



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

Board Meeting Agenda of September 17, 2026

The Board of Trustees of College District No. 10 will hold a regular meeting on Thursday, September 17, 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
 - Guatemala by Pam Kikillus and Kara LaValley under TAB Celebrating Success
5. Approval of Minutes
 - June 18, 2026
 - July 16, 2026
 - August 5, 2026
6. Correspondence
 - Student Trustee Appointment – Nuzhat Khan
7. Introduction(s)
 - New Faculty Introductions
8. Reports to the Board
 - TAB A - NSF Grant – ATE (Mechatronics) presented by William Sciacca, Lucas Rucks and Brad Chinn
 - TAB B - NSF Grant – ITYC (Software Dev) presented by Tyler Schrock & Miebeth Bustillo-Booth
 - TAB C - CDS Award in Manufacturing and Mechatronics presented by William Sciacca, Lucas Rucks and Brad Chinn
 - TAB D - CDS award in Veteran Services presented by Jay Rawson, David Larsen and Karen Khuu
 - TAB E - Contribution of Donated Equipment - Resolution presented by Heather Hughbanks
 - TAB F - Clean Building Performance Standard Funding Requested presented by John McCormick and Kyle Evans
 - TAB G - Clark Nuber Audit Report presented by Ben Holquist and Janee Sommerfeld

- TAB H - Campus Climate Survey presented by Miriam Chitiga
- TAB I - President Search Firm Selection Plan Update presented by George Frasier

9. Standing Reports

- TAB J - Student Report, presented by Denna Lukemanto
- TAB K - Equity & Diversity Report – No Report
- TAB L - Faculty Report, presented by Dave Norberg
- TAB M - Classified Report, presented by Richard Falk
- TAB N - President's Report, presented by George Frasier

10. Executive Session

- If needed

11. Action Recommendations

- NSF Grant – ATE (Mechatronics)
- NSF Grant – ITYC (Software Dev)
- CDS Subaward for Manufacturing Modernization
- CDS Award for Veteran Services Program
- Donated Equipment Resolution
- Clean Building Performance Standard Funding

12. Trustees Association

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.



Guatemala 2026

Medical Clinic



- 31 team members from USA
- 20 local team members
- Interpreters
- Clinics: Ears/nose/throat, Gynecology, Physical Therapy, General Medicine, Pediatrics, Audiology
- Served almost 1000 local residents during the week.
- I saw 20 patients per day in physical therapy

Locale

- Suchitepequez, Guatemala
- Population: 630,000 (+)
- Approximately 4 hours from Guatemala City
- 3-4 total hospitals in the area



Suchitepequez, Guatemala

- Region known for agriculture and strong community ties
- Climate: tropical, Average temperature 77-90 degrees F
- Sugarcane, corn, beans, bananas
- Population: 20,000
- Languages: Spanish, K'iche', Kaqchikel

Daily Routine

- Local staff got the word out in the community that our team was coming. Patients were given a time slot, 8:00, 11:00 or 2:00 to show up for the clinic.
- Many travelled from outlying villages in packs of people together.
- Our team stayed in a hostel about 1-2 hours away from the village. This was closest safe place to stay, with toilets and running water.
- We got up at 5:00am and returned to our hostel around 8:00pm, had a group dinner and went to bed.

Diagnoses/impairment seen in PT

- Diabetes
- Amputation
- Stroke
- Polio
- “weakness”
- Muscular dystrophy
- Arthritis
- Traumatic Brain injury



The people

- The people were so excited and thankful to see us.
- They travelled for hours and waited for hours to see the “American Doctors”.
- They dressed in their best clothing for the occasion and were so very grateful

Stories

- 21 year old with a pelvic fracture last year. Has been in bed 24/7 since surgery. No medical follow up has been given
- His family carried him to the clinic in the lawn chair
- He left with exercises to be doing and a new wheelchair to navigate his house and community



Stories

- 33 year old who had meningitis at 11 months of age. His mother has been carrying him since that time. He left with a new wheelchair. He was elated, so was his mother.



Stories

- 40 year old with polio. He came with his wife and son. His wheelchair was 2 years old, rusted, and no longer had tires on the rims. He left with a new wheelchair, and acted like a kid with a present at Christmas. Excited and grateful



Stories



- This lady was 108 years old and blind. She was very active within her family and community. She had poor endurance and could not get very far with only her cane. Her family carried her most places.
- She left with a new wheelchair and a huge toothless smile.

Stories

- This man did not make an appointment to see us this week. At the end of our day, he “found us” on the street with a leg like this. Our staff took him in and did our best to treat his leg. He was in a motorcycle accident and his leg looked like this, smelly and oozing fluids. We got him set up with crutches and dressed his wound. We tried to get him set up with medical staff to follow up in a nearby town at a later date. He was drunk when we saw him, so I don’t know how much information he was able to retain.





Grateful to help in a community much different than my home
Modified to make things work: used discarded rebar to repair items,
swimming noodle pieces to pad wheelchairs
Plan for future: sources for items in need, such as braces for carpal tunnel
syndrome, encourage student, graduate participation

Healthcare in Guatemala

- Government health posts:
 - staffed by nursing assistants and techs, primary care services
 - Vaccinations, common illness, basic pre natal care
 - Limited equipment, medications, and staff
- Mobile health clinics
 - Travel to villages, vaccinations, prenatal care, basic medical exams
- Large hospitals
 - require travel, transportation limited infrastructure

PTA opportunities

- Medical mission, volunteer trips
 - Medical Teams International, International Medical Relief, Wheels for the World, Faith in Practice, World Physiotherapy, Mission ships
 - Health Volunteers Overseas, Range of Motion Project, Global Community Health Volunteers, Refuge International
 - PT schools take students, PTAs clinicians
- Long term with non profit groups
- Issue assistive devices
- Train local workers

APTA professionalism

- Global Health Advocacy
- International Collaboration
- Service Learning

Student assignments

- To develop:
 - Cultural competence
 - Clinical reasoning with limited resources
 - Professional ethics
 - Communication skills
 - Community engagement

Student Action Items: Community service

- participate in or design a service activity with a community population.
- **Examples**
- Volunteer at a **homeless shelter**, adaptive sports program, or senior center.
- Assist with **fall-prevention screenings** for older adults.
- Support **wheelchair mobility training** or adaptive exercise classes.
- **Assignment components**
- Minimum service hours (e.g., 10–20 hours)
- Reflection paper on:
 - Barriers to healthcare access
 - Social determinants of health
 - Role of PT/PTA in community wellness
- **Learning goal:** Connect PT skills to real community needs.

Student Action: Global Health / Medical Mission Analysis

- research a **PT service trip or global health organization.**
- **Possible organizations**
 - Health Volunteers Overseas
 - Move Together
 - World Physiotherapy
- **Assignment:** create a report covering:
 - Country and healthcare system
 - Typical PT conditions treated
 - Cultural considerations
 - Sustainability and ethical concerns
 - Role of PT vs. PTA
- **Optional presentation:** 10–15 minute class presentation.

Student Action: Case Study: PT Service in Resource-Limited Settings

- analyze a scenarios such as this:
A rural clinic in Guatemala has:
- No electrical modalities
- Limited assistive devices
- Mostly orthopedic and neurological conditions
- **Student tasks**
 - Design a **treatment plan using minimal equipment**
 - Suggest **home exercise programs**
 - Identify **patient education strategies**
- **Learning goal:** Emphasize creativity and clinical reasoning.

Student Action: Health Education Project

design **educational materials for underserved populations.**

- Examples:
 - Fall-prevention brochure for seniors
 - Back-care program for agricultural workers
 - Home exercises for knee osteoarthritis
 - Injury prevention for youth sports
- Deliverables:
 - Handout or poster
 - Short teaching presentation
 - Evidence-based references

Student Action: Reflection on Professional Responsibility

- write a **reflective essay** on topics such as:
- Prompt examples:
- "What is the ethical responsibility of PTs to serve underserved populations?"
- "Should global PT service trips focus on short-term care or long-term sustainability?"
- "How can PTAs contribute to community health promotion?"

CAPTE-Aligned Assignment

- **Community Service & Access to Care in Physical Therapy**
- **Assignment Title**
- **Improving Access to Rehabilitation Services for Underserved Populations**
- **Purpose**
- This assignment helps students understand the role of physical therapists and PTAs in addressing **health disparities and community service needs**. Students will examine barriers to rehabilitation care and propose a service-based intervention.

Learning Objectives (CAPTE Related)

- After completing this assignment, students will be able to:
- Identify **barriers to physical therapy access** in underserved communities.
- Explain how PT/PTA professionals contribute to **community health promotion and service**.
- Demonstrate **cultural competence and professional responsibility**.
- Develop a **community-based physical therapy service project or intervention**.
- Communicate findings in a professional written and/or oral format.
- These objectives align with CAPTE expectations for:
 - Professional behaviors
 - Patient education
 - Cultural competence
 - Community health promotion
 - Ethical and socially responsible practice

Assignment Instructions

Step 1 – Identify a Population

- Select an **underserved population** that may have limited access to rehabilitation services.
- Examples:
 - Rural populations
 - Homeless individuals
 - Older adults at risk for falls
 - Individuals with disabilities
 - Low-income workers with musculoskeletal injuries
 - Communities in developing countries

Step 2 – Research Barriers to Care

- Research and describe **3–5 barriers** preventing access to PT services.
- Examples:
 - Cost of therapy
 - Transportation challenges
 - Lack of local clinics
 - Cultural or language barriers
 - Limited knowledge of PT services
- Students should support findings with **2–3 evidence-based sources**.

Step 3 – Service Opportunity Proposal

- Design a **physical therapy service initiative** that could help address the problem.
- Examples:
 - Fall prevention screening program
 - Community exercise program
 - Injury prevention workshop
 - Adaptive equipment education
 - Home exercise education for chronic conditions
- Include:
 - Target population
 - Setting (community center, church, school, clinic, etc.)
 - Proposed PT/PTA role
 - Expected benefits

Step 4 – Reflection

- Write a **short reflection (1–2 pages)** discussing:
- Why service is important in physical therapy
- Ethical responsibility of healthcare providers
- How this experience will influence your future practice

Deliverables

- Students submit:
- **Written Report** (3–5 pages) including:
 - Population description
 - Barriers to care
 - Proposed service intervention
 - Supporting research
- **Class Presentation** (5–10 minutes)
- **Reflection Essay** (1–2 pages)

Example Service Project Ideas

- Students may propose ideas such as:
- Free **fall risk screening** at a senior center
- **Injury prevention clinic for youth athletes**
- **Back care education for manual laborers**
- **Adaptive exercise program for individuals with disabilities**
- PT volunteer work through organizations such as
 - Health Volunteers Overseas
 - Move Together

Grading Rubric (100 points)

Category	Points
Identification of population and barriers	25
Evidence-based research	20
Service intervention proposal	25
Professional presentation	15
Reflection and professional insight	15

This assignment develops competencies in:

- Professional responsibility
- Cultural competence
- Community health promotion
- Communication and education
- Evidence-based practice



COLLEGE DISTRICT NO.10

Green River College / Auburn, Washington

June 18, 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 June 18, 2026 in the ZC Boardroom and virtually via Zoom, ID #: 864 4639 4107. Board Chair Navas presided.

ROLL CALL

The regular meeting opened at 4:30 p.m. with Chair Navas, Vice Chair Boschok, Trustee Pierini, and Trustee Ramirez Robson, present. Trustee Chu was absent and excused.

PUBLIC ATTENDANCE

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

PUBLIC COMMENT

None

CELEBRATING SUCCESS

MESA

Director of MESA, Alex Martinez, presented accomplishments and good news in MESA. See attached report under TAB Celebrating Success. Trustees engaged with comments and questions throughout the presentation.

MINUTES

It was moved by Trustee Pierini, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 21, 2026, as distributed. Motion passes.

It was moved by Trustee Pierini, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve the meeting minutes of June 10, 2026, as distributed. Motion passes.

CORRESPONDENCE - No correspondence

INTRODUCTIONS - No introductions

REPORTS TO THE BOARD

College Budget for 2026/27

Executive Director of Business Operations, Janee Sommerfeld and Interim President, George Frasier, presented an overview of the 2026/27 college budget with a request for action to accept budget resolution 2026-2027-1, as attached under TAB A. Trustees engaged with comments and questions throughout the presentation. A copy of the final 2026/27 College Budget book is attached.

STANDING REPORTS

Student Report

ASGRC President, Mason LaMonica; Student Involvement Coordinator, Maria Elgart; and Advocacy Coordinator Yaelle Dufour provided a verbal student report covering the topics ASGRC leadership positions accepted, student club updates, student hiring, legislative advocacy, potential voting box on campus and commitment of \$7500 to a feasibility study for a potential soccer field. Each also shared positive impacts and highlights from their time at Green River College. Trustees engaged with comments and questions throughout the presentation. Trustees recognized Mason LaMonica for his hard work as the ASGRC President and service to ASGRC.

Equity, Diversity and Inclusion Report – No Report

College Council Report - No Report

Faculty Report

United Faculty President, Dave Norberg, presented a verbal faculty report regarding positive change in working with leadership and thoughts regarding budget now and in the year ahead. Trustees engaged with comments and questions throughout the presentation.

Classified Report

Classified Union Steward, Richard Falk, provided a verbal classified report regarding ASGRC leadership and their lasting impact, and congratulated everyone for making it through the year. 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 C. In addition to the written report, Interim President Frasier acknowledged the racist graffiti in a classroom and the harmful impact. Trustees engaged with comments and questions throughout the presentation.

EXECUTIVE SESSION

Chair Navas called for an executive session to begin at 6:09 p.m. for sixteen (16) minutes in accordance with the Open Public Meetings Act authorizing executive sessions, RCW 42.30.110 to review the performance of a public employee. At 6:25 p.m. executive session was extended an additional ten (10) minutes. At 6:35 p.m. executive session was extended an additional two (2) minutes. At 6:37 p.m. executive session was extended an additional three (3) minutes. At 6:40 p.m. the regular meeting reconvened.

ACTION

522 Budget 2026/27

It was moved by Trustee Pierini, seconded by Vice Chair Boschok, that the Board of Trustees of College District No. 10 approve the Service and Activity Fund 522 Budget for 2026-2027 in the amount of \$ 2,000,000, as attached. Motion passes.

2026/2027 College Budgets

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 officially adopt Resolution 2026-2027-1, attached, for the approval of College Budgets, Tuition and Fees for 2026-2027. Motion passes.

Tenure - Continuation

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

2026/27 Election of Board Officers

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Boschok, that the Board of Trustees of College District No. 10 elect Sharonne Navas as Board Chairperson for 2026-2027. Motion passes.

It was moved by Vice Chair Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 elect Arlene Pierini as Board Vice Chairperson for 2026-2027. Motion passes.

TRUSTEES ASSOCIATION

None

PUBLIC COMMENT

No public comment.

OTHER BUSINESS

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

ADJOURNMENT

There being no further business, it was moved by Vice Chair Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 adjourn its meeting of June 18, 2026, at 6:47 p.m. Motion passes.

