 16, 2026 in the ZC Boardroom and virtually via Zoom, ID #: 864 4639 4107. Board Chair Navas presided.

#### ROLL CALL

The regular meeting opened at 4:33 p.m. with Chair Navas, Vice Chair Boschok, Trustee Chu, Trustee Pierini, and Trustee Ramirez Robson, present.

#### PUBLIC ATTENDANCE

- Public Sign-In Sheet attached
- Public Zoom List of Attendees attached

#### PUBLIC COMMENT

None

#### CELEBRATING SUCCESS

##### *Newly Tenured Faculty*

Interim Vice President of Instruction, Jamie Fitzgerald, introduced faculty who were awarded tenure at the March 2026 board meeting. Each faculty member spoke briefly after being introduced, shook hands with Trustees, and had pictures taken. See attached report under TAB Celebrating Success. Trustees engaged with comments and questions throughout the presentation.

#### MINUTES

It was moved by Vice Chair Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve the meeting minutes of March 19, 2026, as distributed. Motion passes.

CORRESPONDENCE - No correspondence

#### INTRODUCTIONS

Interim Vice President of Instruction, Jamie Fitzgerald, introduced two new permanent Deans in Instruction: Dr. Lucas Rucks and Dr. Ian Sherman.

#### REPORTS TO THE BOARD

*No Reports to the Board*

## STANDING REPORTS

### *Student Report*

ASGRG President, Mason LaMonica overviewed the student report. A copy of the presentation is attached under TAB A. Trustees engaged with comments and questions throughout the presentation.

*Equity, Diversity and Inclusion Report - No Report*

*College Council Report - No Report*

### *Faculty Report*

Faculty, Kirsten Higgins, provided a verbal faculty report, covering the topics of workload in preparing materials for meeting accessibility standards while funding is lost and costs rise, while also navigating leadership changes. Trustees engaged with comments and questions throughout the presentation.

### *Classified Report*

Classified Union Steward, Richard Falk, provided a verbal classified report, covering the topics of legislative wins and UMCC pre-planning work for the classified council. Trustees engaged with comments and questions throughout the presentation.

### *President's Report*

Interim President, George Frasier, presented the President Report. See attached report under TAB E. Trustees engaged with comments and questions throughout the presentation.

## EXECUTIVE SESSION

Chair Navas called for an executive session to begin at 5:35 p.m. for ten (10) minutes in accordance with the Open Public Meetings Act authorizing executive sessions, RCW 42.30.110 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 At 5:45 p.m. the regular meeting was reconvened.

## ACTION

### *SLCGP (State & Local Cybersecurity Grand Program)*

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Boschok, that the Board of Trustees of College District No. 10 approve the spending of up to \$140,000 by Green River College IT, to be reimbursed by the SLCGP grant funds, for the purpose of acquiring and deploying the following solutions: \$65,000 for Email Security Solution and \$75,000 for Enterprise Password Manager Solution, presented as TAB B at the March 19th, 2026 meeting. A courtesy copy is attached.

## TRUSTEES ASSOCIATION

The ACT Spring Conference is coming up on May 7 & 8. Trustees Jackie Boschok and Arlene Pierini will attend.

## PUBLIC COMMENT

No public comment.

OTHER BUSINESS

A list of upcoming activity dates was provided and is attached under other business. It was noted that the Retirement Social was updated to June 11<sup>th</sup> from 4-6pm.

ADJOURNMENT

There being no further business, it was moved by Vice Chair Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 adjourn its meeting of April 16, 2026, at 5:51 p.m. Motion passes.

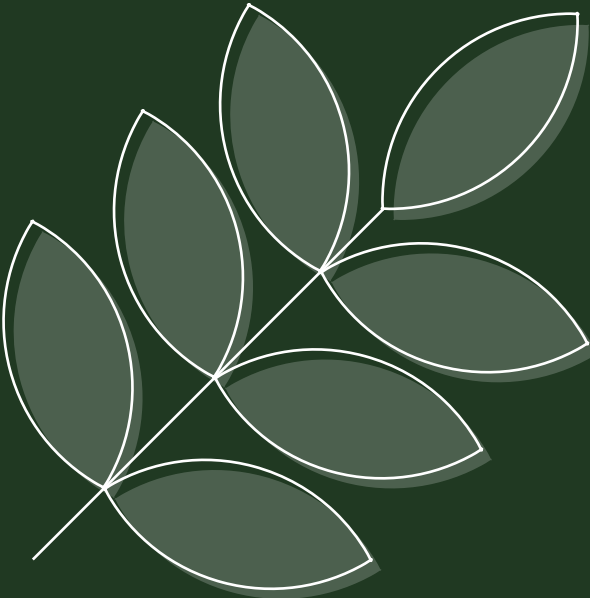
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Sharonne Navas, Chair  
GRC Board of Trustees

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Suzanne McCudden  
Secretary to the Board of Trustees

DRAFT



# SERVICE & ACTIVITIES FEE (522)

2026-27 FISCAL YEAR BUDGET



*Denna Lukmanto*

*522 Budget Committee Member*

*Lawand Muhsen*

*ASGRC Finance Coordinator*

*Dan Fergueson*

*Sr. Director of Student Life & Wellness*



# 522 BUDGET COMMITTEE

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- ASGRC Finance Coordinator (chair)
- Plus 7 currently registered students (voting)  
*Committee member positions are compensated for their committee work*
- Ex-officio members
  - ASGRC President
  - Dean of Campus Life
- Student Life Program Specialist (official record keeper)



# FULL STUDENT REPRESENTATION & DECISION-MAKING BODY

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5/21/2026 TAB A

**As a budget committee, we value:**

**Transparency, respect, equity, diversity and responsibility**

**Being aware of our biases and involvement**

**Working with facts, evidence and strong reasoning**

**Being open to conversations and not being hesitant to voice opinions**

**The ability to admit faults (constructive objectivity versus subjectivity)**


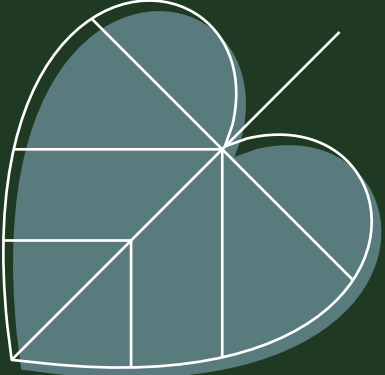
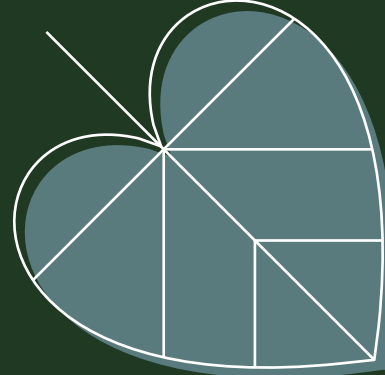


