



**NOTICE OF CANCELLATION**

The Thursday, October 21, 2021 Green River College Board of Trustees Regular Meeting is canceled.

This meeting is canceled due to ongoing COVID-19 health concerns and restrictions on public gatherings. A new special meeting with virtual attendance is scheduled in the notice below.

**NOTICE OF MEETING OF VIRTUAL SPECIAL MEETING**

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

**October 21, 2021**

The Board of Trustees of College District No. 10 will hold a virtual study session at 3:30p.m. and a special meeting at 4:30p.m. on Thursday, October 21, 2021. Elaine Chu, Board Chair, will preside.

Attendance is to be virtual only to comply with COVID-19 regulations. To connect to the September 16, 2021 meeting go to: <https://us02web.zoom.us/j/89703423629> or call in at: 253-215-8782. Meeting ID #: 897 0342 3629. Passcode: 268021.

**3:30pm Study Session**

Metrics

Fia Eliasson-Creek

TAB A

**4:15 – 4:30pm Break**

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

1. CALL TO ORDER

2. ROLL CALL

3. PUBLIC COMMENT

To sign up for public comment, please make a comment in the chat box that you would like to make a public comment. Public comments will be limited to three minutes per comment.

- |    |   |                                       |             |
|----|---|---------------------------------------|-------------|
| 4. | CELEBRATING SUCCESS<br>Center for Transformational Wellness   | Ash Mohamed-Bakhash<br>Kelsey Barrans |             |
|    | United Way Bridge to Finish Campaign<br>Edquity App to the Emergency Funding                          | David Larsen<br>Basha Alexander       |             |
| 5. | APPROVAL OF MINUTES   | Elaine Chu                            | Minutes TAB |
| 6. | REPORTS TO THE BOARD  |                                       |             |
|    | <i>College Outcome Policies</i>   | Fia Eliasson-Creek                    | TAB B       |
|    | <i>CTCLink Update – GoLive</i>  | Camella Morgan                        | TAB C       |
|    | <i>New Title IX Regulations</i>   | Deb Casey<br>Godfrey Drake            | TAB D       |
|    | <i>2022 Board Meeting Dates</i>   | Elaine Chu                            | TAB E       |
|    | <i>10 Minute Break</i>  |                                       |             |
| 7. | STANDING REPORTS  |                                       |             |
|    | <i>Student Report</i>   | Ash Mohamed-Bakhash                   | TAB F       |
|    | <i>Equity &amp; Diversity Report</i><br><i>Center of Excellence for Veteran Student Success Grant</i> | Jorge Martinez<br>Jamie Hatleberg     | TAB G       |
|    | <i>Office on Violence Against Women Campus Program<br/>Grant Award</i>                                | Sarah Postel<br>Kelsey Barrans        | TAB H       |
|    | <i>College Council Report</i>   | Tammy Shilipetar                      | TAB I       |
|    | <i>Faculty Report</i>   | Jaeney Hoene                          | TAB J       |
|    | <i>Classified Staff Report</i>  | Jordan Harrington<br>Amanda Clifford  | TAB K       |
|    | <i>President’s Report</i>   | Suzanne Johnson                       | TAB L       |
| 8. | EXECUTIVE SESSION   |                                       |             |

9. RECOMMENDATIONS FOR BOARD ACTION

ACTION TAB

*College Outcome Policies*

*CO 3-6*

*CO-1*

*CO-2*

*CO-7*

*CO-8*

*CO-3*

*New Title IX Regulations*

*Center of Excellence for Veteran Student Success Grant*

*Office on Violence Against Women Campus Program Grant*

10. TRUSTEES ASSOCIATION

11. OTHER BUSINESS/PUBLIC COMMENT

To sign up for public comment, please make a comment in the chat box that you would like to make a public comment. Public comments will be limited to three minutes per comment.

12. ADJOURNMENT

If you need disability related accommodations to make this event accessible, please contact Human Resources at 253-833-9111, ext. 2600; TTY 253-288-3359; or by email at [hr@greenriver.edu](mailto:hr@greenriver.edu).

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



COLLEGE DISTRICT NO.10  
Green River College  
Auburn, Washington  
September 16, 2021

The Board of Trustees of Green River College District No. 10 held a special meeting at 4:30 p.m. on September 16, 2021 virtually via Zoom, ID #: 872 5437 7882. Board Chair Elaine Chu presided.