Sharonne Navas, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees



COLLEGE DISTRICT NO.10

Green River College / Auburn, Washington

July 16, 2026 / 4:30 p.m. Special Meeting Minutes

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

ROLL CALL

The special meeting opened at 4:31 a.m. with Chair Navas, Trustee Chu, Trustee Boschok and Trustee Ramirez Robson, present. Trustee Pierini was absent and excused.

PUBLIC ATTENDANCE

Public Sign-In sheet attached

PUBLIC COMMENT

None

REPORTS

Tier 1-3, Tier 4 and Nursing MOU's

Vice President of Academic Affairs, Jamie Fitzgerald, invited questions related to the request for approval of the MOU's, as attached under TAB A.

International Contracts Student Fee

Senior Director of International Student Services and Operations, Nancy Kremer, invited questions related to the request for approval of the additional \$500 student fee, as attached under TAB B.

TRiO Classic Grant

Vice President of International Programs and Interim Vice President of Student Affairs, Wendy Stewart and Dean of Campus Life, dani crivello-chang, invited questions related to the request for approval of the TRiO Classic Grant in the amount of \$1.8 million, as attached under TAB C.

MOTIONS

Tier 1-3, Tier 4 and Nursing MOU's

It was moved by Trustee Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve the three United Faculty MOU's, as attached under TAB A:

- High Demand Funding Tiers 1-3 MOU
- Tier 4 MOU
- Nursing Educator MOU

Motion passes.

MOTIONS CONTINUED

International Contracts Student Fee

It was moved by Trustee Ramirez Robson, seconded by Trustee Chu, that the Board of Trustees of College District No. 10 approve the new \$500 IP Supplemental Instruction Fee for International Contract students enrolled in level 1 of the Intensive English Program (IEP). Support materials are attached under TAB B. Motion passes.

TRiO Classic Grant

It was moved by Trustee Chu, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 accept the U.S. Department of Education TRiO Classic (Student Support Services) Grant in the amount of \$1.8 million. Support materials are attached under TAB C. Motion passes.

OTHER BUSINESS

No other business.

ADJOURNMENT

There being no further business, it was moved by Trustee Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 adjourn its special meeting of July 16, 2026, at 4:44 p.m.

Sharonne Navas, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees



COLLEGE DISTRICT NO.10

Green River College / Auburn, Washington

August 5, 2026 / 9:00 a.m. Special Meeting Minutes

The Board of Trustees of Green River College District No. 10 held a special meeting at 9:00 a.m. on August 5, 2026 at the Wilturner Rosemond Center for Learning & Innovation, 31715 124th Ave SE, Auburn, WA 98092, Rooms 122/124. Board Chair Navas presided.

ROLL CALL

The special meeting opened at 9:35 a.m. with Chair Navas, Vice Chair Pierini, Trustee Chu, and Trustee Boschok, present. Trustee Ramirez Robson was absent and excused.

PUBLIC ATTENDANCE

Public Sign-In Sheet attached

Opening Activity

Trustees participated in an activity led by Suzanne McCudden, reflecting on how to work together today and moving forward. Results: Preparation matters, questions strengthen decisions, reflection leads to better judgment and trust and respect enable contributions. Trustees agreed they have a strong foundation on which to build.

Three Levels of Board Engagement

Trustees participated in a discussion led by George Frasier. Three levels of board engagement were introduced: Fiduciary, Strategic and Generative. Trustees discussed the importance of receiving complete information at a high level in board presentations, in advance. This will allow Trustees to ask stronger governance questions and avoid unnecessary involvement in operations.

Additional conversation included the need for the community to understand the distinction between governance and operations and the board's role in those areas, while remaining actively engaged.

Presidential Search

Trustees discussed the upcoming presidential search and agreed to no later than target of July 1, 2028 start date, using 2026 and 2027 to focus on college readiness, planning, and strengthening institutional processes. The Board identified institutional values and a diverse pool of highly qualified candidates as key search criteria, and agreed to engage a search firm through a robust, participatory governance process, with firm selection targeted for January 2027. Trustees also agreed to develop a detailed search and college-readiness timeline with clear milestones, outcomes, and accountability measures. Interim President Frasier agreed to remain in the role until a new president is hired, and the Board will use September 2026 to advance the search process and communicate the rationale for engaging a search firm.

Board Goals: From Intent to Action

The Board reviewed its goals and agreed to revise them from goals to outcomes, with Goal A updated to require regular reporting and measurable data. Trustees requested a clear data framework, including disaggregated enrollment, retention, and completion measures aligned with the College Success Plan and targeted universal goal setting best practices, with key student-success data reported twice annually. The Board also agreed to annual ethics training and policy review, continued work on presidential college readiness, and strengthened legislative engagement through the Legislative Action Committee and early outreach to legislators.

Trustee Succession Planning

The Board discussed trustee succession planning and agreed to maintain a running list of potential trustee candidates and begin informal outreach with prospective candidates. Potential candidates discussed included individuals with connections to Auburn and Kent, the GRC Foundation, local government, education, business, and GRC alumni. The President's Office will maintain a tracking document for prospects and seek recommendations from community leaders to help identify additional candidates.

Board Self-Evaluation

Moved to December

PUBLIC COMMENT

No public comment.

OTHER BUSINESS

No other business.

ADJOURNMENT

There being no further business adjourned its meeting of August 5, 2026, at 3:15 p.m.

Sharonne Navas, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees



STATE OF WASHINGTON
OFFICE OF GOVERNOR BOB FERGUSON

September 14, 2026

Nuzhat Khan

n 98092

Dear Nuzhat,

I am pleased to appoint you to the Green River College Board of Trustees effective September 14, 2026 for a term ending June 30, 2027. Thank you for your willingness to serve in this important role.

I am counting on appointed members to work together and function as a team, ensuring that we are coordinated in our shared mission to serve the people. It is important that everyone serving in my administration centers the people in all decisions of state government.

Your expertise and dedication to public service will be critical to building an efficient government that solves problems and improves Washingtonians' lives.

It is our responsibility to promote a culture of accountability and transparency in state government. I ask that you take personal responsibility for making sure the Green River College Board of Trustees operates in a way that is transparent, responsive and focused on excellent customer service. It is also my expectation that appointed members create and maintain an inclusive, equitable, and respectful workplace where employees belong and have input on how to improve services for Washingtonians.

As public servants, we are expected to serve at the highest of ethical principles above any personal or private interest and always ensure state resources are efficiently used for public purposes only.

Sincerely,

A handwritten signature in blue ink that reads "Bob Ferguson".

Bob Ferguson
Governor

William (Will) Clark

Anatomy & Physiology



Educational Background:

- MS and PhD Zoology from North Dakota State University
- 20+ years in higher education from Universities, Liberal Arts Colleges, and Community Colleges

Key Accomplishments and Fun Facts:

- Current Research Projects examine the effects of environmental change on animal physiology and evolution.
- As a graduate from community college (Pierce College, 1999), he values the first couple years of a student's higher education a great deal and understands the life altering effects it can have.
- Academically, he is interested in all things Biology related.

Nic Griggs

Mathematics



Educational Background:

- BS in Mathematics at Walla Walla University
- MS in Mathematics at Washington State University

Key Accomplishments:

- Initiated conversion to OER in the math department at Walla Walla Community College
- Worked as a research assistant on an NSF grant for math education
- Performed with their college orchestra at Carnegie Hall (they play bassoon!)

Dr. Derek Lee, DNP, ARNP, RN

Nursing



Educational Background:

- B.S.: University of Washington
- M.Eng.: University of Washington
- MSN: Johns Hopkins University
- DNP: Johns Hopkins University

Key Accomplishments:

- Lead Advanced Practice Provider improving Emergency Department throughput, reducing wait times and length of stay by 35% in six months.
- Led the design and development of the core Emergency Medicine curriculum for the TECP APP Fellowship.
- Created and delivered a newly redesigned nursing lecture course that earned exceptional student feedback.

Fatima Machado

Library



Educational Background:

- Bachelor's in Psychology (University of Oregon)
- Master's in Library and Information Science (University of Washington)

Key Accomplishments:

- Successfully getting a new job here at GRC!
- Budding academic interests: the intersection of information literacy/information behaviors/media literacy in art and video games
- She's an artist, and she enjoys reading horror novels

Jeff Perlot

Business, Marketing & Entrepreneurship



Educational Background:

- UW (Bachelors)
- Cal State Dominguez Hills (MBA)

Key Accomplishments:

- Three accomplishments: Shown in picture - not kidding, I have nothing else to add

Bethany Rookus

English Language Learning (ELL)



Educational Background:

- BA in English from the University of Michigan
- MATESOL from the University of Washington

Key Accomplishments and Fun Facts:

- Returned Peace Corps Volunteer with Peace Corps Indonesia ID
- Has thru-hiked the Appalachian and Pacific Crest Trails 🥾
- A certified yoga teacher, and has an interest in trauma-informed teaching 💚

Claire Salcedo

English



Educational Background:

- MFA in Creative Writing
- 4 years teaching in GRC's English division as an adjunct

Key Accomplishments:

- Her scholarly focus is on disability justice, critical disability theory, and environmental justice
- She composed the orchestral score for a social justice documentary
- In another timeline, she would have absolutely gone into environmental science! Huge love for PNW nature and ecosystems.

National Science Foundation

WA Alliance of Mechatronics Education, Certification, and Hands-on Skills (WA-MECH)

Summary of Grant:

NSF's Advanced Technological Education (ATE) program has offered [a three-year, \\$472,279 grant](#) to Green River College for our Mechatronics department. The ATE program supports partnerships between two-year institutions of higher education, other academic institutions, industry and other entities to improve the education of technicians in science and engineering. This is the Mechatronics program's second ATE grant, following [an earlier grant from 2015-18](#).

The grant will expand access to high-quality Mechatronics education for residents throughout the Puget Sound region by helping local community and technical colleges work with employers to define needed skills, improve educational programs, and support students' progress toward credentials and in-demand, high-wage careers. This project has three major objectives: aligning Mechatronics curricula with regional workforce needs, strengthening collaboration and resource sharing among colleges, and expanding partnerships with area employers.

To achieve these objectives, the project team will convene regional Mechatronics conferences; use employer and faculty input to define entry-level knowledge, skills, and abilities required for Mechatronics technicians; create a regional intercollegiate certificate; engage a coalition-wide Business and Industry Leadership Team; improve intercollegiate credit articulation and credential attainment; and publish instructional materials as open educational resources. The project is expected to benefit at least 49 Mechatronics faculty and more than 748 students during the grant period. Its products and processes will form a regional model for employer-aligned Mechatronics education, which may be adopted by other college systems around the nation.

This project will be led by our Mechatronics department in close partnership with Renton Technical College and Everett Community College; and in cooperation with Bates Technical College, Clark College, Clover Park Technical College, Edmonds College, Highline College, and Shoreline Community College. Other key partners include the Kent Valley Air and Space Manufacturing Roundtable, the National Center for Next Generation Manufacturing, and the Washington State Board for Community and Technical Colleges.

Motion Requested:

I move that the Board of Trustees of Community College District No. 10 accept the award to Green River College from the National Science Foundation, as described. The total value of this subaward is anticipated to be \$472,279 over the three-year grant period of October 1, 2026 – September 30, 2029.

WA-MECH | NSF Advanced Technological Education

Washington Alliance for Mechatronics Education, Certification, and Hands-on Skills

BOARD DECISION: Approve the grant to Green River College from the National Science Foundation.

\$472,279

NSF AWARD

36 months

PROJECT TERM

748+

STUDENTS IMPACTED

49

FACULTY IMPACTED

\$0

COST SHARE

Why this matters

- Washington employers face a persistent shortage of skilled mechatronics technicians and inconsistent entry-level skill expectations.
- WA-MECH creates a regional structure for colleges and employers to agree on core knowledge, skills, and abilities (KSAs).
- The project strengthens transfer, shared equipment access, professional development, and industry engagement across the state.

Three project objectives

- Align curriculum**
Define employer-validated KSAs and create a regional mechatronics certificate.
- Share resources**
Formalize equipment/material sharing and develop articulation agreements.
- Expand employer partnership**
Launch a regional Business & Industry Leadership Team (BILT) and deepen employer participation in instruction and assessment.

Key deliverables

Regional certificate

Employer-recognized MTX certificate at 3 core colleges.

Credit mobility

Articulation agreements + course equivalencies.

Dissemination

Regional conferences + OER materials.

Shared infrastructure

Inventory + resource-sharing across 9 colleges.

Industry leadership

BILT with 6+ employers; employer-led assessment.

Regional coalition

Green River + Renton Technical + Everett, six partner colleges, SBCTC, two Centers of Excellence, NCNGM, Kent Valley Roundtable, and regional employers.

3-year implementation path

YEAR 1

Launch + align

Kickoff coalition; define KPIs; inventory resources; begin KSA/certificate work; form BILT.

YEAR 2

Build + validate

Benchmark certificate; formalize sharing; faculty PD; first regional conference; draft articulation.

YEAR 3

Implement + sustain

Publish certificate; finalize articulation; embed assessments; second conference; sustainability plan.

National Science Foundation

Building Open Source Opportunities for Students in Tech (BOOST)

Summary of Grant:

NSF's Innovation in Two-Year College STEM Education (ITYC) program has offered a three-year, \$500,000 grant to Green River College for our Software Development department. The ITYC program's two goals are to (1) center students in the effort to advance innovation and promote success in STEM education at two-year colleges; and (2) enhance the capacity of two-year colleges to harness the talent and potential of their student and faculty populations through innovative disciplinary, multi-department, and college-wide efforts.

The grant will fund research on a promising, project-based model: Building Open Source Opportunities for Students in Tech (BOOST). In BOOST, students in credit-based courses work as teams with professional Software Engineers on real-world "open source" software projects. Green River College partners with two nonprofit organizations - CodeDay Labs and Mentors in Tech – to recruit, train, match, supervise, and evaluate industry mentors for each team. Each week, students spend four hours working on their projects in class with faculty, and approximately 10 hours collaborating with teammates and meeting with mentors. Clients pay students stipends for their out-of-class time. Students gain transferable technical skills and work experience that is vital to secure jobs in the tech industry.

Over 250 students have completed BOOSTed courses to date. Examples of projects completed by students in BOOSTed courses include an F-Prime project, for which NASA is a contributor and sponsor; and the Flutter project, for which Google is a contributor and sponsor. Code generated by these projects is in products and services used by millions of people each day.

This project will fund 60-75 students at three colleges – Green River, Olympic, and Skagit Valley – to participate in BOOST. A mixed-methods case study of BOOST's effectiveness will be conducted by Dr. Elizabeth Meza, a national expert on undergraduate STEM programs. An external expert panel of industry professionals and educators will critically evaluate the project. Other project partners are two NSF-funded national centers, Education Development Center and the National Information Technology Innovation Center; the Washington State Board for Community and Technical Colleges; and the Washington Student Achievement Council.