# 522 BUDGET REQUEST PROCESS



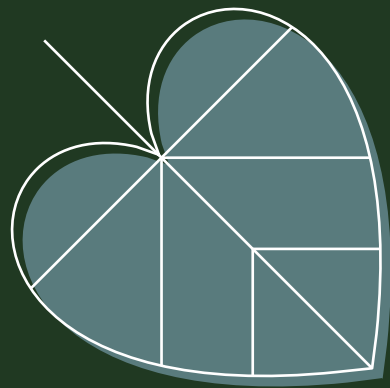


# BUDGET DELIBERATIONS & RECOMMENDATIONS

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- Budget Committee considered \$2,059,066.77 worth of requests
  - Many hours of deliberation led to balanced \$2,000,000 budget
  - Changes to highlight:
    - Raises in Minimum Wage for Work Grants
    - Large increase in Salaries (RAC staff @ 50%)
    - Benefits Hub Increase for Gator Pantry & Work Grant
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# THE STUDENT EXPERIENCE



Denna Lukmanto,  
522 Budget Committee Member

Lawand Muhsen,  
ASGRC Finance Coordinator



## THE ASK

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- The ASGRC is asking for the Board of Trustees approval of the 522 Budget for fiscal year 2026-2027.



QUESTIONS?

Green River College

2025-2026  
Third Quarter  
For the Period Ending March 31, 2026

# Budget Guiding Principles

**Act with care and realism.** We cannot do everything we have done in the past. We will adapt by aligning resources while being mindful of financial, external, and legislatively directed changes while treating our communities with respect and care.

**Put students first.** Prioritize resources that most directly support student access, learning, and success.

**Make decisions we can sustain:** Carefully consider ongoing commitments supported by one-time funding and eliminate, over time, the reliance on fund balance and limit the use of less predictable, fluctuating revenue sources.

**Use data to guide action.** Ground choices in enrollment trends, forecasting, and evidence of what is working.

**Be transparent and clear.** Communicate openly about our challenges, our decisions, and their impact on our college and community.

**Green River College**  
**Operating Revenue: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	Q-3 FY 24-25 Adjusted Budget	Q-3 FY 24-25 Revenue Actual	Q-3 FY 24-25 Act/Bud %	Q-3 FY 25-26 Adjusted Budget	Q-3 FY 25-26 Revenue Actual	Q-3 FY 25-26 Act/Bud %
<b>Operating Revenue</b>						
State Allocation	51,161,883	38,371,412	75%	49,268,879	36,951,659	75%
Tuition	15,560,137	16,340,686	105%	17,535,917	17,894,522	102%
College Contributors & Transfers	15,271,572	11,453,679	75%	16,990,554	12,742,916	75%
Fund Balance	14,221,755	-	0%	6,725,617	-	0%
<b>Total Operating Revenue</b>	<b>96,215,347</b>	<b>66,165,778</b>	<b>69%</b>	<b>90,520,967</b>	<b>67,589,097</b>	<b>75%</b>
<b>College Contributors Total Revenue</b>						
International Programs Revenue	10,487,700	13,171,073	126%	11,123,400	12,352,892	111%
Running Start Revenue	16,307,435	14,336,436	88%	21,678,641	15,867,323	73%
Open Doors Revenue	1,531,832	1,759,618	115%	2,503,083	2,093,945	84%
<b>Total College Contributors</b>	<b>28,326,967</b>	<b>29,267,127</b>	<b>103%</b>	<b>35,305,124</b>	<b>30,314,160</b>	<b>86%</b>

**Green River College**  
**Operating Expenditure: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<b>FY 24-25 Adjusted Budget</b>	<b>FY 24-25 Rev &amp; Exp Actual</b>	<b>FY 24-25 Act/Bud %</b>	<b>FY 25-26 Adjusted Budget</b>	<b>FY 25-26 Rev &amp; Exp Actual</b>	<b>FY 25-26 Act/Bud %</b>
<b>Operating Revenue</b>						
State Allocation	51,161,883	38,371,412	75%	49,268,879	36,951,659	75%
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Fund Balance	14,221,755	-	0%	6,725,617	-	0%
<b>Total Operating Revenue</b>	<b>96,215,347</b>	<b>66,165,778</b>	<b>69%</b>	<b>90,520,967</b>	<b>67,589,097</b>	<b>75%</b>
<b>Operating Expense</b>						
Exempt/Administrators	13,551,472	9,913,257	73%	13,332,695	9,858,580	74%
Classified	11,663,210	7,331,488	63%	10,775,917	7,319,598	68%
Full Time Faculty & 1yr Temp	18,764,909	11,808,449	63%	18,225,888	12,607,303	69%
Adjunct Faculty	10,392,424	10,539,254	101%	10,883,060	12,222,755	112%
Hourly/Stipend	4,805,404	2,063,946	43%	3,694,607	2,033,676	55%
Other Salaries	119,997	20,258	17%	140,906	195,407	139%
Benefits	20,066,607	13,104,411	65%	18,231,370	14,007,233	77%
Personal Services	132,476	89,700	68%	71,951	75,664	105%
Goods & Services	11,108,676	6,048,297	54%	10,198,070	6,724,772	66%
Travel	328,451	172,842	53%	185,854	108,408	58%
Equipment	1,550,749	890,262	57%	1,113,220	513,888	46%
Client Services	1,992,321	641,159	32%	1,930,527	458,262	24%
Debt Service	1,738,651	188,079	11%	1,736,902	154,017	9%
<b>Total Operating Expenditure</b>	<b>96,215,347</b>	<b>62,811,401</b>	<b>65%</b>	<b>90,520,967</b>	<b>66,279,563</b>	<b>73%</b>

**Green River College**  
**Operating Expenditure by Division: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	FY 25-26 Adjusted Budget	FY 25-26 Rev & Exp Actual	FY 25-26 Act/Bud %
<b>Operating Expense by Division</b>			
<b>Instruction</b>			
Business & Trades	5,199,037	4,664,297	90%
Branch Campus & Continuing Ed	1,078,781	628,898	58%
English, Humanities, & Tutoring Center	7,987,734	6,790,893	85%
Fine Arts & Social Science	5,632,127	4,688,846	83%
Technology, Health Science, Nursing, Education	11,064,317	9,357,847	85%
Library, Curriculum, & Media Services	1,572,008	1,121,173	71%
Science & Math	7,852,825	6,360,750	81%
Transitional Studies & Wellness	4,010,953	4,225,809	105%
Worker Retraining	1,760,230	628,704	36%
Instruction Support	5,841,813	3,242,856	56%
<b>Subtotal Instruction</b>	<b>51,999,825</b>	<b>41,710,072</b>	<b>80%</b>
<b>Student Affairs</b>			
Campus Life	1,015,103	745,538	73%
Enrollment Services	4,519,018	3,092,965	68%
Student Affairs Support	2,551,479	1,509,613	59%
<b>Subtotal Student Affairs</b>	<b>8,085,600</b>	<b>5,348,117</b>	<b>66%</b>
<b>Institutional Support Services</b>			
Administration Support (VP BA, Budget Contingency +)	1,232,534	69,909	6%
Institutional Support (President Office, BOT, EOC)	1,633,894	1,267,650	78%
Human Resources	1,931,216	1,283,912	66%
Business Services (Fiscal Services, Payroll, Purchasing)	3,181,356	2,394,730	75%
Information Technology	6,483,912	3,784,255	58%
Facilities	5,112,998	3,504,443	69%
Debt Service	1,736,902	154,017	9%
Utilities	2,550,216	2,309,836	91%
Guided Pathways	1,507,055	765,092	51%
Safety & Transportation	1,017,661	975,964	96%
College Relations & Development	2,862,662	1,861,864	65%
Institutional Effectiveness	684,578	467,205	68%
Office Equity, Diversity, & Inclusion	500,558	382,498	76%
<b>Subtotal Institutional Support</b>	<b>30,435,542</b>	<b>19,221,375</b>	<b>63%</b>
<b>Total Operating Expenditure by Division</b>	<b>90,520,967</b>	<b>66,279,563</b>	<b>73%</b>

**Green River College**  
**International Programs: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<b>Budget</b>	<b>Actual</b>	<b>Percentage</b>
<b>International Programs Revenue</b>	<b>2025-2026</b>	<b>2025-2026</b>	<b>of Change</b>
<b><u>Revenue</u></b>	11,123,400	12,352,892	111%
<b>Operating Expenditures</b>			
<b><u>Salaries</u></b>			
Exempt-Executive	140,752	105,565	75%
Exempt - Mgr. & Prof Tech	1,770,810	1,193,964	67%
Temp & Stipend	425,852	135,468	32%
Faculty-Perm Full-time	485,326	246,117	51%
Faculty-Temp Full-time	-	-	0%
Faculty-Temp Part-time	220,579	475,705	216%
Classified	1,112,003	463,223	42%
Other	194,564	286,519	147%
Benefits	1,510,805	1,034,242	68%
<b><u>Sub-total Salaries</u></b>	<b><u>5,860,690</u></b>	<b><u>3,940,802</u></b>	<b><u>67%</u></b>
Contracts	1,322,166	1,458,254	110%
Goods & Services	976,135	186,834	19%
Travel	249,124	170,661	69%
Equipment/Cap Outlays	2,000	4,224	211%
Client Services	83,950	65,807	78%
Remit SBCTC	369,455	293,507	79%
Operating Contribution	2,010,000	1,507,500	75%
Debt Service - Student Life	228,127	228,127	100%
<b><u>Total Operating Expenditure</u></b>	<b><u>11,101,647</u></b>	<b><u>7,855,716</u></b>	<b><u>71%</u></b>

**Green River College**  
**Running Start: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<b>Budget</b>	<b>Actual</b>	<b>Percentage</b>
	<b>2025-2026</b>	<b>2025-2026</b>	<b>of Change</b>
<b>Running Start Revenue</b>			
<b><u>Revenue</u></b>	21,678,641	15,867,323	73%
<b>Operating Expenditures</b>			
<b><u>Salaries</u></b>			
Exempt - Mgr. & Prof Tech	578,940	429,012	74%
Temp & Stipend	30,001	-	0%
Classified	191,744	113,411	59%
Benefits	314,967	207,684	66%
<b><u>Sub-total Salaries</u></b>	<b>\$ 1,115,652</b>	<b>\$ 750,108</b>	<b>67%</b>
Contracts	-	-	0%
Goods & Services	181,534	74,823	41%
Travel	2,000	-	0%
Equipment/Cap Outlays	1,750	10,239	585%
Client Services	500	-	0%
Remit SBCTC	315,000	125,018	40%
Operating Contribution	13,323,730	9,992,798	75%
Debt Service-Kent & Auburn Center	1,567,827	935,965	60%
Running Start Reserve Contribution	3,755,418	4,059,400	108%
Federal Grant Shutdown Contingency	700,000	174,150	25%
<b><u>Total Operating Expenditure</u></b>	<b>\$ 20,963,411</b>	<b>\$ 16,122,501</b>	<b>77%</b>

**Green River College**  
**Open Doors: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<u>Budget</u> <u>2025-2026</u>	<u>Actual</u> <u>2025-2026</u>	<u>Percentage</u> <u>of Change</u>
<b>Open Doors Revenue</b>			
<b><u>Revenue</u></b>	2,503,083	2,093,945	84%
<b>Operating Expenditures</b>			
<b><u>Salaries</u></b>			
Exempt - Mgr. & Prof Tech	659,807	430,725	65%
Temp & Stipend	2,000	-	0%
Classified	115,847	87,949	76%
Benefits	327,208	188,768	58%
<b><u>Sub-total Salaries</u></b>	<b><u>\$ 1,104,862</u></b>	<b><u>\$ 707,442</u></b>	<b><u>64%</u></b>
Contracts	-	-	0%
Goods & Services	51,733	70,320	136%
Travel	2,500	-	0%
Equipment/Cap Outlays	13,700	2,808	20%
Client Services	68,000	110,582	163%
Operating Contribution	1,000,000	750,000	75%
Federal Grant Shutdown Contingency	300,000	-	0%
<b><u>Total Operating Expenditure</u></b>	<b><u>\$ 2,540,795</u></b>	<b><u>\$ 1,641,152</u></b>	<b><u>65%</u></b>

**Green River College  
Operating Budget Revisions  
For the Period Ending March 31, 2026**

**Budget Revision Summary**

	Allocation Permanent	Additional Funding	Total
<b>Board Approved Operating Budget</b>	<b>89,257,845</b>	-	<b>89,257,845</b>
Q1 - Revisions	<b>1,141,036</b>	-	<b>1,141,036</b>
Q2 - Revisions	<b>120,917</b>	-	<b>120,917</b>
Q3 - Revisions	<b>1,169</b>	-	<b>1,169</b>
Q4 - Revisions	-	-	-
<b>Total Board Approved Operating Budget</b>	<b>90,520,967</b>	-	<b>90,520,967</b>

**Budget Revision Detail - Operating Funds**

	Q1	Q2	Q3	Q4
<b>Budget Revisions</b>				
General Allocation Changes*	(233,349)	120,917		
Disability Accommodations	(5,514)			
Students of Color	841			
HEET	(210,576)			
Goldstar Families	1,064		1,169	
Opportunity Grants	8,479			
Debt Service	1,749			
Worker Retraining	258,840			
Student Emergency Assist	(17,000)			
Students Experiencing Homelessness	(7,000)			
Refugee and Immigrant Education	400,000			
Nurse Education Enrollment	666,000			
Nurse Supply	250,000			
Early Achievers Grant	27,502			
<b>Total Budget Revisions</b>	<b>1,141,036</b>	<b>120,917</b>	<b>1,169</b>	-