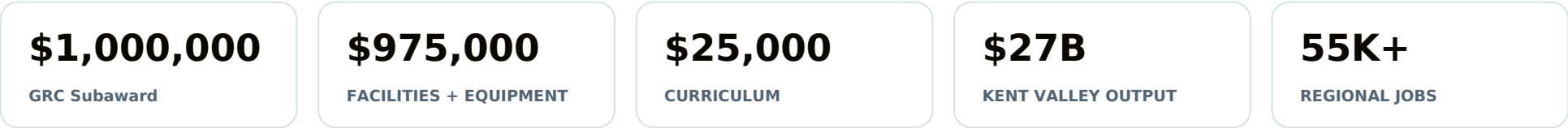
Motion Requested:

I move that the Board of Trustees of Community College District No. 10 accept the award to Green River College from the National Science Foundation, as described. The total value of this subaward is anticipated to be \$500,000 over the three-year grant period of October 15, 2026 – September 30, 2029.

Kent Valley Air & Space Workforce Modernization

Congressionally Directed Spending (CDS) request - Green River College component

BOARD DECISION: Approve Green River College's \$1.0M CDS subaward for manufacturing program modernization.



What Green River would fund

FACILITIES + EQUIPMENT | \$975K

- Increase lab capacity and allocate more space for automation and machining.
- Upgrade infrastructure needed for high-tech equipment integration.
- Modernize digital-twin automation, AI-powered predictive maintenance, CNC, conventional machining, robotics, PLCs, and sensor-based systems.

CURRICULUM DEVELOPMENT | \$25K

- Advanced automation and robotics courses.
- Industry-aligned machining practices.
- Digital twins, AI-driven predictive maintenance, smart manufacturing and IIoT.
- Hands-on modules tied to real-world production needs.

Why the request is timely

Industry is changing

AI, robotics, automation, and advanced maintenance are raising skill requirements.

Local talent pipeline

Build local pathways so employers rely less on imported talent.

Employer-driven design

Kent Valley Roundtable executives identify needs and guide investment.

Regional strategy

Four cities, two colleges, school districts, foundations, public partners, and industry executives coordinate career exposure, facilities, and credentials.

Expected Green River outcomes

Modern labs

More hands-on capacity for automation and machining.

Employer relevance

Equipment and training calibrated to local industry needs.

Current curriculum

Instruction aligned to smart manufacturing and advanced maintenance.

Career access

Stronger local pathways into air, space, and advanced manufacturing jobs.

U.S. Department of Education

The Call of Service & Beyond: Higher Education Assistance Program for Military Families

Summary of Grant: The U.S. Department of Education has awarded Green River College and its Veteran Services department a **three-year, \$750,000 grant** to improve postsecondary education and support services for military-connected students and their families. The grant, titled **“The Call of Service & Beyond: Higher Education Assistance Program for Military Families,”** will support Green River College’s efforts to strengthen access, retention, completion, and career success for veterans, active-duty service members, military spouses, and other military-connected students.

The grant is designed to expand and enhance the college’s capacity to serve military-connected students by providing comprehensive academic, career, and support services that address the unique challenges faced by military families pursuing higher education. Grant activities will strengthen Veteran Services’ infrastructure, expand student support programming, and improve coordination between Veteran Services and other college departments and community partners.

A major component of the project will be expanding educational planning and support for military-connected students. Grant resources will support additional capacity within Veteran Services, including staffing dedicated to educational planning and student success. These positions will help students navigate degree and certificate pathways, understand and maximize their education benefits, connect with campus resources, and develop plans that support timely credential completion.

The project will also enhance programming designed to improve student persistence and completion. Veteran Services will develop and expand initiatives that foster connection, mentorship, academic success, career development, and a sense of belonging among military-connected students. The grant will provide resources to strengthen outreach and engagement with military families and create additional opportunities for students to connect with peers, faculty, staff, employers, and community partners.

The project will further improve the college’s infrastructure and systems for serving military-connected students by strengthening processes, communication, data collection, and coordination across campus. These efforts will help Green River College better identify student needs, monitor student progress, evaluate program effectiveness, and continuously improve services.

Through these activities, the project will create a more comprehensive and sustainable model for supporting military-connected students and their families throughout their educational journey. The work will build upon Green River College’s existing Veteran Services programs and partnerships while creating new opportunities to improve student outcomes and strengthen the college’s commitment to serving those who have served.

The project will be led by **Green River College Veteran Services Director Jay Rawson** in collaboration with college departments, campus partners, military-connected students, and community and workforce partners. Grant activities will be implemented over the three-year

grant period and are intended to create sustainable improvements in the college's ability to recruit, support, retain, and graduate military-connected students.

Motion Requested:

I move that the Board of Trustees of Community College District No. 10 accept the award to Green River College from the **U.S. Department of Education**, as described. The total value of the grant is **\$750,000** over the three-year grant period of **September 1, 2026 – August 31, 2029**.



Board of Directors

Green River College Foundation

August 18, 2026

RESOLUTION - Contribution of Donated Equipment

WHEREAS, the Green River College Foundation has been established as a benefactor to Green River College and the communities which it serves, and

WHEREAS the principal objective of the Foundation is to acquire funds, equipment and materials to supplement special cultural, educational, recreational, and health promoting programs and projects which enhance the lives of its beneficiaries, and

WHEREAS, the Foundation has acquired the following materials and pieces of equipment:

- Machining Tools to Support the GRC Machining & Manufacturing Program: (See exhibit A).
- Founders Table & Collection of GRC Historical Documents to Support Green River College. (See exhibit B).
- Six Moroccan Orthoceras Specimens to Support the GRC Geology Program.
- 5 Foot Magnolia Tree to Support GRC Main Campus
- Meade ETX - 125EC 5 Inch Telescope with Electrical Drive to Support the GRC Physics Program.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Green River College Foundation is pleased to contribute these assets to the Green River College Trustees on behalf of the Foundation's beneficiary, Green River College.

ADOPTED, this 18 day of August 2026

THE BOARD OF DIRECTORS
GREEN RIVER COLLEGE FOUNDATION


Gail Spurrell Aug 18, 2026 15:36:36 PDT

08/18/2026

Gail Spurrell, President
Green River College Foundation

EST. 1975

12401 SE 320th STREET, AUBURN, WA 98092 | EMAIL: foundation@greenriver.edu

Exhibit A:

Thickness gage 1.0 travel indicator
Big box of Allen wrenches
Check pin set .015 to .500
Electronic height off setter
Edge finder set
Indacal indicator holder
1.0 parallels
2 12-inch scales
Sprung loaded vise to holder
Micro finish gage
Odds and ends like calculator, magnifiers stones
Variety of different sized dowel pins

Exhibit B:

Event Programs: GRC Inauguration 1966 & Lindbloom Center Dedication 1972
Newspaper Clippings: 1965-1976
Photos: 1965 & 1977
Letters and Correspondence: 1967 – 1978
Publications: 1965 & 1966 GRC Annual and 1969-70 Student Handbook

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Final Audit Report

2026-08-18

Created:	2026-08-18
By:	Monica Tolas (mtolas@greenriver.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3bO7e6luOhJvTefFdThi3B4Bw1ihNbj2

"081826_Equipment RESOLUTION 2026_081826_out for approval and signature" History

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-  Document emailed to gailspurrell@gmail.com for signature
2026-08-18 - 10:32:07 PM GMT
-  Email viewed by gailspurrell@gmail.com
2026-08-18 - 10:33:22 PM GMT- IP address: 67.183.172.76
-  Signer gailspurrell@gmail.com entered name at signing as Gail Spurrell
2026-08-18 - 10:36:34 PM GMT- IP address: 67.183.172.76
-  Document e-signed by Gail Spurrell (gailspurrell@gmail.com)
Signature Date: 2026-08-18 - 10:36:36 PM GMT - Time Source: server- IP address: 67.183.172.76 - Signature Appearance Selected: DRAW
-  Agreement completed.
2026-08-18 - 10:36:36 PM GMT

Clean Buildings Performance Standard compliance

CREATED BY

KYLE EVANS

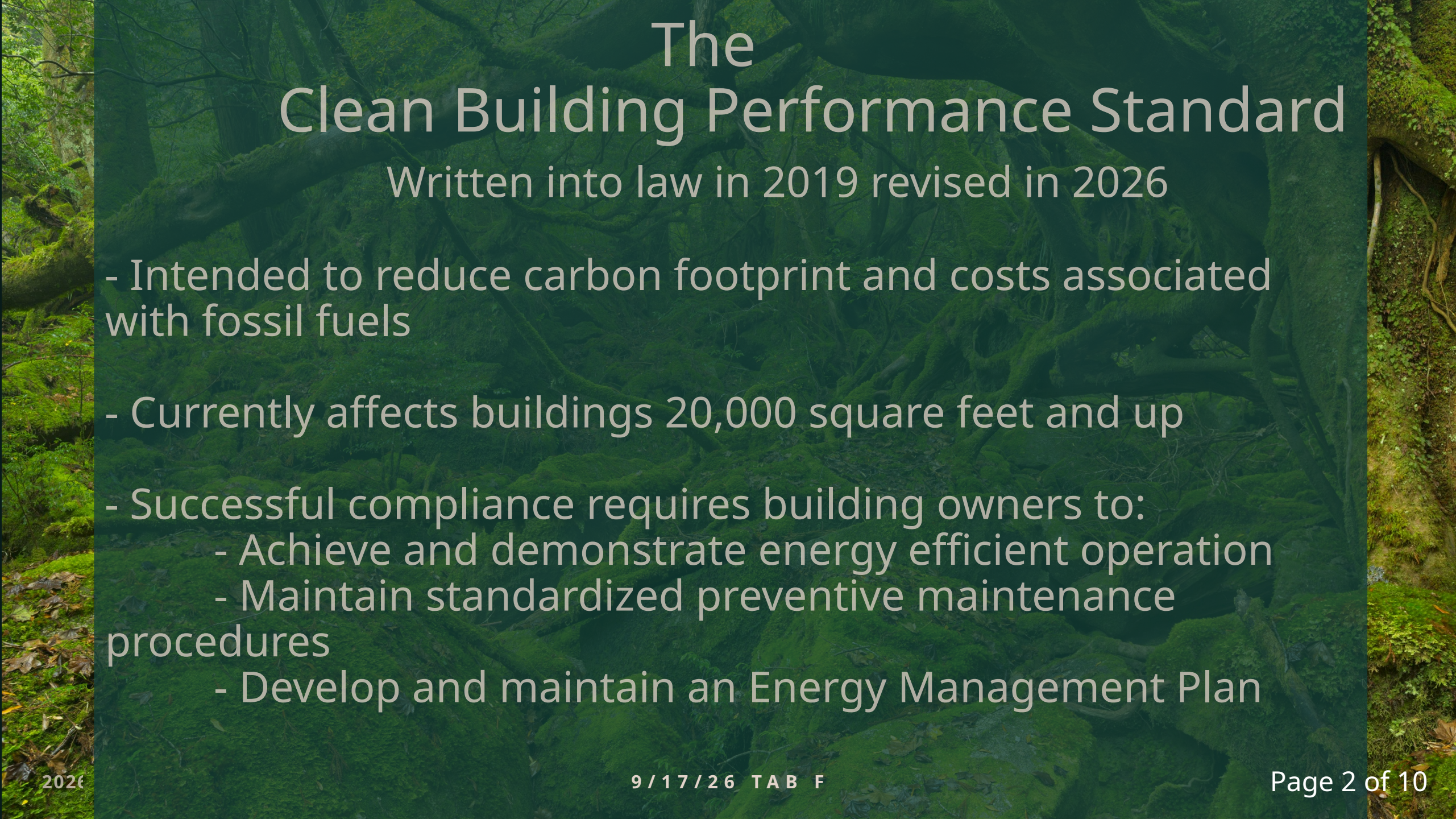
ENERGY
CONSERVATION
SPECIALIST

PRESENTED BY
JOHN MCCORMICK

EXECUTIVE
DIRECTOR OF
CAMPUS
OPERATIONS

9/17/26 TAB F

Page 1 of 10



The Clean Building Performance Standard

Written into law in 2019 revised in 2026

- Intended to reduce carbon footprint and costs associated with fossil fuels
- Currently affects buildings 20,000 square feet and up
- Successful compliance requires building owners to:
 - Achieve and demonstrate energy efficient operation
 - Maintain standardized preventive maintenance procedures
 - Develop and maintain an Energy Management Plan

How the CBPS impacts GRC

GRC has 30 Buildings, including branch campuses

14 are subject to CBPS compliance criteria

20,000+ sqft: 6

50,000+ sqft: 8

Campus level Compliance deadline is
June 30 2027

What Weve Done so Far

- Through several energy saving capital projects over the past several biennia, we have reduced our energy use intensity.
- We have baselined our current energy usage through:
 - installation of utility sub-meters
 - implementation of energy management software
- Successfully reduced our Energy Use Intensity below CBPS target requirements for Campus Compliance
- **GRC currently meets the Campus Level Energy Use Target**

What We Still Need to Do

- Conduct a Physical Asset Inventory of all major HVAC and energy consuming systems
- Utilize Physical Asset Inventory and Assessment to create Operations and Maintenance Plan
- Utilize Physical Asset Inventory and Assessment to create a Campus Energy Management Plan
- Submit for CBPS compliance through the Department of Commerce

Consequence of Non- Compliance

Utilizing the Department of Commerce
penalty calculator, non-compliance would
roughly result in penalties

-\$300.20 minimum per day

or

-\$109,572.40 per year



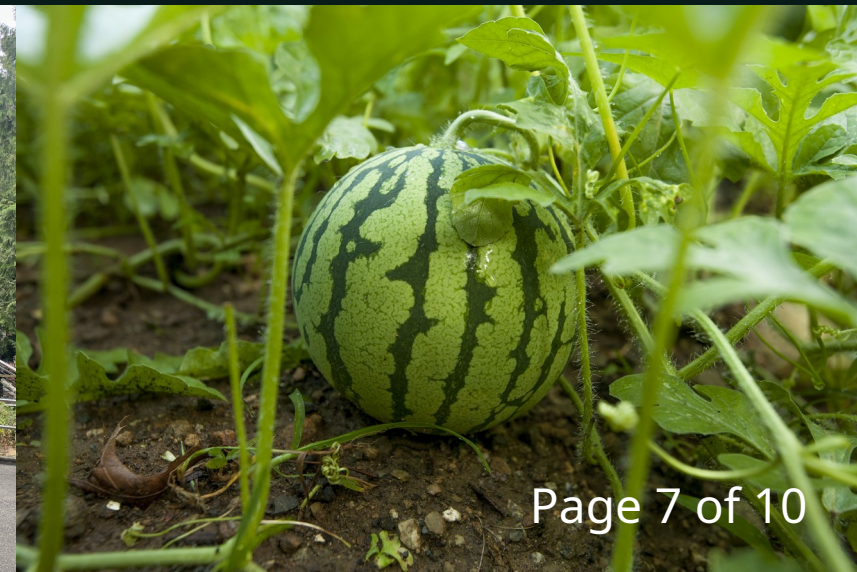
Proposed Response

Complete remaining compliance criteria:

- Working with the Department of Enterprise Ser
- Working with CBPS industry professionals (McKi

Pursue early compliance incentives if pos:

- To date \$59million in early compliance incentives remain av



We will need **\$300,000** to achieve compliance with the Clean Building Performance Standard (this includes approximately 20k for contingency)

For the services rendered we will receive three key deliverables towards compliance



The Asset Inventory

A full and comprehensive list of our building level systems

The Operations and Maintenance plan

Based on the Asset Inventory a detailed and efficient preventive maintenance program

The Energy Management Plan

Provides analysis of each buildings HVAC, Space utilization, and Controls system and recommended energy reduction measures

A Green tomorrow

Asset inventory plus

Asset inventory provides tagging and an accurate condition assessment of every building and the current and projected operating life

Operations and Maintenance Plan plus

Operations and Maintenance Plan includes projections based on the Asset inventory for future replacement of equipment as it reaches end of life (EOL)

Energy Management Plan plus

Energy Management Plan includes data to optimize our day-to-day operation providing additional utility savings

For your considerati on



By Kyle Evans

Maintenance Specialist

For Green River
College

2026

Sources

Washington State Department of
Commerce
-CBPS
-Incentives

Washington State Clean Buildings
Performance Standard Integrated
Document July 2026

WSDOC Penalties Calculator

EnergyStar Portfolio Manager

WSDOC Clean Buildings Portal

Clark Nuber Fiscal Analysis (“The Audit”)

Topics

- Introduction
- Scope of Work
- Fundamental Conclusion
- The Report
 - Structure and Limits
 - Fiscal Situation: Drivers of Financial Change
 - State of the Fund Balance: Impact of Temporary Funding and Reserve Utilization
 - Effectiveness in Predicting Expenses: Budget Forecasting and Financial Planning
 - Communications and Internal Controls: Financial Reporting, Governance, and Oversight
 - Leadership Communications: Communication of Financial Conditions and Risks
 - Recommendations
- What Is Green River Already Doing
- Focus Group Responses
- Questions

Introduction

- Ben Holquist, Director of Instructional Budgets, Co-Chair of Budget Transparency and Accountability (BTA) workgroup of the Fiscal Sustainability Task Force (FSTF)
- This workgroup, consisting of Jamie Villa, Lea-Ann Simpson, Scott Beals, Miebeth Bustillo-Booth, and Rhonda Sample developed the Scope of Work (SOW), reviewed applications and recommended the firm to the executive team.
- Heide Blackie and Janee Sommerfeld were the primary points of contact during the fiscal analysis itself
- BTA workgroup and Business Office staff reviewed an initial draft and provided feedback for clarity.

Scope of Work

- Review:
 - Fiscal Situation
 - Fund Balance
 - Effectiveness at Predicting Expenses
 - Communication and Internal Controls
 - Leadership Communications
- Provide analysis and recommendations
- Had hoped to compare with peer institutions in Washington, however comparable data was not available

Fundamental Conclusion

- “The resulting net negative gap developed gradually over several budget cycles and was not attributable to any single decision, event, or individual.”
- “As a result [of temporary funding], underlying structural financial pressures became less apparent until temporary resources began to diminish.”
- “Compensation-related expenditures accounted for approximately 87% of overall expenditure during the review period.”

-Clark Nuber report

The Report: Structure and Limits

- This was an independent fiscal analysis of the college and advisory in nature.
- Green River did not have consistently formatted data for the whole review period, and not all Green River's policies and procedures were fully documented. Therefore, trends and compliance with internal policies could not be assessed for all components.
- State Auditor's Office Audits had only been completed up through Fiscal Year 21 when Clark Nuber was gathering data.
- Prepared and audited statements were therefore unavailable for most of the review period, and so raw financial data and board reports were the primary sources of review
- Conducted interviews with the Board Chair (Trustee Navas) and Executive Director of Business and Administration (Janee Sommerfeld)

Report Part 1: Fiscal Situation 1

- Fundamental Challenge: Recurring Operating Expenditures increased 51.8% between FY19 and FY25. Recurring Operating Revenues increased by 35.7%.

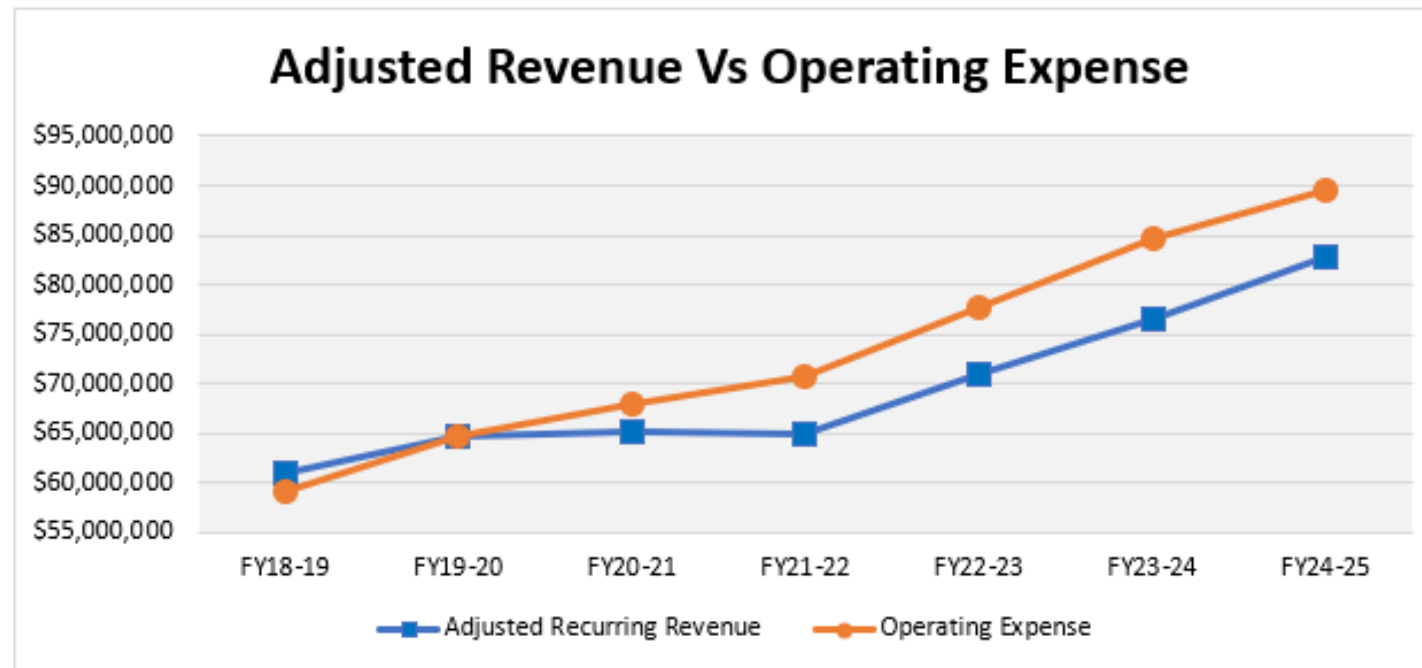


Figure 1. Adjusted Recurring Revenue vs Operating Expense
(The y-axis begins at \$55 million to make the recurring revenue/expenditure divergence visible; the chart is not zero-based.)

Report Part 1: Fiscal Situation 2

- Student FTEs decreased and then recovered to effectively 2019 levels, while compensation costs increased significantly.

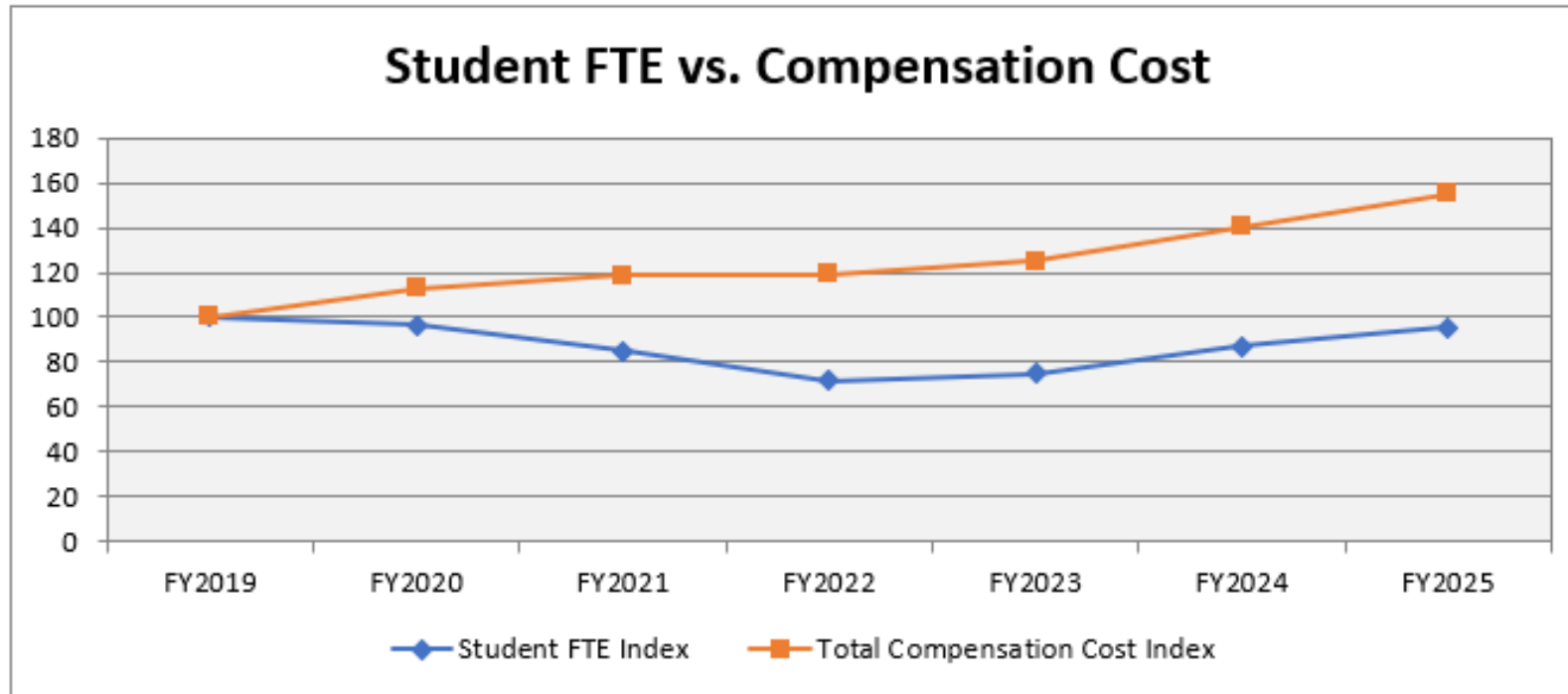


Figure 2. Student FTE vs. Compensation Cost

(The y-axis presents each measure as an index with FY2019 set at 100, so values above or below 100 represent the percentage increase or decrease, respectively, from the FY2019 baseline.) 9/17/26 TAB G

Report Part 1: Fiscal Situation 3

- Recurring expenditures increased significantly in 2021 and 2022, depending on federally provided funds.
- From 2023-2025, both recurring revenue and recurring expenditures increased at similar paces but started with an approximately \$6 million gap that had previously been fully funded by federal funds.
- As federal funds were withdrawn, fund balance was used to cover the gap.

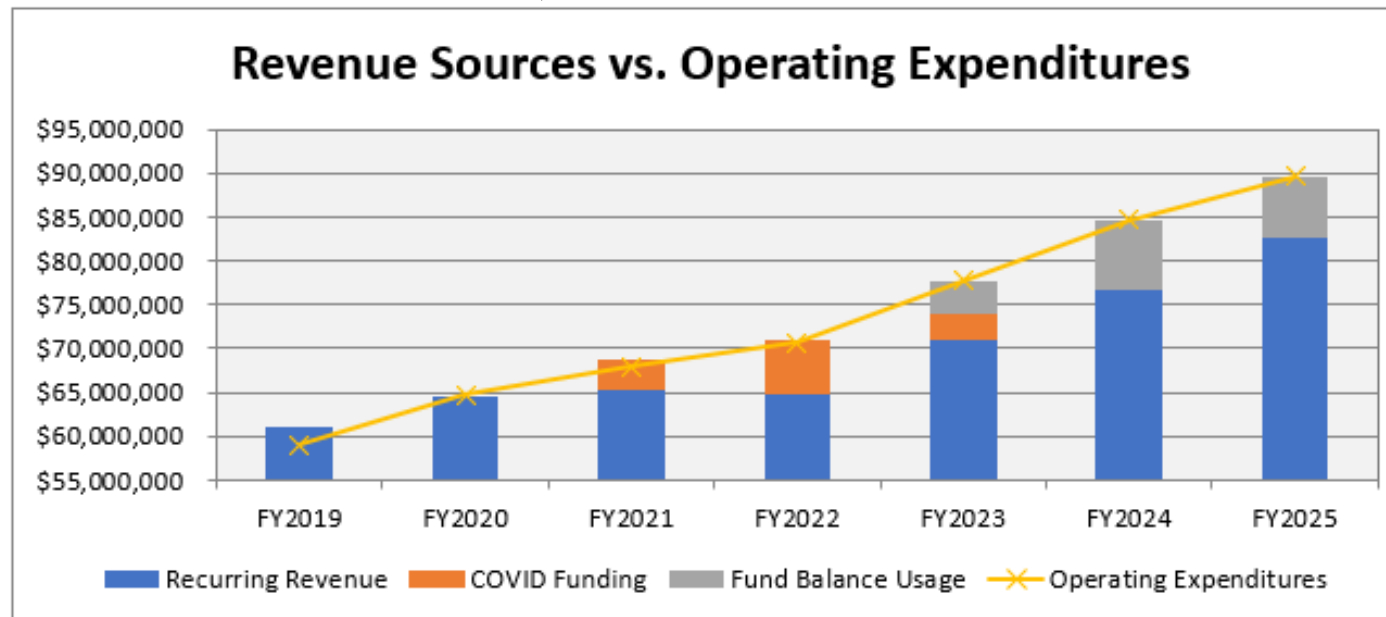


Figure 4. Revenue Sources vs. Operating Expenditures
(The y-axis begins at \$55 million. COVID amounts are operating revenue recognized in the annual Board schedules, and fund-balance amounts represent use as an operating resource; neither series represents year end grant or fund-balance amounts.)

Report Part 1: Fiscal Situation 4

- Operating Expenditures increased above inflation.
- Every expense category grew more than 43%
 - Admin/Exempt (including executive) grew 80% (\$5.77M)
 - FTF and 1 Year Temp Faculty grew 56.5% (\$6.13M)
 - Adjunct Faculty grew 43.3% (\$4.43M)
 - Classified grew 46% (\$3.07M)
 - Hourly/Stipend grew 244.9%, but total change was the smallest of all areas (\$2.04M)
 - Good and services increased by 52.6% (\$3m)

Report Part 2: State of the Fund Balance

- Similar data to the Fiscal Situation 4.

Fiscal Year	COVID Funding	Fund Balance Used as Operating Resource	Total Temporary Support
FY18-19	\$0	\$0	\$0
FY19-20	\$0	\$0	\$0
FY20-21	\$3.5M	\$0	\$3.5M
FY21-22	\$6.2M	\$0	\$6.2M
FY22-23	\$3.0M	\$3.7M	\$6.7M
FY23-24	\$0	\$8.0M	\$8.0M
FY24-25	\$0	\$6.9M	\$6.9M

Table 3. Recurring Operating Result and Sources of Temporary Operating Support

Report Part 3: Effectiveness in Predicting Expenses

- Budget reporting was effective as an annual resource allocation tool.
- Budget reporting was not as effective as a forecasting tool.