\*Adjustment to Q1 report

**Green River College**  
**Capital Funds: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<b>2025-2027 Authority to Spend</b>	<b>Annual 2025-2026 Actual Exp</b>	<b>2025-2027 Authorized Remaining</b>
<b>Local Capital</b>			
Gym Floor Analysis	1,273,539	-	1,273,539
EV Charging Trades	315,604	205,215	110,389
Nursing Program Improvements	198,573	-	198,573
<b>Total Local Capital</b>	<b>1,787,717</b>	<b>205,215</b>	<b>1,383,929</b>
<b>State Appropriation</b>			
Minor to Operating	807,000	403,500	403,500
Clean Acts - Utility Submeters	199,822	1,201	198,622
Holman Library - Replace elevator controls	185,000	-	185,000
Science Center - Repair exhaust hoods	337,000	9,114	327,886
Main Campus - Replace Failed Garbage Compactor	39,132	39,132	-
Student Affairs - Replace Loading Dock Doors	35,351	35,351	-
Science Center - Replace Failing Compressor	51,000	21,495	29,505
Holman Library - Repair Chiller	53,983	53,983	-
Repair Leaking Heat Pump	41,670	15,707	25,963
GRC URF FY 25-27	309,731	-	309,731
Roof Repairs	25,000	-	25,000
Student Affairs - Replace Electrical Transformer	491,133	382,083	109,050
Student Activity Space Lighting Improve	1,841,000	-	1,841,000
<b>Total State Appropriation</b>	<b>4,416,822</b>	<b>961,566</b>	<b>3,455,256</b>
<b>Total Capital</b>	<b>6,204,539</b>	<b>1,166,781</b>	<b>4,839,185</b>

**Green River College**  
**Self Support Auxiliary: Budget vs Actual**  
**For the Period Ending March 31, 2026**

	<b>FY 25-26 Beginning Balance</b>	<b>FY 25-26 Revenue Actual</b>	<b>FY 25-26 Expense Actual</b>	<b>FY 25-26 College Contributors &amp; Debt Service</b>	<b>FY 25-26 Ending Balance</b>
<b>Self Support</b>					
Instructional Fees (Co-Op)	3,410,055	2,430,618	1,720,627	-	4,120,045
Continuing Education/Branch Campus	117,780	687,575	630,885	-	174,470
eLearning	475,363	1,011,660	616,618	-	870,405
Special Services Fee	7,649	154,007	59,689	-	101,967
Application/Grad/Assessment Fee	(505,815)	258,269	305,352	-	(552,898)
Study Abroad	272,339	224,345	137,377	-	359,307
Misc. Self Support	1,669,938	617,785	720,117	-	1,567,606
<b>Total Self Support</b>	<b>5,447,310</b>	<b>5,384,259</b>	<b>4,190,666</b>	<b>-</b>	<b>6,640,903</b>
<b>Auxiliary</b>					
Technology Services	1,243,142	-	10,400	-	1,232,742
Printing & Photo Copy Services	300,974	79,874	86,732	-	294,116
Motor Pool	335,767	130,856	78,460	-	388,163
Bookstore	1,527,844	1,453,755	1,549,857	-	1,431,742
Parking & Transportation	(313,196)	1,258,817	315,480	-	630,142
Conference Services	(1,270,695)	550,019	711,911	-	(1,432,587)
<b>Total Auxiliary</b>	<b>1,823,837</b>	<b>3,473,322</b>	<b>2,752,840</b>	<b>-</b>	<b>2,544,319</b>
<b>Other</b>					
Technology Fee	259,300	1,399,159	817,294	-	841,165
Student Services & Activities Fee + SU COP Fee	10,128,945	3,517,872	1,232,495	-	12,414,322
International Programs	(4,493,853)	12,352,892	6,185,427	1,507,500	166,113
Running Start	9,462,176	15,867,323	960,188	15,162,313	9,206,998
Open Doors	2,865,387	2,093,945	891,152	750,000	4,068,179
<b>Total Other</b>	<b>18,221,955</b>	<b>35,231,191</b>	<b>10,086,556</b>	<b>17,419,813</b>	<b>26,696,777</b>

**Green River College  
Designated Funds  
For the Period Ending March 31, 2026**

Reserve	Beginning Balance July 1, 2025	Activity & Commitments	FY 2026 Reserve Obligation
Board Reserve	9,047,291	(121,506)	8,925,785
International Programs Reserve	4,632,551	-	4,632,551
Running Start Reserve	6,412,800	4,059,400	10,472,200
<b>Total Reserve</b>	<b>20,092,642</b>	<b>3,937,893</b>	<b>24,030,535</b>

Dedicated Funds	Beginning Balance July 1, 2025	Activity & Commitments	Q2 December 31, 2025
<b>Building &amp; Capital Asset Fund</b>	2,519,484	-	2,519,484
FY 24 Local Capital Improvements		(1,182,450)	(1,182,450)
FY 25 Local Capital Improvements		(856,334)	(856,334)
Gym Waterline Mitigation		-	-
10% Contribution		-	-
5% to IT		-	-
<b>Total Building &amp; Capital Asset Fund</b>		<b>(2,038,784)</b>	<b>480,700</b>
<b>IT Infrastructure</b>	1,111,935		1,111,935
5% Building Asset Fund to IT		-	-
IT Network Expense		11,700	11,700
<b>Total IT Infrastructure</b>	<b>-</b>	<b>11,700</b>	<b>1,123,635</b>

\* Areas highlighted green indicate reserve obligation, approved to suspend FY 26

## Highlights:

\*Tuition revenue is slightly above budget

\*Revenues generated through International Programs, Running Start, and Open Doors are healthy and trending above projected budget

\*Overall, expenses are trending slightly below budgeted levels

\*Goods and Services, the category with the greatest spending control, is currently at 66% of budget

\*The College maintains a strong financial position with approximately \$7.8 million in unrestricted fund balance, \$24 million in Board reserves, plus additional restricted fund balances

## Areas of Attention:

\*Rising utility expenses are a concern and are projected to surpass budgeted amounts

\*Efforts continue to address self-support and auxiliary accounts operating at a deficit through ongoing reviews of business models and cost-versus-revenue analysis

\*Dedicated Building and Capital Asset funds remain low, presenting potential risk should major capital expenses arise. The College intends to resume partial contributions in FY27



# Student Waitlist & Student Success

## Part One

Miriam Chitiga, PhD

Executive Director of Institutional Effectiveness & Accreditation

Jamie Fitzgerald

Interim Vice President of Instruction

# Unduplicated Waitlist Figures: An Overview

- ▶ Enrollment Management Strategies to Date
- ▶ Waitlist student seats – 4-year trend (Unduplicated)
- ▶ Continuous Improvement

# Enrollment Management

## Why do students get on waitlists?

- ▶ Many possible reasons.
- ▶ Difficult to discern what those reasons are.
- ▶ Vary from quarter-to-quarter
- ▶ We know which classes have big waitlists, and we're working on prioritizing those needs