Operating Area	FY22-23 Act/Bud %	FY23-24 Act/Bud %	FY24-25 Act/Bud %
Health & Technology	107%	118%	117%
Transitional Studies & Wellness	118%	129%	117%
Instruction Support	63%	64%	61%
Information Technology	83%	77%	64%
Executive/Institutional Support	59%	56%	72%
Adjunct Faculty	90%	117%	142%

Table 4. Selected Multi-Year Budget-to-Actual Performance Trends
(Percentages above 100% indicate spending exceeded budget. Percentages below 100% indicate spending was below budget.)

Report Part 4: Communications and Internal Controls

- CN did not have the ability to assess detailed internal controls, or State Auditor's office accountability reporting.
- Extensive information was provided to management and board. However, the information was not consistently structured to provide a forward-looking view of financial sustainability or to function as early warning systems.
- Context was not always available to evaluate long-term implications.
- Board reports rarely included recurring-vs-one-time cost analysis, fund balance sustainability, or formal indicators.
- Reporting requires significant manual effort, and CTClick presents some challenges.
- Primary challenge was not the absence of information, but rather the format, context, and analytical framework.

Report Part 5: Leadership Communications

- Communication board was regular but lacked context as previously discussed.
- Little communication with the campus generally was identifiable during this period.
- Principle opportunity for improvement is not volume of communication but framing and contextualization of data, and training decision makers.

Communication Recommendations

- Develop a formal financial communication framework that identifies key stakeholder groups. The framework should establish consistent expectations for how financial information is communicated.
- Implement 3–5-year forecasting, that examines recurring expenses vs. recurring revenue. Consider multiple scenarios, reserves, and fund balance.
- Develop a standard board reporting framework for reserves of all kinds. Reports should include fund balance, reserve level trends.
- Standardize financial terminology and fund balance reporting across all communications. Terms should be consistently defined and accompanied by plain-language explanations.
- Revise budget structure to distinguish the recurring base budget, one-time initiatives, central contingencies, and budget transfers.
- Develop a board-level financial reporting framework that focuses on financial risks and long-term sustainability.
- Strengthen documentation of financial processes, reporting methodology, and institutional knowledge.

Governance Recommendations

- Establish financial sustainability indicators, such as recurring operating costs, enrollment trends, compensation costs, reserve utilization, student faculty ratios, and expenditure. Compare to established benchmarks and management review should be triggered based on results.
- Establish formal fund balance policies that establish target balance levels, acceptable use for fund balance, approval requirements, and replenishment expectations. Policy should clearly distinguish between unrestricted, restricted, and board-designated reserves. Establish guidelines for the use reserves (of any kind) to support recurring operations.
- Establish a formal forecasting governance process.
- Develop Scenario-planning and sensitivity analysis capabilities to evaluate the potential impact of changes.
- Improve integration between financial, enrollment, workforce, and operation reporting so relationships between can be better understood.
- Establish a financial governance framework that clearly defines oversight responsibilities.

Education and Management Recommendations

- Provide periodic financial governance and literacy training for board members and senior leadership, focusing on financial sustainability.
- Introduce department level reporting using a limited set of indicators that can be reliable.
- Develop an integrated workforce and personnel-cost planning model and monitor these costs.
- Coordinate instructional, workforce, and facilities planning to improve utilization
- Require significant expenditure growth to be supported by documented business justifications and funding strategies. Rapidly growing areas should be reviewed to ensure alignment with priorities.
- Review programs that require subsidy or operate at a recurring deficit.
- Periodically evaluate the effectiveness of financial communications.

What has GRC already started?

- GRC has been working to address the financial situation since the overspend was identified.
- Multiple items recommended by Clark Nuber are either already being implemented or are in the process of being developed.
- GRC has already developed a 5-year projection.
- GRC has established the Fiscal Sustainability Task Force. Among its tasks are:
 - Working to develop consistent, clear, and timely communication about the budget, with appropriate context for non-financial stakeholders
 - Reviewing purchasing processes and ongoing contracts that provide opportunities for savings
 - Assessing how and what type of fiscal training can be provided at all levels of the campus
 - Preparing for incorporation of fiscal goals and metrics into strategic plan development

Focus Groups

- In parallel with the Clark Nuber report, GRC conducted 9 focus groups with participants from across all parts of campus.
 - These focus group responses largely aligned to what Clark Nuber found, though often stated more directly.
 - Focus groups were largely focused on communication, rather than fiscal details
- Key points from focus groups included
 - Prior to fall 2024 there was a universal perception that there was no financial presentations aside from board presentations.
 - Since fall 2024 communication is taking place more frequently, but is still not including sufficient context and plain language
 - Challenges in determining what tools are appropriate for different roles, and receiving training
 - Large “data-dump” presentations are not accessible for many people on campus
 - Desire is for trainings that are short, asynchronous, searchable, and repeated.
 - 1:1 mentoring is also highly valued
 - Two-way communication is still challenging

Conclusion

- “The resulting net negative gap developed gradually over several budget cycles and was not attributable to any single decision, event, or individual.”
- Clark Nuber report
- Green River College FSTF workgroup had started work on all the areas identified by Clark Nuber (though not every specific recommendation).
 - Focus groups highlight all the same communication challenges Clark Nuber identified.
 - The Clark Nuber report confirms the direction and changes the college has started to make and identifies work that continues to be needed.

Questions?

GRC 2026 PACE Campus Climate Survey

Board of Trustees
September 17, 2026

Miriam Chitiga, PhD
Executive Director of Institutional Effectiveness
Accreditation Liaison Officer (ALO)
Institutional Effectiveness Team

Conversation Frame

- ▶ PACE Survey Rationale & Context
- ▶ Executive Quantitative Summary Results
- ▶ Executive Qualitative Summary Results
 - ▶ Analysis by Emotion
 - ▶ Analysis by Survey Question
- ▶ Dissemination Timeline
- ▶ Next Step / Way Forward
- ▶ Note Regarding Confidentiality

PACE Survey Rationale & Context

PACE Rationale & Context Summary

- ▶ Commissioned directly by the GRC Board of Trustees (June 2025).
- ▶ Independently administered by the BELK Center at NC State University, to ensure employee feedback could be gathered credibly.
- ▶ The 2026 survey received responses from 518 employees (a 44.8% response rate, up 6.4 percentage points from 2024, though still below the 2018 rate).

Rationale for PACE Campus Climate Survey

What is PACE?

- ▶ PACE is a scientific survey administered by the BELK Center at the North Carolina State University (NCSU).
- ▶ The PACE Survey measures Perceptions of Academic and Campus Environment.

Why PACE?

- ▶ Hear directly from employees about how they perceive and experience their work
- ▶ Understand your institution's culture and capacity to promote student success
- ▶ Promote open and honest communication to inform priorities for change

Why Now?

- ▶ *Green River College (GRC) Board of Trustees' Directive*

Contextual Framework

Contextual Impetus:

- ▶ 6/13/2025 - in campuswide response to an unscientific and unauthorized 'survey' -
 - the GRC Board of Trustees asked the President to engage a legitimate external agency to conduct a scientific survey in order to gather employee perception on the campus climate.

Excerpts from the 6/13/2025 E-mail:

- ▶ *"The Board of Trustees affirms, unequivocally, that equity and anti-racism are not only priorities at Green River College—they are our north star. Every decision we make and every action we take must reflect a commitment to building an inclusive, just, and accountable institution where every member of our community can thrive."*
- ▶ *"The Board of Trustees requests the launch of a campus climate survey, built, distributed, and analyzed by a third party firm, as an essential tool to understand where we are, where we are falling short, and how we can move forward—together. This process must be approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of our community"*



GRC PACE Survey Response Rates Historical Comparisons (2018, 2024 & 2026)

Quantitative Results Summary

- ▶ Employees reported the strongest perceptions in Teamwork (4.00), Student Focus (3.83), and Supervisory Relationships (3.77).
- ▶ Institutional Structure (2.92) received the lowest rating and was the only climate factor significantly below the overall mean (3.53)
- ▶ Even within the highest-rated areas, a closer look by employee role (Faculty, Administrator, Staff) reveals some disagreement in how positively different groups experience them.

2026 PACE Survey Response Rates

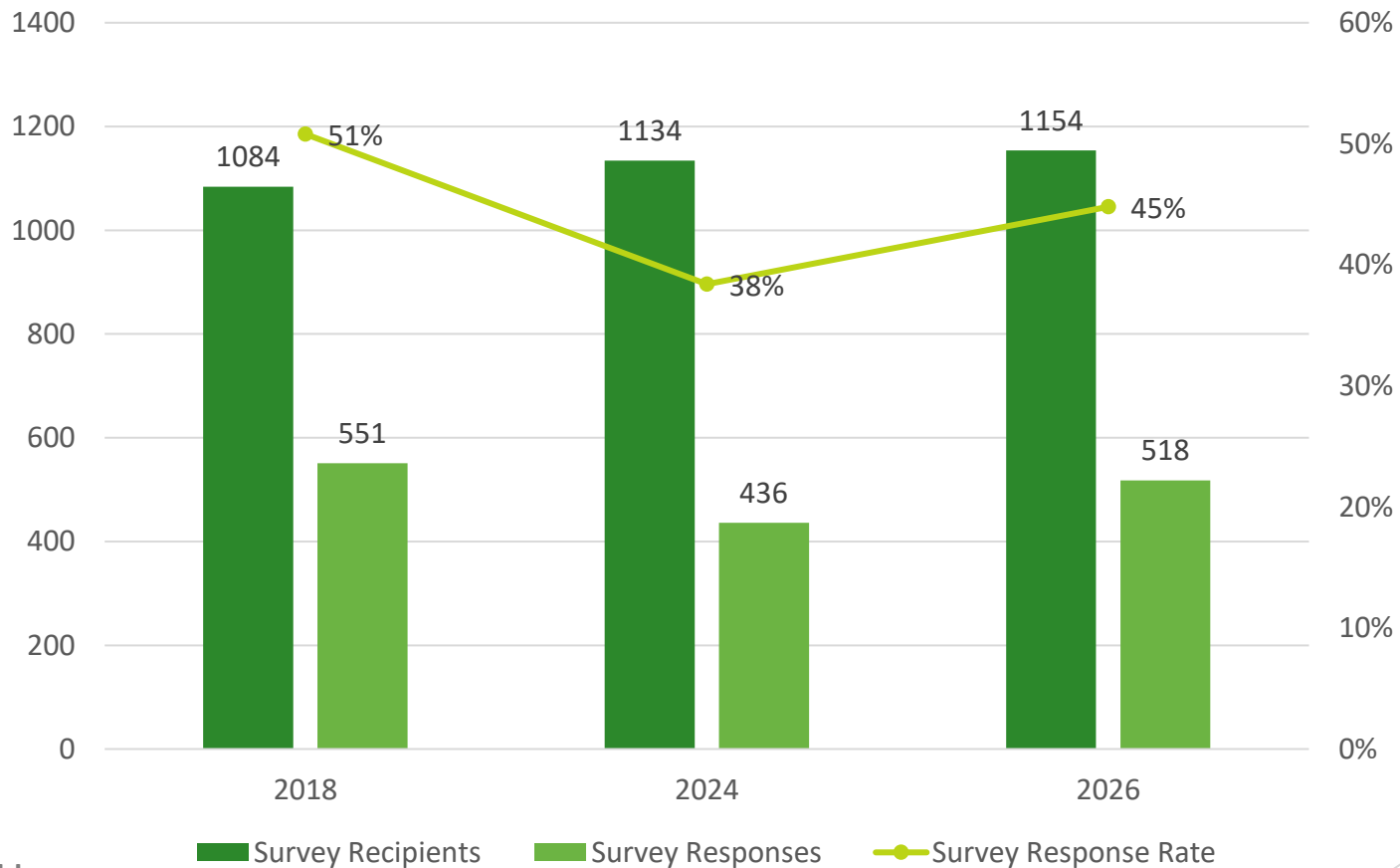
Survey Recipients	Response Rate GOAL	Actual Response RATE	DIFFERENCE Between Goal and Actual Response Rates
<i>N</i> = 1154	<i>n</i> = 525 (45.4%)	<i>n</i> = 518 (44.8%)	<i>n</i> = 7 (-0.6%)

GRC PACE Survey Response Rates: Comparisons (2018, 2024 & 2026)

	2018	2024	2026
Survey Recipients	<i>N</i> = 1084	<i>N</i> = 1134	<i>N</i> = 1154
Survey Responses	<i>n</i> = 551	<i>n</i> = 436	<i>n</i> = 518
Survey Response Rate	50.8%	38.4%	44.8%

Response Rates Comparisons	
2026 vs. 2018	2026 vs. 2024
44.8% - 50.8% = -6 percentage points	44.8% - 38.4% = 6.4 percentage points

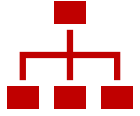
GRC PACE Survey Response Rates: Comparisons (2018, 2024 & 2026)



Executive Summary

Quantitative

Campus Climate Factors Measured



Institutional Structure

Mission, leadership, structural organization, decision-making, and internal communication—and the extent to which each are perceived positively by employees.



Supervisory Relationships

Relationships between employees and supervisors—and the extent to which employees are able to be creative and express ideas.