## How do we manage waitlists?

- ▶ Instructional deans work closely together and with their chairs to make decisions on waitlists.
- ▶ Experience with waitlist history
- ▶ Operational Enrollment Management committee
- ▶ Hiring & Staffing

# Unduplicated Student Seats on Waitlist

Timeframe: Summer 2022 to Spring 2026

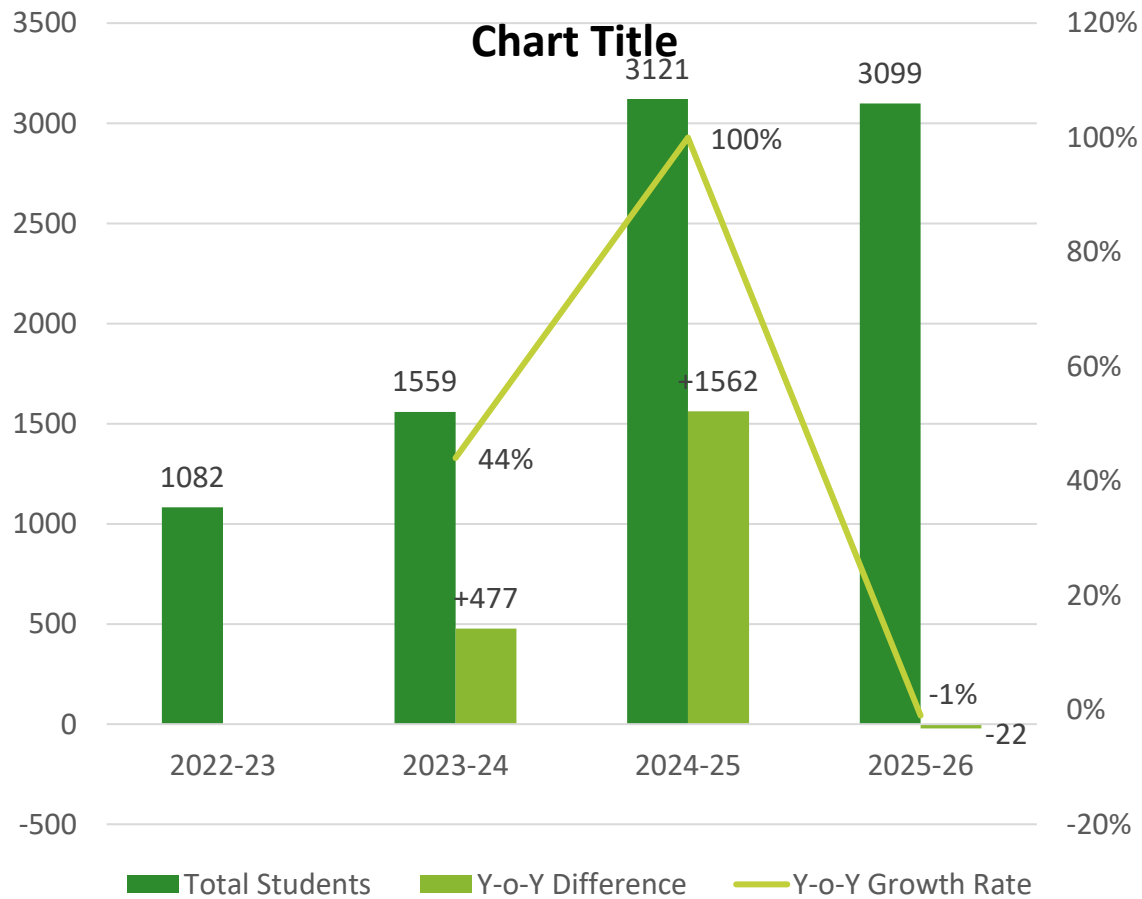
5/21/2026 TAB C

# 4-Year Waitlist Trend Figures: Total Students – Unduplicated

Academic Year (Fall, Winter, Spring)	Total Student Seats on Waitlist (Unduplicated)	Year-over-Year Difference	Year-over-Year Growth Rate
2022-23	1,082	-	-
2023-24	1,559	477	44%
2024-25	3,121	1,562	100%
2025-26	3,099	-22	-0.7%

- ▶ This table shows a 4-year trend in waitlists across all 10 academic divisions at GRC, counting each student only once per course per term.
- ▶ Since the 2022-23 academic year, the number of students on the waitlist has been above 1000 (2022-24).
- ▶ The figure doubled in the 2024-25 year; this indicates an exponential growth of 100%.
- ▶ The number of students on the waitlist currently stands at over 3000 (2024-2 year).

# 4-Year Waitlist Growth Trend: Total Students – Unduplicated



This chart is another attempt to provide a visual that illustrates the increase in the number of students on waitlists over the past four academic years.

- ▶ Waitlist demand nearly **tripled** from 2022–23 to 2025–26
- ▶ Largest increase in 2024–25 (+1,562 students, +100%)
- ▶ Held steady into 2025–26
- ▶ Indicates sustained unmet course demand



# Continuous Improvement

- ▶ Enhance tracking, data collection and management to enable multi-year trend analysis of related data.
- ▶ Engage more mixed methods research (predictive analysis) to better understand the challenges of waitlist.
- ▶ Continue to collaborate with colleagues to close the loop on this challenge - as we jointly advance continuous improvement for enhanced student success.
- ▶ Student Success Plan: Improvements in strategic scheduling.



For questions, please email  
[miriam.chitiga@greenriver.edu](mailto:miriam.chitiga@greenriver.edu)  
[jfitzgerald@greenriver.edu](mailto:jfitzgerald@greenriver.edu)

Thank you



*Participatory Governance Update*  
*Board Policy GP9 – Recommendation to*  
*Update*

GRC Trustee Meeting  
May 21, 2026



# GP-9 Participatory Governance

- Initial Board review and discussion
- Preliminary draft — not final action
- Purpose: modernize policy language and align with current practice

# Why Review GP-9?

- Current policy adopted in 2014
- References outdated NWCCU standards
- Opportunity to improve clarity and readability
- Opportunity to better reflect current governance practice

# Major Proposed Revisions

- Update NWCCU citation from Standard 2.A.1 to 2.A.4
- Clarify recommendations may go to the President or designee
- Reorganize principles to prioritize student success
- Add language regarding direct and reasonable stakeholder interest
- Expand emphasis on continuous improvement

# What Is Not Changing

- Trustee ownership of GP-series policies
- Commitment to participatory governance
- Representative input from faculty, staff, students, and administrators
- Annual reporting to the Board

# Participatory Governance Approach

- Feedback invited prior to future Board action
- Input will be considered thoughtfully
- President responsible for balancing operational, accreditation, and governance considerations

# Recommended Next Steps

- Board discussion and first review
- Continue stakeholder input and refinement process
- Return revised draft for future Board consideration
- Finalize policy language following review cycle

# Questions?

## GP-9 Participatory Governance

### Integrated Redline Version – Current Policy with Proposed May 2026 Revisions

#### Current policy source:

<https://www.greenriver.edu/campus/policies-and-procedures/board-policy/gp-9-participatory-governance.html>

The Board of Trustees believes that effective governance at Green River College reflects the values of transparency, respect, accountability, trust, collaboration, collegiality, civility and honesty.

Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and administrators participate in open, thoughtful dialog and decision-making that leads to recommendations made to the College President ~~who the board has delegated as the principal administrative officer~~ **(or designee), who the board has delegated as the principal administrative officer.**

~~An effective participatory governance structure requires a broad understanding of the governance system by the college community and clearly defined authority and responsibilities.~~

**An effective participatory governance structure, with clearly defined authority, roles and responsibilities, requires a broad understanding of the governance system by the college community and should be readily accessible to the appropriate constituencies.**

~~The participatory governance system must fulfill standard 2.A.1 of the Northwest Commission on Colleges and Universities (NWCCU), which states that “the institution demonstrates an effective governance structure.”~~

**The participatory governance system must fulfill standard 2.A.4 of the Northwest Commission on Community College and Universities (NWCCU): “The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.”**

#### Guiding Principles

1. All decision-making at Green River Community College is based on a shared understanding of the mission, vision, core themes, core objectives, and values. **The ultimate measure of effective governance will be improved student success.**

2. ~~The ultimate measure of effective governance will be improved student success.~~ **All decision-making at Green River Community College is based on a shared understanding of and commitment to the mission, vision, and core values.**
  3. Decisions are made at the appropriate level, by the appropriate group with the needed expertise. **Decisions are made at the appropriate level, by the appropriate group with the needed expertise and a direct and reasonable interest.**
1. Internal employee councils and the student government will select their representatives to representative bodies, such as councils, committees, administrative task forces, etc.
  2. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
  3. ~~Members of the college community not serving as representatives have the opportunity to share concerns with their representatives of their constituent groups.~~ **Members of the college community not serving as representatives have the opportunity to share concerns and suggestions for continuous improvement with their representatives of their constituent groups.**

A report on the state of participatory governance will be presented each year to the Board. The President is authorized and directed to develop college policies and procedures to implement this policy.

## History of Policy

Draft: April 17, 2014

Adopted: May 14, 2014

**Revised: May, 2026**

## Legend

Strikethrough text = deleted language

Bold and underlined text = proposed new language

## GP-9 Participatory Governance

### Side-by-Side Comparison: Current Policy vs. Proposed May 2026 Revision

Section	Current Policy	Proposed May 2026 Revision	Observations / Impact
Introductory Statement	The Board of Trustees believes that effective governance at Green River College reflects the values of transparency, respect, accountability, trust, collaboration, collegiality, civility and honesty.	No substantive change.	No policy impact.
Definition of Participatory Governance	Participatory governance leads to recommendations made to the College President.	Updated to include 'President (or designee).'	Clarifies delegated authority structures.
	and clearly defined authority and responsibilities.	Changed to "readily accessible to appropriate constituencies"	to future-proof the definition for the upcoming 2027 NWCCU standards.
Governance Structure Language	Existing language references broad understanding and authority.	Adds clearly defined authority, roles, responsibilities, and accessibility language.	Improves clarity and transparency.
NWCCU Standard Citation	References NWCCU Standard 2.A.1.	Updated to NWCCU Standard 2.A.4 with full accreditation language.	Most substantive compliance-oriented revision.
Guiding Principle #1	Mission, vision, core themes, objectives, and values are primary.	Student success becomes the leading principle.	Reorders institutional priorities.
Guiding Principle #2	Student success listed second.	Mission, vision, and values language simplified.	Update to match with the current mission, vision and core values
Guiding Principle #3	Decisions made by appropriate group with needed	Adds 'direct and reasonable interest.'	Aligns with accreditation participation

	expertise.		language.
Guiding Principle #6	Opportunity to share concerns.	Adds suggestions for continuous improvement.	Broadens participatory engagement.
Annual Reporting Requirement	Annual report to Board.	No substantive change.	No policy impact.
History Section	Original adoption language only.	Adds May 2026 revision note and rationale.	Documents reason for reordering principles.

### Executive-Level Summary

- The proposed revision is evolutionary rather than transformational.
- The revision updates the policy to align with current NWCCU accreditation standards.
- The update clarifies that recommendations may be directed to the President or designee.
- Student success is repositioned as the leading governance principle.
- The revision improves readability, transparency, and accessibility.

# Vice President for EDI Report

Green River College Board of Trustees

May 21<sup>st</sup>, 2026

## **Advancing Native Student Success through Professional Learning and Community Partnership**

### **Overview**

Green River College is proud to share a significant professional development milestone aligned with our commitment to equity, student success, and strengthening relationships with Tribal communities. June 23<sup>rd</sup> – June 25<sup>th</sup>, more than **30 Green River College employees including staff, faculty, and administrators**—will participate in the **Muckleshoot Teaching College Effective Teaching Institute (ETI), a three-day institute in its 6th year.**

This high level of participation reflects a deep institutional commitment to culturally responsive pedagogy and to improving outcomes for Native students.

### **Alignment with Institutional Priorities**

Participation in the Effective Teaching Institute directly supports the college's current efforts to:

- **Strengthen relationships with the Muckleshoot Indian Tribe**, whose ancestral lands the college occupies
- **Advance culturally responsive teaching practices** across instructional and student services areas
- **Redesign institutional approaches** to better serve Native students through collaboration, reciprocity, and respect

The institute provides critical learning grounded in Native ways of knowing and teaching, aligning with research that emphasizes the importance of **culturally**

**relevant, community-informed approaches** to improve Native student retention, persistence, and completion.

## **Extending Impact: Institutional Learning and De-Siloing**

To ensure that this investment benefits the broader campus community, ETI participants will engage in structured knowledge-sharing throughout the 2026–2027 academic year. This will include:

- Facilitated workshops and presentations on **Culturally Responsive Teaching practices for Native students**
- Cross-divisional dialogues to integrate learning into **curriculum, student services, and advising**
- Development of shared tools and strategies that promote **equity-centered teaching and learning environments**

This intentional approach will **de-silo learning**, ensuring that the impact extends far beyond the initial cohort of attendees and contributes to systemic change.

## **Student Success Context: Native and Indigenous Students**

In Washington State’s public two-year college system, Native American / American Indian–Alaska Native (AI/AN) students continue to experience some of the largest equity gaps in enrollment, retention, persistence, completion, and transfer outcomes when compared with other student demographic groups. The statewide system overseeing these colleges is the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC publicly reports enrollment, student progress, completion, and transfer dashboards by race/ethnicity, although some detailed Native-specific metrics are embedded in dashboards rather than summarized in one statewide report.