Teamwork

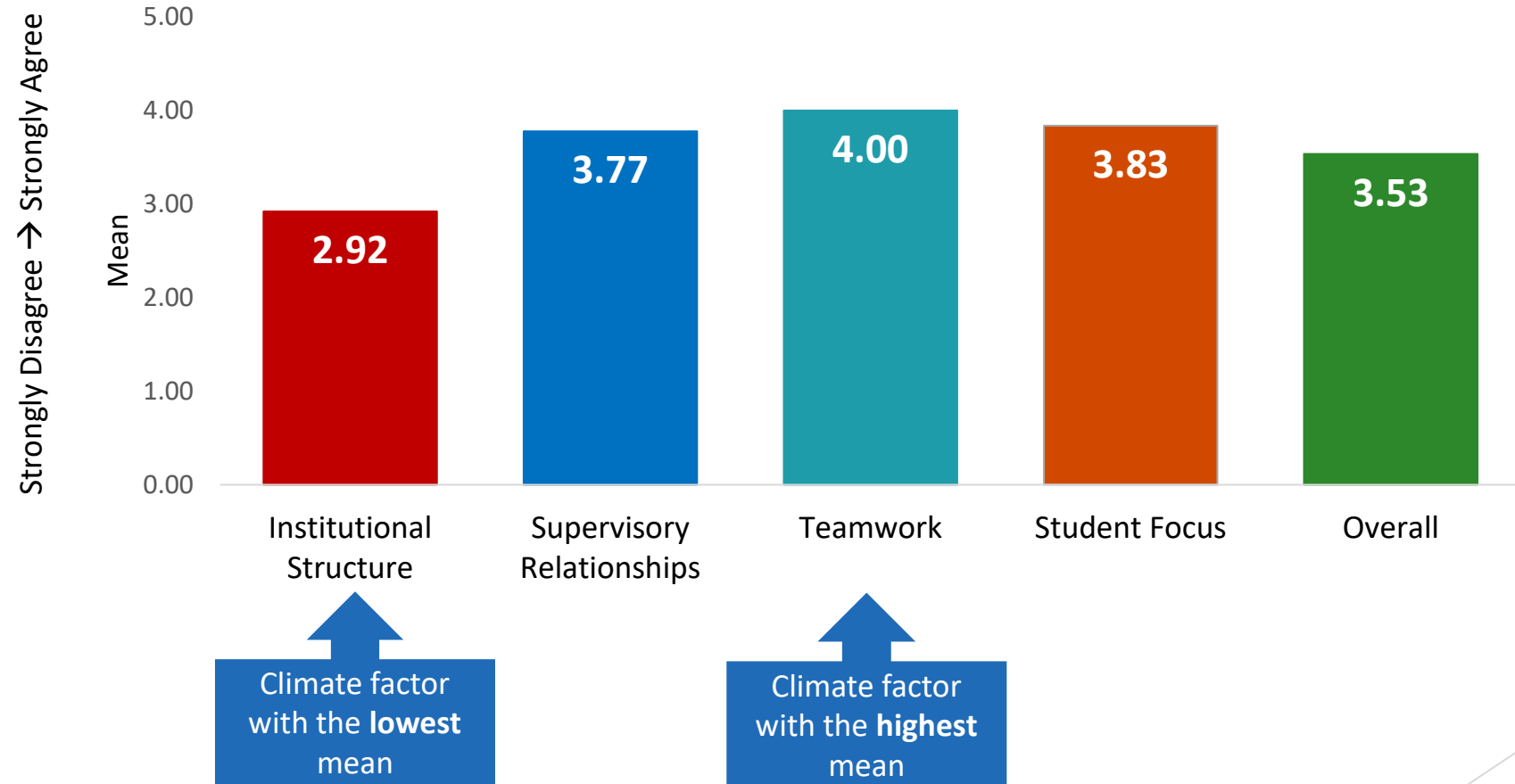
Spirit of cooperation amongst work teams and the extent to which teams and departments are coordinated effectively



Student Focus

Centrality of students to the actions of the institution and—the extent to which the institution prepares students for their future endeavors.

Collegewide Means for Campus Climate Factors



9/17/26 TAB H

Means: the calculated average of respondents' answers to a specific question
1-5 Scale: 1–Strongly Disagree, 2–Disagree, 3–Neither, 4–Agree, 5–Strongly Agree

Key Observations: 2026 GRC Campus Climate Factor Scores

Strengths

- Teamwork (4.00) and Student Focus (3.83) indicated a collaborative, mission-driven culture

Above Overall Mean

- Teamwork (4.00), Student Focus (3.83), and Supervisory Relationships (3.77) exceeded the overall mean (3.53)

Key Driver of Lower Overall Mean Score

- The Overall Climate mean is 3.53, pulled down mainly by the Institutional Structure factor (2.92), which is 0.61 points below.

Area of Improvement

- Institutional Structure (2.92), falling 17% below the overall mean (3.53)

GRC Top 10 Scoring Campus Climate Factors

Question	Climate Factor	Overall Mean	Faculty Mean	Admin. Mean	Staff Mean
I feel my job is relevant to this institution's mission	Student Focus	4.43	4.48	4.52	4.40
My supervisor expresses confidence in my work	Supervisory Relationship	4.22	3.98	4.18	4.44
I am given the opportunity to be creative in my work	Supervisory Relationship	4.11	4.17	3.87	4.10
There is a spirit of cooperation within my work team	Teamwork	4.10	3.91	4.11	4.28
My primary work team uses problem-solving techniques	Teamwork	4.08	3.92	4.13	4.20
Staff (non-instructional, non-administrator) meet the needs of students	Student Focus	4.07	4.08	4.34	4.02
A spirit of cooperation exists in my department	Teamwork	4.04	3.90	4.07	4.14
My work team coordinates its efforts with appropriate individuals and teams	Teamwork	4.03	3.82	4.13	4.16
My supervisor is open to the ideas, opinions, and beliefs of everyone	Supervisory Relationship	4.01	3.68	4.04	4.29
Student diversity is important at this institution	Student Focus	4.01	4.05	4.20	3.96

Note. Admin. stands for administrators.

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Key Observations:

GRC Top 10 Scoring Campus Climate Factors



Teamwork

Ranked 1st Factor (4.00)

4/10 (40%) top 10 scoring questions

Strong agreement on **cooperation within teams (4.10)**, and **departments (4.04)**.

Faculty rated **cooperation** lower than other employee groups, falling below the overall mean rating score, particularly on “**My work team coordinates its efforts with appropriate individuals and teams**” (3.82), which is 0.21 below the overall mean of **4.03**.



Student Focus

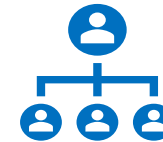
Ranked 2nd Factor (3.83)

3/10 (30%) top 10 scoring questions

Strongest perceptions of “**my job is relevant to this institution’s mission**” (4.43).

Perception that **staff meet student needs** varied: **Administrators (4.34) > Faculty (4.08) > Staff (4.02)**.

Faculty and **staff** reported **lower** perception that **student diversity is important to the institution** than **administrators** did (4.05, 3.96, and 4.20, respectively).



Supervisory Relationship

Ranked 3rd Factor (3.77)

3/10 (30%) top 10 scoring questions

Strong perceptions of **supervisor confidence (4.22)**, **supervisor openness to ideas, opinions & beliefs (4.11)**, and **opportunities for creativity in one’s work (4.01)**.

Among the employee group, **faculty** reported **lower** perception on **supervisor confidence (3.98)** and **openness to ideas, opinions & beliefs (3.68)**, while **administrators** reported a **lower** perception on **creativity opportunities (3.87)**

GRC Bottom 10 Scoring Campus Climate Factors

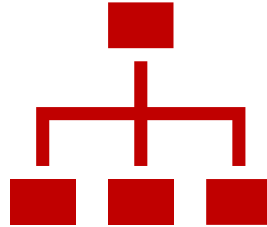
Question	Climate Factor	Overall Mean	Faculty Mean	Admin. Mean	Staff Mean
Open and ethical communication is practiced at this institution	Institutional Structure	2.53	2.25	2.76	2.73
This institution is appropriately organized	Institutional Structure	2.59	2.38	2.69	2.75
Administrative processes are clearly defined	Institutional Structure	2.63	2.30	2.56	2.92
Information is shared within this institution	Institutional Structure	2.66	2.46	2.82	2.78
I am able to appropriately influence the direction of this institution	Institutional Structure	2.70	2.43	3.07	2.86
Decisions are made at the appropriate level at this institution	Institutional Structure	2.73	2.46	2.80	2.93
A spirit of cooperation exists at this institution	Institutional Structure	2.77	2.56	2.91	2.92
The actions of this institution reflect its mission	Institutional Structure	2.95	2.69	3.16	3.12
Administrators meet the needs of students	Student Focus	2.96	2.62	3.56	3.15
I have the opportunity for advancement within this institution	Institutional Structure	2.97	3.01	3.28	2.85

Note. Admin. stands for administrators.

Key Observations:

GRC Bottom 10 Scoring Campus Climate Factors

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Institutional Structure

Ranked 4th (last) Factor (2.92)

Accounted for **90% (9 of 10)** of the **bottom 10** scoring questions. Among these **9** questions, **faculty** reported the **lowest** mean ratings on **8** compared with other employee groups.

The three lowest-rated items were **open and ethical communication (2.53)**, **institutional is appropriately organized (2.59)**, and **clearly defined administrative processes (2.63)**.

Analysis of Perceptions by Personnel Classification

Different Strokes for Different Folks



Highest and Lowest Scoring Statements by Personnel Classification



Highest Scoring Statements

Highest for faculty (4.48) & administrators (4.52):

“I feel my job is relevant to this institution's mission”

Highest for staff (4.44):

“My supervisor expresses confidence in my work”



Lowest Scoring Statements

Lowest for faculty (2.25) & staff (2.73):

“Open and ethical communication is practiced at this institution”

Lowest for administrators (2.56):

“Administrative processes are clearly defined”

Different Ratings by Personnel Classification



Largest Difference Statement in Top 10

“My supervisor is open to the ideas, opinions, and beliefs of everyone” – Supervisory Relationship

Staff reported a **higher mean (4.29)** than **faculty (3.68)**, with a difference of **0.61 points (14%)**.

Compared with the **overall mean (4.01)**, **faculty** rated the statement **0.33 points lower**, **staff** rated it **0.28 points higher**, and **administrators** rated it **0.03 points higher**.



Largest Difference Statement in Bottom 10

“Administrators meet the needs of students” – Student Focus

Administrators reported a **higher mean (3.56)** than **faculty (2.62)** with a difference of **0.94 points (26%)**.

Compared with the **overall mean (2.96)**, **administrators** rated **0.60 points higher**, **faculty** rated **0.34 points lower**, and **staff** rated **0.19 points higher**.

The background of the slide features a series of overlapping, semi-transparent green triangles and polygons that create a dynamic, abstract pattern. The colors range from a light, pale green to a deep, forest green. The shapes are oriented diagonally, adding a sense of movement and depth to the design.

Historical Trends: Comparisons by Climate Factor Ratings (2018, 2024 & 2026)

Climate Factor Means Comparison: 2026 Compared to 2018 & 2024

Climate Factor	Survey Result Trend			Mean Differences	
	2018	2024	2026	2026-2018	2026-2024
Institutional Structure	3.29	3.23	2.92	-0.37	-0.31
Supervisory Relationships	3.69	3.81	3.77	0.08	-0.04
Student Focus	3.90	3.96	3.83	-0.07	-0.13
Teamwork	3.83	4.07	4.00	0.17	-0.07
Overall	3.63	3.69	3.53	-0.10	-0.16

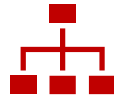
Note. 2026 ratings consistently decreases compared to 2024.
Compared to 2018, the Supervisory Relationships and Teamwork improved.

Trend Rates Observations: Big Picture



Overall

Overall climate mean increased from **3.63** in 2018 to **3.69** in 2024, *but decreased to 3.53* in 2026



Institutional Structure

- Consistently the **lowest-rated** factor across survey years
- Shows a **decreasing trend** over time
- Decline from **3.29** in 2018 to **3.23** in 2024, and further to **2.92** in 2026



Supervisory Relationships

- Increased from **3.69** in 2018 to **3.81** in 2024, then decreased to **3.77** in 2026



Student Focus

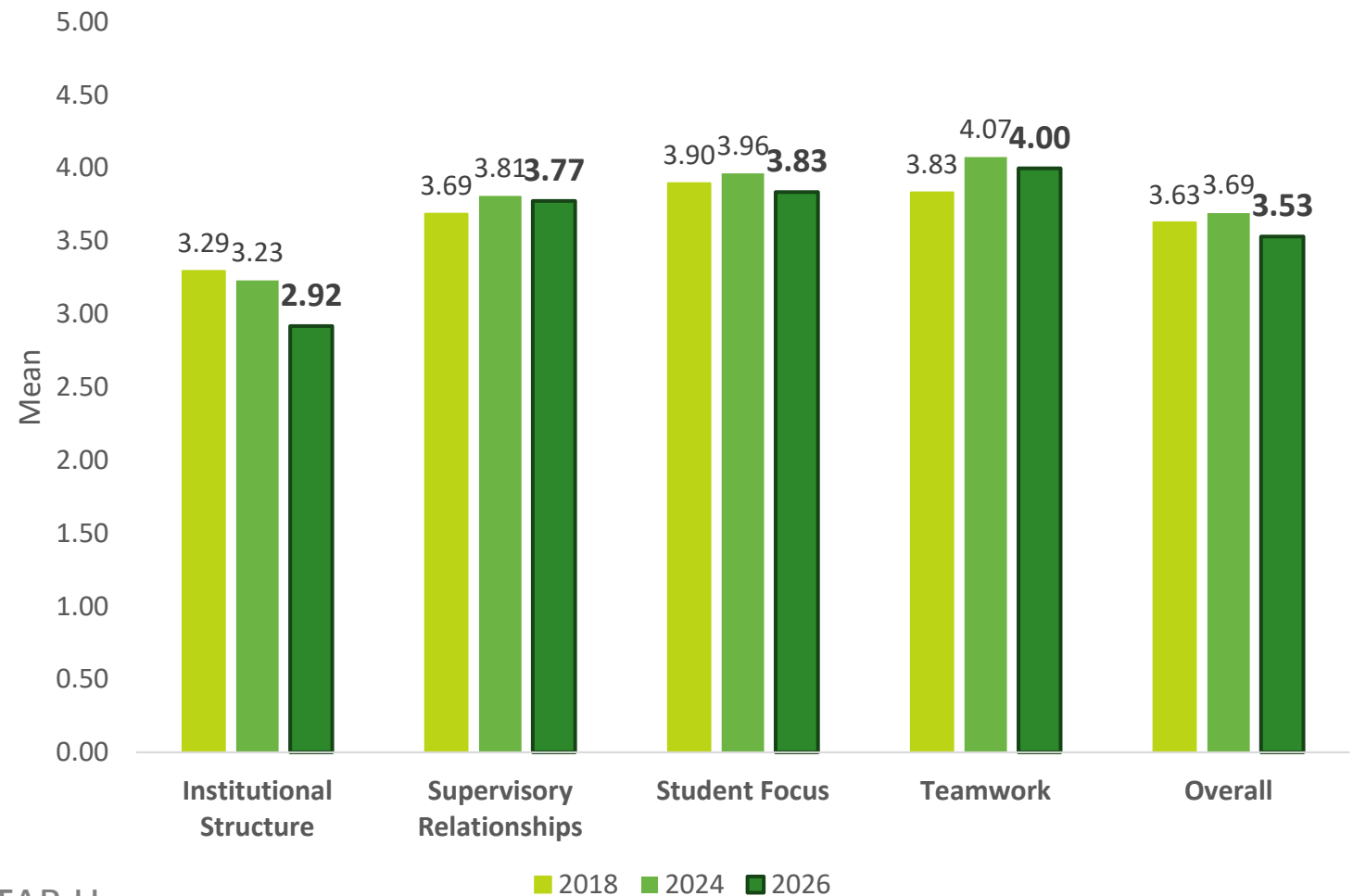
- Increased from **3.90** in 2018 to **3.96** in 2024, then decreased to **3.83** in 2026



Teamwork

- **Highest-rated** factor in **2024** and **2026**
- Increased from **3.83** in 2018 to **4.07** in 2024, then decreased to **4.00** in 2026