Here is the overall picture for Native American students in Washington community and technical colleges:

Green River College remains committed to improving outcomes for Native and Indigenous students; however, like many institutions nationwide, data collection and disaggregation challenges persist, often limiting the visibility of Native

student experiences and outcomes. [U.S. can improve data collection on AI/AN college students](#)

### **National and Regional trends for Native /Alaska Native, Indigenous student outcomes in Higher Education**

**The retention rate for Native/ Alaska Native and Indigenous students is 59% ; the college's is 64% - a difference of 5 percentage points. [Institutional Effectiveness](#)**

- *A 5-point retention gap is somewhat smaller than what many colleges and statewide systems report for Native students, particularly in large predominantly White institutions. In many systems, Native student retention gaps can range from 5-15 percentage points.*

**The completion rate for Native/ indigenous students is 27%; the college's is 30% - a difference of 3 percentage points. [Institutional Effectiveness](#)**

- *The 27% completion figure aligns very closely with national Integrated Postsecondary Education Data System (IPEDS) community college completion data for American Indian/Alaska Native students.*
- *A 3-point completion gap is again relatively modest compared to many institutions nationally, where Native student completion disparities are often larger.*

### **Important Contextual Considerations:**

- The data may be statistically accurate while still underrepresenting the full Native Student Experience:
- Traditional Metrics Often Miss Indigenous Definitions of Success
- Many Native students follow non-linear educational pathways that traditional institutional metrics interpret as a drop out

### **Key Comparative Pattern Across Demographics**

Across Washington's two-year college system, the general pattern tends to look like this:

<b>Metric</b>	<b>Highest Performing Groups</b>	<b>Native American Student Position</b>
<b>Enrollment</b>	<b>White, Hispanic/Latino, Asian</b>	<b>Very low representation</b>
<b>Retention</b>	<b>Asian, White</b>	<b>Lower than state average</b>
<b>Persistence</b>	<b>Asian, White</b>	<b>Lower persistence rates</b>
<b>Completion</b>	<b>Asian, White</b>	<b>Among lowest completion rates</b>
<b>Transfer to 4-Year</b>	<b>Asian, White</b>	<b>Lower transfer rates</b>

## **Key Observations**

### **Enrollment**

Native American students are significantly underrepresented in higher education enrollment statewide.

- Native American students account for roughly 0.8% of Washington community college enrollment, according to reporting based on Washington Student Achievement Council data.
- At Washington’s public four-year institutions, Native students represent only about 0.4% of enrollment.
- Nationally, Native Americans have the lowest college enrollment rate of any racial/ethnic group.

Compared with other demographic groups in Washington two-year colleges:

- White, Hispanic/Latino, and Asian students enroll at substantially higher rates.

- Native student participation is especially low in transfer-oriented academic pathways and STEM fields.

## **Retention & Persistence**

Washington’s SBCTC and Tribal Government Affairs materials acknowledge persistent disparities in Native student retention and persistence.

The SBCTC specifically notes “disproportionality of American Indian/Alaska Native student recruitment, retention, and completion rates” across the community and technical college system.

Relative to other racial groups:

- Native students generally persist term-to-term and year-to-year at lower rates than White and Asian students.
- Persistence rates tend to be more comparable to — and sometimes slightly below — those of Black and Pacific Islander students depending on institution and cohort.
- Financial barriers, rural geographic isolation, underrepresentation on campuses, limited culturally responsive supports, and weaker transfer pipelines are repeatedly identified as contributing factors.
- National research emphasizes that Native student persistence is closely tied to relationships, cultural relevance, and community connection [For the Tribal Nations: Practices and Policies to Increase Completion at Tribal Colleges and Universities | MDRC](#)

**These insights reinforce the importance of efforts such as the Effective Teaching Institute and Tribal partnerships.**

## **Looking Ahead**

This initiative represents more than professional development—it is a strategic investment in:

- Culturally responsive institutional transformation

- Stronger Tribal partnerships, particularly with the Muckleshoot community
- Improved recruitment, retention, persistence, and completion outcomes for Native and Indigenous students

By embedding what is learned through ETI into institutional practice, Green River College is positioning itself to better honor, serve, and support Native and Indigenous students while advancing student success for all.

### **Conclusion**

The participation of more than 30 faculty, staff, and administrators in the Muckleshoot Teaching College Effective Teaching Institute represents an exciting and meaningful step forward for Green River College. This work reflects our values, strengthens our community relationships, and advances our commitment to equity-centered student success.

I appreciate the Board of Trustees' continued interest, support and partnership as we move forward to close equity gaps for all students.

Respectfully submitted,

Cathy (Kit) Alston, M.Ed.

Vice President for Equity, Diversity and Inclusion  
Green River College



# Report to the Board of Trustees of College District No. 10

**Report Title:** Faculty Report

**Department:** Instruction

**Prepared By:** David Norberg

**Date of Board Meeting:** 05/21/26

Good evening,

I want to update you on two issues of concern.

First, the College did not fund earned salary increments for full-time faculty this year. I cannot overstate how demoralizing and frustrating this is for our members. Last month, you recognized faculty members who were awarded tenure. Achieving that milestone comes with a roughly \$3,600 salary increase. Those who were awarded tenure last year did not get it, and those awarded tenure in March will not receive it next year unless action is taken.

We are in this situation, because administrators in the past failed to plan for the budgetary impacts of earned salary increments. I appreciate that interim Vice President of Instruction Jamie Fitzgerald is planning for this and submitted a budget request to get increments covered next year. I urge the rest of the Executive Team to make sure that request is approved. No other category of

5/21/2026 TAB G

employee on this campus gets a promotion with an unfunded salary increase. We understand that the instructional budget is stretched, but we see the College spending money from the larger operating budget in dubious ways. As has been stated in these meetings before, our budget reflects our values. Demonstrate that you value faculty by ensuring that our members receive the compensation they have earned.

Second, on May 1st, a self-described first amendment auditor visited the campus. People like him come to campus with the hope that someone will challenge their right to film in public, so they can get clicks on platforms like YouTube and/or file a lawsuit over violation of their first amendment rights. Unfortunately, his visit to campus was not handled effectively by Campus Safety.

The auditor wore a face mask, sunglasses, and what has been generally described as “tactical” clothing. At one point, he approached a classroom where some of our faculty members and administrators were in a meeting. The door has a large window, he stood up against the window, and those in the room thought he might be a shooter. Understandably alarmed, they started to lockdown the room. Several minutes later, another faculty member entered the classroom and explained what was happening. During that whole time, a plain-clothes campus safety stood off to the side watching the whole scene unfold. We understand that campus safety cannot legally interfere with the man filming, but absolutely nothing prevented the safety officer from immediately entering the room to inform those inside as to what was happening. If he had communicated quickly, or if campus safety had sent out text alerts, much uncertainty, confusion, and intense anxiety could have been prevented.

Making matters worse, faculty and staff expressed concerns about how this was handled after the fact, and, initially, reported to me that their concerns were condescendingly dismissed. I am happy to report that conversations have improved since myself and others expressed our concerns to the VPI and other executives. Still, the event makes it abundantly clear that we need to continue to work on safety. A critical part of that work is changing the culture. Far too often, faculty members have told me that they reported a concern only to be blown off. That must change. Asking to have faculty concerns taken seriously is not asking for much, and I am disappointed that I find myself in this position making the

simple request that faculty be taken seriously when they report threats on campus.