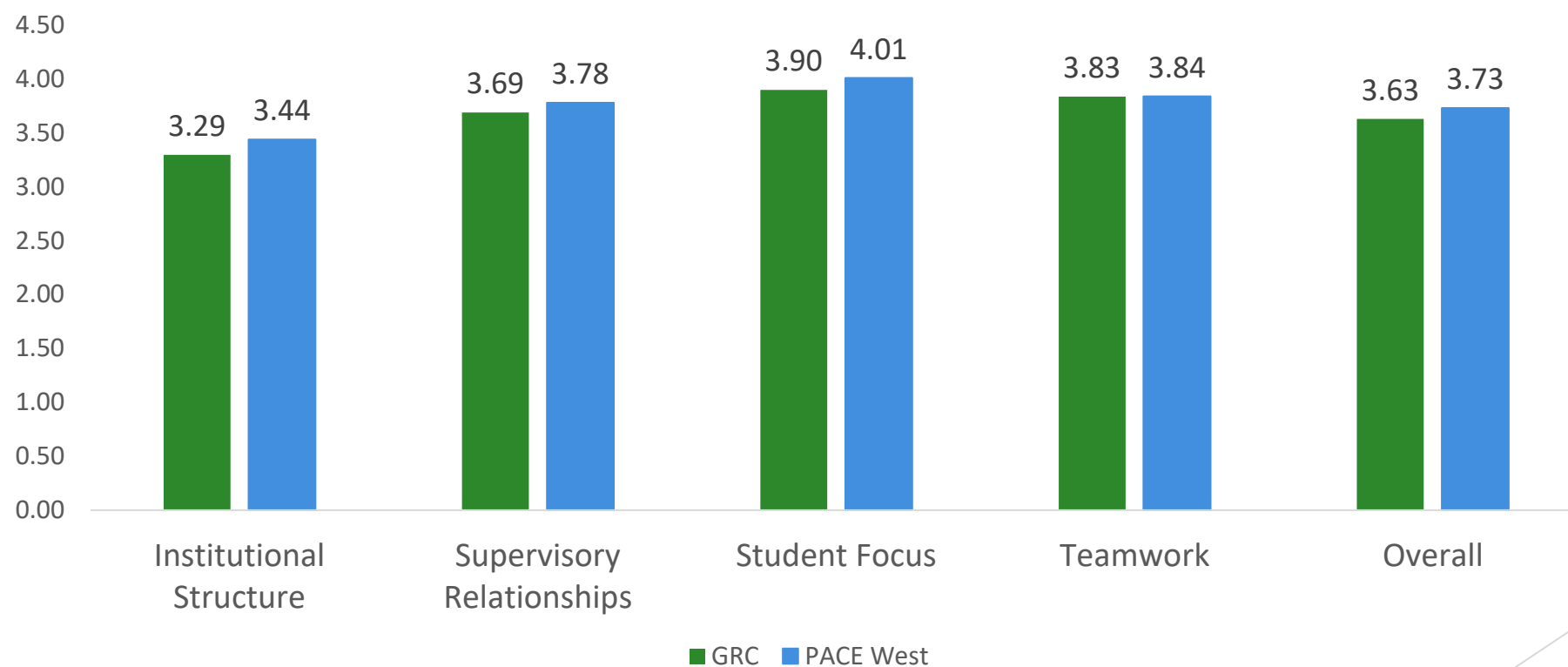
Climate Factor Means Trend



GRC Results Compared with PACE Benchmarks (2018 & 2024*)

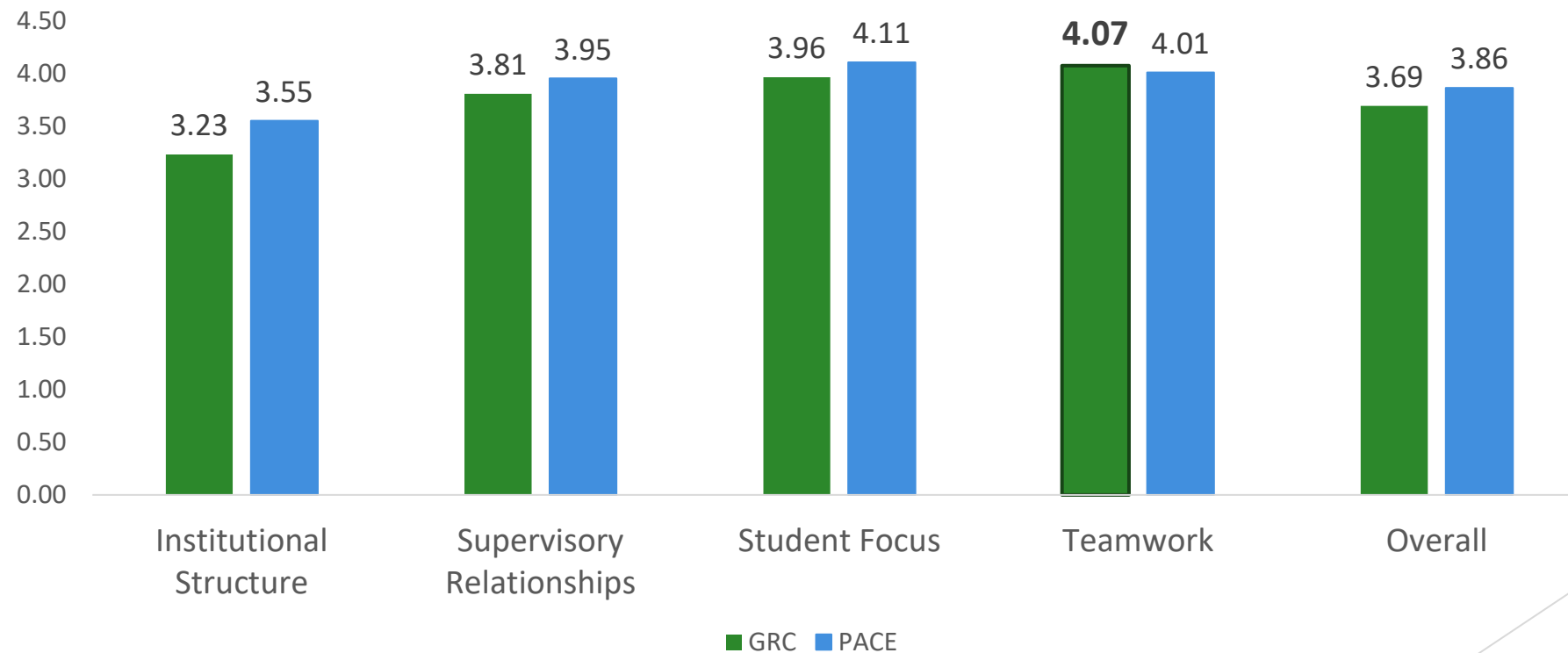
*2026 data is not yet available 9/17/26 TAB H

2018 GRC Campus Climate Factor Means are Below PACE Means



Note. 2018 PACE figures are PACE West instead of PACE Normbase due to comparison group selected in 2018.

2024 GRC Campus Climate Factor Means are Below PACE Means Except *Teamwork*



Note. 2024 PACE figures are from GRC PACE Survey 2024.
The 2026 PACE benchmarks have not yet been released.

Trend Summary



2026 results indicate **declines** across **all four campus climate factors** compared with 2024.

The most notable and persistent **decline** remains **Institutional Structure**, reflecting unfavorable **employee perceptions** of mission, leadership, structural organization, decision-making, and internal communication. This is the major contributor to the low overall mean score.



Despite 2024-2026 decreases, **Teamwork** and **Supervisory Relationships** remain relatively stable over time and continue to **score above** their **2018** levels.

2026 PACE Survey Preliminary Summary Qualitative Analysis

2026 PACE Qualitative Questions

Question 1. Successes in the Role

- ▶ Think about the times when you have felt most successful in your role. What contributed to those **successes**? This could include processes, policies, resources, or any aspect of the workplace. Please avoid sharing personal details that could identify you.

Question 2. Encountered Barriers

- ▶ What are the **barriers** that make it difficult for you to be successful in your role? This could include processes, policies, resources, or any aspect of the workplace. Please avoid sharing personal details that could identify you.

Question 3. Institutional Priorities

- ▶ Looking forward, what are the most important issues or areas that **leadership** at your community college should address, and why?

PACE 2026 Qualitative Question Response Rates

Of the 518 employees who completed the PACE survey, the following number responded to each open-ended qualitative question:

	Successes in the Role (Question 1)	Encountered Barrier (Question 2)	Institutional Priorities (Question 3)
Total Responses	60% (310/518)	62% (323/518)	64% (333/518)

PACE 2026 Qualitative Question Response Percentage by Personnel Classification

Personnel Classification	Successes in the Role (Question 1)	Encountered Barriers (Question 2)	Institutional Priorities (Question 3)	Total Responses
Faculty	41% (128/310)	42% (136/323)	44% (145/333)	42% (409/966)
Staff	47% (146/310)	46% (149/323)	45% (149/333)	46% (444/966)
Administrator	12% (36/310)	12% (38/323)	11% (38/333)	12% (112/966)

Frequency of Keyword Mentions

Student

- Student: 273
- Program: 58

Communication

- Communication/Communicate: 125
- Transparency/Transparent: 73
- Clarity/Clear: 108
- Feedback/Response/Responsive: 61

Governance

- Governance: 51
- Decision: 83
- Policy/Procedure: 78

DEI

- DEI/Racism/Racist/Inclusive/Inclusivity/Discrimination: 50

Work Environment

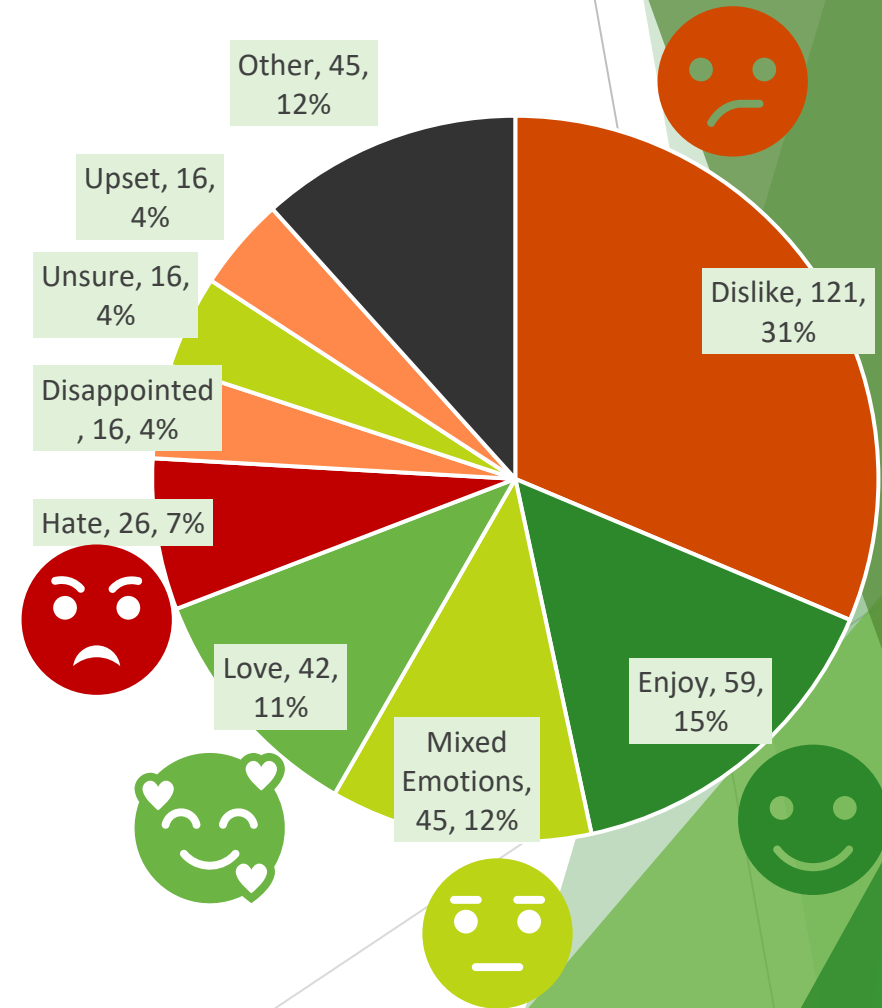
- Trust: 83
- Safety/Safe: 61
- Fear/Threat/Conflict/Harass/Retaliation: 62

Budget & Staffing

- Budget/Financial/Money/Fund: 145
- Accountability/Responsibility: 158
- Profession: 56

Responses with Emotions with Key Drivers

- ▶ **Dislike (31%):** understaffed, lack of communication.
- ▶ **Enjoy (15%):** enjoy, clear communication, and student interaction.
- ▶ **Love (11%):** best, great about students and support.
- ▶ **Hate (7%):** racism and incompetence.
- ▶ **Disappointed (4.1%):** areas that need to be addressed, lack of accountability
- ▶ **Unsure (4%):** unclear, unsure about accountability, support and policy uncertainty
- ▶ **Upset (4%):** frustrating, difficult time



Dislike



- ▶ Dislike (31%)
 - ▶ “...Hundreds of thousands of dollars spent on administrative and executive roles that deal with this issue, when this institution is millions of dollars in debt is foolish. . .”
 - ▶ “Disconnection in my department, lack of communication and collegiality within my department, fear of action against me from a colleague that doesn't agree with my way of approaching my job, lack of updated departmental policies and procedures that are evidence-based, best practices-informed, and equitable to support students.
 - ▶ “. . . GRC was in a structural deficit, yet the BOT authorized a 10% raise for the president, which was about \$30K, while other employees only received a COLA. The President should have given her money back! . . .”

Dislike



► Dislike (31%)

- “Faculty and Administration are in a us-vs-them relationship, where no true compromise can happen. As such everything is a fight, which means that no real change can happen as both sides are forced to meet in the center where nothing happens. The Faculty have too much power and will not let administration make the necessary changes particularly when they are not pleasant changes. At the same time, administration will not communicate anything to the faculty about why/how decisions are made because they are afraid to put anything on the table. And the staff are left floating in the middle with no power or ability to affect anything. This leads to an environment of fear, dissatisfaction, and unhappiness. And worst of all apathy. No one cares about anything now other than putting their head down and surviving. We are so in need of trying to be perfect and making everyone happy, that we are failing to do good, and nothing of true meaning is happening.” Faculty

Dislike



- ▶ Dislike (31%)
- ▶ “[Selected person(s)] created significant barriers limiting ability to perform effectively. They interfere with teaching, restrict academic freedom despite no subject-matter expertise, control departmental policies without meaningful input from others. Unclear expectations, additional duties assigned beyond CBA, information is intentionally withheld, rarely documented in writing, no transparency, accountability. Their conduct fosters intimidation, retaliation, and unprofessionalism, discouraging raising concerns. Reports include [selected person(s)]’s inappropriate behaviors, racial remarks, biased grading affecting minority students, sexual innuendos, classroom behavior that makes students uncomfortable, yet these issues remain unaddressed by the division, dean, or college. Faculty are pressured to advance underprepared students, compromising academic standards. Hiring and advisory committee lack transparency and dominated by a small group, while misinformation is shared with students, leadership, undermining faculty/staff credibility. Despite documented concerns, leadership has taken no action, allowing serious systemic issues to persist.”

Enjoy & Love



- ▶ Enjoy (15%)
 - ▶ “I feel very comfortable with my immediate coworkers and manager. We have very detailed procedure documents to help us with our job duties, and our manager is willing to answer questions and listen to suggestions.”
 - ▶ “I feel the most successful when I am leading a team or group through an event or project. I do not have a leadership role but always enjoy working with the group and managing crises as they come up.”
- ▶ Love (11%)
 - ▶ “Connecting with students on a relational level based on trust and understanding. There's nothing better than having a student tell me they are happy that someone understands and supports them.”

Hate



- ▶ Hate (7%)
 - ▶ “Getting rid of DEI. Equity in outcomes limits achievement for all”
 - ▶ “This college sucks at communication and budgeting. You guys spend too much on DEI and not enough on education and campus improvement”
 - ▶ “Fire everyone who was hired by fiat from an "interim" position and open competitive searches for all those positions. . .”
 - ▶ “Get rid of terrible leaders. . .”
 - ▶ “. . . bullying or intimidation originating from a program manager or supervisor. . .”
 - ▶ “The board of trustees has got to go! The current chair is corrupt and immature. We need to rebuild our admin structure ASAP . . .”
 - ▶ “. . . Anyone with any sense of awareness can see that some people here are one step above worthless, yet they keep getting rewarded and promoted. . . .”

Topic Summary for Question 1

Factors that make, or will make, me feel successful in my role include:

Teamwork and Collaboration (34.5%, 107 responses)

Supervisor Support and Guidance (20.6%, 64 responses)

Autonomy and Trust (15%, 47 responses)

Student Preparedness and Outcomes (15%, 46 responses)

Professional Development and Training (13%, 40 responses)

Policies and process efficiency (9%, 28 responses)

Strategic planning and Improvement (9%, 28 responses)

Topic Summary for Question 2

Barriers that limit, or may limit, my success in this role include:

Clarity and Transparency (18.9%, 61 responses)

Workload and Staffing (16.4%, 53 responses)

Performance and Accountability (15.5%, 50 responses)

Budgeting and Funding (15%, 48 responses)

Collegiality and Conflict (15%, 47 responses)

Morale and Well-Being (14%, 45 responses)

Policies and Process Efficiency (14%, 44 responses)

Executive Leadership Performance (13%, 42 responses)

Decision-Making (10%, 32 responses)

Topic Summary for Question 3

Areas where I believe leadership can provide additional support or focus include:

Clarity and Transparency (27%, 90 responses)

Budgeting and Funding (25%, 83 responses)

Decision-Making (19%, 63 responses)

Safety and Working Conditions (14%, 47 responses)

DEI Commitment and Culture (11%, 35 responses)

Strategic Planning And Improvement (10%, 34 responses)

Policies and Process Efficiency (10%, 33 responses)

Workload and Staffing (10%, 33 responses)

Relationship Between Employee Groups (9%, 30 responses)

Suggested Priorities / Initiatives Based on Voices in the Survey

- ▶ Hire a “Right” New President
- ▶ Reimplement Shared Governance
- ▶ Transparency on Budget – Fiscal Sustainability Taskforce
- ▶ Clarify Roles, Responsibilities, and Accountability
- ▶ Implement DEI Policies, Procedures, and Practices
- ▶ Improve Working Environment & Campus Safety
- ▶ Create a Safe and Effective Mechanism to Report Concerns and Ensure Follow-Through

GRC 2026 PACE Survey Dissemination Timeline

Fall: Analyses of Results

- ▶ **Fall Quarter 2026: Analyzing Survey Results**
 - ▶ Validate survey data.
 - ▶ Identify and share top strengths and gaps.
 - ▶ Brief President and Cabinet on preliminary findings and the dissemination plan.
 - ▶ Share the executive summary campus-wide in advance of the Board of Trustees meeting and Opening Day.
 - ▶ Present initial results and Way Forward to the Board of Trustees.

Community Engagement

- ▶ **2026-2027 Academic Year: Engagement Activities (IE-EDI Collaboration)**
 - ▶ Present an overview to all managers (All-Managers Meeting)
 - ▶ Conduct sharing and listening sessions in small groups (e.g., division/department, faculty senate, staff council): 10-15 minutes presentations of key findings, followed by guided discussions.
 - ▶ Hold focus group discussions for specific constituencies (part-time faculty, new hires, underrepresented staff) to better understand subgroup perspectives.
 - ▶ Conduct one-on-one Meetings, led by IE, with key stakeholders (department chairs, union leader) to answer questions and gather feedback
 - ▶ Share open-door survey discussion hours.

2027: Feedback and Continuous Improvement

- ▶ **Fall Quarter, 2027: Assessing Improvement at the 12-Month Mark**
 - ▶ Feedback Synthesis: Work with leadership/governance to prioritize issues and draft the PACE Action Agenda (a list of 3–5 priority initiatives with owners).
 - ▶ Feedback Publication: Publish a “You Said / We Did” update summarizing actions taken and progress
 - ▶ Collaboration (IE & EDI): Conduct mini check-in listening sessions with sample groups to assess improvement on priority metrics, integrating findings into continuous improvement annual planning cycle.

Way Forward

- ▶ More Analysis will be conducted and shared with campus.
- ▶ The next phase will move from presenting results to engaging the college community and developing a focused action agenda.
- ▶ Listening sessions and stakeholder discussions will help the college identify three to five priorities with clear responsibilities and measures of progress.
- ▶ GRC will report actions taken at the twelve-month mark and assess progress again after twelve months

Confidentiality Protections and Employee Trust

PACE Confidentiality Safeguards

- ▶ PACE protected respondent identities: names, email addresses, IP addresses were not linked to individual responses.
- ▶ Results for demographic groups with fewer than seven respondents were suppressed to prevent identification through small sample sizes.
- ▶ Potentially identifying details in written comments were edited/removed.
- ▶ Survey administration and reporting followed PACE confidentiality requirements and APA ethical standards.
- ▶ Quotes are presented verbatim except for the redactions noted above; misspellings and typographical errors in original responses have not been corrected. Ellipses (. . .) indicate additional text omitted for length.

Why confidentiality matters here: Voices from the survey

- ▶ “I do not feel safe answering this question in this survey. I’m sorry.” Faculty
- ▶ “. . . My trust in these surveys was lost when entries from the last survey were shared publicly. . .” Staff
- ▶ “. . . In a previous survey conducted, anonymous respondents named their colleagues with accusations that could damaging. . .” Staff

For questions, please email
miriam.chitiga@greenriver.edu

Thank you

Presidential Search Firm Selection

Proposed Governance and Selection Process

Desired Outcomes

1. **Best-Fit Firm Selected Through a Clear, Defensible Process** – The selected firm aligns with the College's mission, context, and leadership needs, and the decision is supported by a clear, transparent, and criteria-driven evaluation process.
2. **Trustee Governance is Clear and Respected** – Trustees provide leadership throughout the search firm selection process, and the Board retains final authority to approve the selection of the presidential search firm.
3. **Meaningful Campus Engagement and Visible Integration of Input** – Faculty, staff, and students have meaningful opportunities to inform the selection process, and the College clearly articulates how that input informed the selection criteria and evaluation process.
4. **Transparent Communication** – The College communicates clearly and consistently throughout the process, providing stakeholders with appropriate and timely information while protecting the integrity of the selection process.
5. **Trust and Confidence in the Process** – The selection process is conducted in a manner that supports trust and confidence through clear governance, transparency, and meaningful participation.
6. **Disciplined, Timely Execution** – Milestones are advanced without unnecessary delay while allowing sufficient time for meaningful participation, careful evaluation, and selection of the best-fit firm.

Governance Structure

Trustee Search Firm Selection Committee (TSFSC)

The TSFSC consists of seven members, balancing trustee leadership with representation from key campus constituencies while maintaining a size conducive to effective deliberation and decision-making.

Membership

- 3 Trustees
- 1 Faculty representative
- 1 Classified staff representative
- 1 Exempt staff representative
- 1 Student Government representative

A Student Government representative will continue to provide a distinct student constituency voice.

Role – The TSFSC develops and refines selection criteria, reviews and evaluates proposals, interviews finalist firms, deliberates on the relative strengths of the firms, and recommends a preferred presidential search firm to the Board for approval. All committee members participate fully in the committee's work and deliberations.

Decision-Making – The TSFSC will seek consensus in developing its recommendation to the Board. If consensus cannot be reached, the committee will identify the preferred recommendation and communicate significant differing perspectives to the Board.

Meetings Open to the Public – TSFSC meetings, including committee deliberations and finalist firm interviews, will be open to the public.

Conflict of Interest – TSFSC members and staff supporting the committee will disclose any actual or potential conflict of interest involving a responding search firm or individuals associated with a responding firm. Any disclosed conflict will be addressed consistent with applicable College policy and requirements before the individual participates further in the evaluation or recommendation involving that firm.

Staff Support-Administration

The President, HR Lead, and Suzanne McCudden will support the TSFSC by designing, coordinating, and administering the presidential search firm selection process, including campus consultation, procurement activities, committee support, communications, and implementation, consistent with Board direction.

Decision-Making and Participation Roles

The search firm selection process is designed to provide meaningful participation while maintaining clear decision authority and accountability. Roles are differentiated as follows:

- **Board of Trustees — Decision Authority:** Provides direction on the selection process and retains final authority to approve the presidential search firm.
- **Trustee Search Firm Selection Committee — Recommendation:** Conducts the evaluation process, considers campus input, evaluates and interviews firms, and develops a recommendation for Board consideration.
- **Campus Constituencies — Consultation:** Provide structured input before selection criteria are developed. That input informs the criteria and evaluation framework but does not constitute decision authority.
- **Staff Support - Administration:** Administers the process consistent with Board direction.

- **College Community — Information:** Receives appropriate and timely information about the process, milestones, and outcomes.

Developing Search Firm Selection Criteria Through Campus Consultation

The purpose of campus consultation is to inform the criteria used to evaluate presidential search firms. Campus constituencies will provide perspectives on the capabilities, experience, and approach Green River should seek in a search firm. The TSFSC will use this input in developing the selection criteria and evaluating firms.

Participating Groups

- Instructional Council
- Student Government
- Classified Council
- Exempt Council
- United Faculty (UF)
- Washington Federation of State Employees (WFSE)
- Executive Team
- All Managers Group

Consultation Questions

Campus groups will be asked the same three questions:

1. What are the most important capabilities, experience, or qualities Green River should seek in a presidential search firm?
2. What should we expect a search firm to demonstrate about its ability to support meaningful participation by students and employees in a presidential search?
3. What significant risks or mistakes should Green River consider when selecting and working with a presidential search firm?

Campus consultation informs the selection criteria and evaluation process; it does not constitute a campus vote on the selection of the search firm.

Synthesis and Review

Staff Support - Administration will synthesize recurring themes from campus consultation and provide the TSFSC with both the synthesis and the underlying constituency responses. The synthesis will identify significant themes and perspectives rather than determine outcomes through voting or numerical ranking.

Integration into Selection Criteria

The TSFSC will consider campus input when developing the selection criteria, evaluation framework, weighting, interview questions, and expectations for the selected firm. This creates a clear connection between campus consultation and the evaluation and selection process.

Closing the Communication Loop

Following selection of the search firm, the College will communicate the selection and clearly articulate how campus input informed the selection criteria and evaluation process.

Implementation Milestones

1. **Finalize Proposed Governance Structure and Process** – Prepare the proposed search firm selection process, including desired outcomes, governance structure, campus consultation, communication, and implementation milestones.
2. **Present Proposed Search Firm Selection Plan to the Board at the September 2026 Meeting** – Present the proposed plan for Board review, input, and direction.
3. **Following Board Direction, Establish the TSFSC** – Finalize committee composition and membership consistent with Board direction.
4. **Launch Campus Consultation** – Seek structured input from identified campus constituencies using the established consultation questions.
5. **Collect and Synthesize Campus Input** – Identify significant themes and provide the synthesis and underlying constituency responses to the TSFSC.
6. **Develop Selection Criteria and Evaluation Framework** – Using campus input, the TSFSC develops the criteria and evaluation framework that will guide the search firm selection process.
7. **Finalize Selection Criteria and Evaluation Framework** – Review and confirm the criteria, weighting, and evaluation approach before issuing the RFP.
8. **Finalize RFP** – Incorporate the approved selection criteria, evaluation framework, process expectations, and procurement requirements into the RFP.
9. **Issue RFP and Invite Search Firms** – Launch the procurement process and invite qualified presidential search firms to respond.
10. **Review Proposals and Develop Shortlist** – The TSFSC evaluates responsive proposals using the established criteria and identifies firms to advance to interviews.
11. **Conduct Finalist Firm Interviews in a Meeting Open to the Public** – The TSFSC interviews finalist firms in a meeting open to the public using a structured interview process aligned with the established selection criteria and evaluation framework.
12. **Evaluate Finalist Firms and Develop Recommendation** – The TSFSC considers proposal evaluations and finalist interviews, seeks consensus, and develops a recommendation for Board consideration.

13. **Present Recommendation and Seek Board Approval**
14. **Execute Contract** – Complete procurement and contracting requirements with the Board-approved presidential search firm.
15. **Communicate Selection and Close the Loop** – Communicate the Board’s selection and clearly articulate how campus input informed the selection criteria and evaluation process.
16. **Transition to Presidential Search Planning** – Begin work with the selected firm to develop the presidential search process, timeline, engagement strategy, and next steps.

Information Requested by Trustees

As part of the retreat discussion, trustees requested additional information to help inform the search firm selection process:

- **Comparable Costs** – What have comparable community and technical colleges spent to engage presidential search firms?
- **Search Firm Selection Timelines** – How long have comparable colleges taken from initiating the search firm selection process to engaging a firm?
- **Presidential Search Timelines** – Once a firm is engaged, how long have comparable colleges taken to complete the presidential search and appoint a new president?

Notional Timeline

- **By September Board Meeting:** Finalize the proposed process and present the plan to the Board.
- **October-November:** Establish the TSFSC, conduct campus consultation, synthesize input, and develop/finalize selection criteria.
- **December:** Finalize and issue the RFP, review proposals, and develop the shortlist.
- **January:** Conduct public finalist interviews, develop the TSFSC recommendation, and seek Board approval.
- **February:** Execute the contract, communicate the outcome, and transition to presidential search planning.

President's Report
Green River College Board of Trustees

September 17, 2026

Gratitude

- I want to begin with a brief word of thanks to the many people across the College who developed the grants and CDS requests the Board approved today.
- These opportunities require significant work—identifying opportunities, developing proposals, building partnerships, preparing budgets, and managing the details necessary to bring additional resources to our students and programs.
- I am grateful for that work and for the Board's support of it.

Opening Day

- We opened the academic year this week around the theme of Bridges.
- My message to the College was straightforward: we need a healthy Green River—financially, academically, and culturally—and getting there will require us to strengthen connections, steward relationships, and remain open to change.
- Most importantly, we need to keep students genuinely at the center of our decisions.

Looking Ahead

- There is significant work ahead of us. The financial report, presidential search work, and climate survey reported out today all underscore both the challenges and opportunities in front of the College.
- We have spent considerable time preparing for this year. Now it is time to move the work of the College forward.
- I look forward to doing that together with you, our Executive Team, and our campus partners.

Respectfully submitted,

George Frasier

Interim President

Green River College

Event	Date	Time	Location
Opening Day	9/15/2026	8am to 4pm	SU Grand Hall
Board Meeting	9/17/2026	4:30pm	ZC Boardroom / Zoom
Enumclaw 30th Anniversary Event	9/23/2026	Noon	Enumclaw Campus
Board Meeting	10/15/2026	4:30pm	ZC Boardroom / Zoom
ACCT Leadership Congress	October 21-24, 2026	4 days	Chicago, Hyatt Regency
Auburn Veterans Parade	11/7/2026	11:00am	Auburn on Main Street
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