# President's Report

Green River College Board of Trustees

May 21st, 2026

## Budget Development and Fiscal Outlook

Work on the FY2026–27 budget continues to move forward. A draft budget framework was presented to the executive team this week for further discussion and refinement.

Trustee budget briefings have now been scheduled, and Janee Sommerfeld will provide at least one campus presentation on the draft budget to support transparency and shared understanding as this work progresses.

Preliminary third quarter financial results indicate that the College remains on track relative to revenue expectations and is currently slightly under budget on expenses.

The executive team has completed its review of campus spending requests and finalized the guiding principles that will inform budget development moving forward. Budget road shows with campus groups have been completed as part of the College's broader effort to communicate the budget environment, gather feedback, and build shared understanding around institutional priorities and long-term sustainability.

## Enrollment and Revenue Context

Spring Quarter enrollment trends remain generally consistent with recent updates and continue to track close to prior year levels.

Running Start enrollment remains strong and continues to be an important contributor to both student access and institutional stability. International enrollment remains softer than prior years, consistent with broader national enrollment trends.

Final enrollment and budget data will continue to be incorporated into the College's financial planning process as the quarter progresses.

## Institutional Priorities and Ongoing Work

The Vice President of Academic Affairs search has entered the interview phase following a strong response to the position announcement. The search committee continues its work as the process moves forward.

There is no additional update on the PACE campus climate survey at this time as the College awaits final survey results.

Updates related to participatory governance and class waitlist analysis will be included as part of this month's Trustee meeting materials and discussions.

John McCormick has begun convening the Campus Safety Alignment, Framework, and Engagement (C-SAFE) group. The effort is focused on developing a clearer and more consistent institutional approach to campus safety through community engagement, assessment of existing systems and supports, identification of safety gaps, and development of repeatable processes and expectations moving forward.

This month also included several meaningful opportunities for direct student engagement. I had the opportunity to attend College Signing Day events on Thursday and appreciated the excitement and optimism students brought to campus as they prepared for the next stage of their educational journey.

I also attended a "Pizza with the President" event hosted by The Current and ASGRC. 2 questions were posed to attendees. 1 question focused on a GRC highlight, the other asked what could have been better. Over 160 students attended. Our student leaders did a superb job on this event.

Finally, I want to thank Dr. Wendy Stewart for her willingness to step into the interim role of Vice President of Student Affairs. Wendy has already provided strong leadership during this transition period, and I appreciate her continued commitment to students and the College.

# External Environment and Strategic Engagement

The U.S. Department of Education has acknowledged receipt of the College's TRIO reconsideration request. While this does not yet represent a substantive response, it is appreciated progress and confirms the matter is moving through the process.

The College's FY2027 Congressionally Directed Spending requests related to electric vehicle education are currently being advanced through the appropriations processes associated with Representative Adam Smith and Senator Maria Cantwell. In addition, previously funded federal requests are beginning to move into implementation with the assigned funding agencies.

The ACT Conference provided a valuable opportunity to engage with colleagues from across the system, participate in productive conversations with State Board staff and fellow presidents, and spend time with Trustees Pierini and Boschock. The conference offered both useful perspective and important relationship-building opportunities as we continue our work at the College.

## Risk Awareness and Emerging Considerations

Instructure, the company that supports the Canvas learning management system used across the Washington community and technical college system, recently informed the State Board that it elected to pay the bad actors associated with the recent cybersecurity incident. The company reports that the affected data was returned and that assurances were provided that client institutions would not be further extorted.

At Green River College, a small cross-functional team has been established to coordinate the College's response and ongoing monitoring related to this matter.

## Closing

The College continues to move through a period of significant work with focus, discipline, and a clear understanding of both the opportunities and constraints ahead.

Our focus remains on developing a sustainable budget, supporting student success, strengthening institutional systems, and maintaining steady operations across the College.

I appreciate the Board's continued partnership and guidance as we move this work forward.

Respectfully submitted,

**George Frasier**

Interim President  
Green River College

Event	Date	Time	Location
Board Meeting	5/21/2026	4:30pm	ZC Boardroom / Zoom
ODEI Native Grad Celebration	5/22/2026	6:00pm - 8:00pm	Cascade Hall in SA
TRiO Graduation Celebration	5/26/2026	6:00pm - 9:00pm	Cascade Hall in SA
Slater Awards	5/28/2026	6:00pm - 9:00pm	SU Grand Hall
Living Our Values Out Loud Ceremony	6/2/2026	11:00am - 1:00pm	Cascade Hall in SA
Challenge Coin Ceremony	6/3/2026	3:00pm - 5:00pm	Cascade Hall in SA
Campus Life Leadership Awards	6/4/2026	7:00pm - 9:00pm	SU Grand Hall
Budget with Trustee Pierini	6/8/2026	11:00am	President's Office
Trustee Tuesday	6/9/2026	8:00am	Zoom
Special Board Meeting	6/10/2026	12:30pm	ZC Boardroom / Zoom
Budget with Trustee Chu & Chair Navas	6/10/2026	2:00pm	Zoom
Academic Showcase	6/10/2026	8:00am - 3:00pm	SU Grand Hall
Budget with Trustee Ramirez Robson	6/11/2026	1:00pm	Zoom
Retirement Social	6/11/2026	4:00pm - 6:00pm	Grand Hall in SU
Budget with Vice Chair Boschok	6/16/2026	2:00pm	President's Office
Running Start Graduation Celebration	6/16/2026	4:00pm - 7:30pm	SU Grand Hall
IP Graduation Party	6/17/2026	2:00pm - 3:30pm	River Room in SU
Nursing Pinning Ceremony	6/18/2026	2:00pm - 4:00pm	SU Grand Hall
Board Meeting	6/18/2026	4:30pm	ZC Boardroom / Zoom
Commencement Awards Ceremony	6/20/2026	2:00pm - 4:00pm	SU Grand Hall
Commencement	6/22/2026	Noon and 6pm ceremonies	ShoWare
Board Meeting	7/16/2026	4:30pm	ZC Boardroom / Zoom
Special Board Retreat	8/5/2026	8am to 4pm	WRCLI
Board Meeting (usually cancel)	8/20/2026	4:30pm	ZC Boardroom / Zoom
Opening Day	9/15/2026	8am to 4pm	SU Grand Hall
Board Meeting	9/17/2026	4:30pm	ZC Boardroom / Zoom
Board Meeting	10/15/2026	4:30pm	ZC Boardroom / Zoom
ACCT Leadership Congress	October 21-24, 2026	4 days	Chicago, Hyatt Regency
Board Meeting	11/19/2026	4:30pm	ZC Boardroom / Zoom
ACT Fall Conference	November 12-13, 2026	2 days	Hilton Seattle Airport
Board Meeting	12/10/2026	4:30pm	ZC Boardroom / Zoom