#### **4:30 p.m. Special Meeting**

##### **TRUSTEES**

Elaine Chu, Chair  
Jennifer Ramirez Robson, Vice Chair  
Jackie Boschok  
Sharonne Navas  
Arlene Pierini

##### **STUDENTS/STAFF/GUESTS**

Shirley Bean  
Roseann Berg  
Vivette Beuster  
Kyle Boroughs  
Jessie Brugger  
Mark Brunke  
Catherine Cantrell  
Deb Casey

##### **STUDENTS/STAFF/GUESTS**

John Clark  
Dani Crivello-Chang  
Christine Dixon-Hundredmark  
Jennifer Dysart  
Sarah Edwards  
Rolita Ezeonu  
Jamie Fitzgerald  
George Frasier  
Christie Gilliland  
Suzanne Johnson  
David Larsen  
Kara LaValley  
Caven Lee  
Suzanne McCudden  
Shah (Ash) Mohamed-Bakhash

##### **STUDENTS/STAFF/GUESTS**

Camella Morgan  
Shelley Pahlow  
Luckisha Phillips  
Tygerr Recchia  
Rhonda Sample  
Lea Ann Simpson  
Janee Sommerfeld  
Wendy Stewart  
Elaine Stricklin  
Julissa Valenciano  
Sidney Weldele-Wallace  
Catherine Wells  
Kyleb Wild

##### **ROLL CALL**

The meeting opened at 4:32 p.m. with Chair Chu, Vice Chair Ramirez Robson and Trustees Boschok, Navas and Pierini, present virtually.

##### **CELEBRATING SUCCESS**

###### ***We're Back!***

Dr. Johnson shared positive thoughts on all we have all been through over the last twenty months of change and uncertainty. There is a lot to celebrate as the college engages in a soft reopening. Dr. Johnson also shared that we had a successful opening day. Trustees shared thoughts on how the community has shined through, individuals have found solutions and taken care of each other, and recognition of just how challenging it has been with the unknowns and constant changes.

##### **MINUTES**

Green River College  
Board of Trustees Meeting Minutes  
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It was moved by Trustee Boschok, seconded by Trustee Navas, that the Board of Trustees of College District No. 10 approve the meeting minutes of July 15, 2021, as distributed. Motion passes.

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the meeting minutes of August 4, 2021, as distributed. Motion passes.

ORDER OF BUSINESS – GP-5 BYLAWS DISCUSSION

Trustees discussed amending the GP-5 Bylaws to include public comment at the beginning of the agenda, as well as keeping the public comment section at the end, to ensure two separate sections for public comment. A copy of policy GP-5 is attached. A motion will come forward in the Board Action portion of the meeting.

CORRESPONDENCE

Chair Chu congratulated Trustee Boschok on her reappointment to the Board of Trustees, and shared appreciation for all of her time and work as a Trustee. A copy of Trustee Boschok's reappointment letter is attached.

INTRODUCTIONS

Vice President of Instruction, Dr. Rolita Ezeonu, introduced Dean Berg, Dean Gilliland, Dean Wells and Dean Weldele-Wallace, who introduced seven new full-time faculty members: Kyle Boroughs, Jessie Brugger, Sarah Edwards, Zachary Kourtakis, Luckisha Phillips, Julissa Valenciano and Kyleb Wild. Dr. Ezeonu invited each new faculty member to say a few words, with the exception of Zachary Kourtakis who was not present. A copy of the Power Point presentation is attached.

REPORTS TO THE BOARD

*Quarter 4 Financial Report*

Vice President of Business Affairs, Shirley Bean presented the 2020-2021 Annual Financial Report for the Year ending June 30, 2021. A copy of the presentation is attached.

BREAK

Chair Chu called for a break from 5:31p.mm until 5:41p.m.

STANDING REPORTS

*Student Report*

ASGRC President, Ash Mohamed-Bakhash, introduced ASGRC Vice President, Caven Lee and ASGRC Chief Justice Tygerr Recchia. No written report was submitted.

*Equity & Diversity Report*

No Report.

*College Council Report*

No Report.

*Faculty Report*

United Faculty President, Jaeney Hoene, provided the faculty report in writing, and was not present at the meeting. A copy of the faculty report is attached.

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*Classified Staff Report*

WFSE Union Steward, Jordan Harrington, provided the classified report in writing, and was not present at the meeting. A copy of the classified report is attached.

*President's Report*

No Report.

EXECUTIVE SESSION

No Executive Session.

BOARD ACTION

It was moved by Trustee Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 change the current Bylaw GP-5 to include public comment at the beginning of the board meeting agenda, within the first couple agenda items, as well as keeping the public comment section at the end of the meeting, to ensure two separate sections for public comment. Motion unanimously passes.

TRUSTEES ASSOCIATION

Trustee Pierini will attend the ACCT Conference in October and will provide a summary at the October Board meeting.

OTHER BUSINESS/PUBLIC COMMENT

No other business.

Public comment was given by Tygerr Recchia.

ADJOURNMENT

There being no further business, it was moved by Trustee Ramirez Robson, seconded by Trustee Navas that the Board of Trustees of College District No. 10 adjourn its meeting of September 16, 2021 at 6:28 p.m. Motion passes.

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Elaine Chu, Chair  
GRC Board of Trustees

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Suzanne McCudden  
Secretary to the Board of Trustees



# **2021-21 STUDY SESSION: COLLEGE METRICS**

PRESENTED TO THE BOARD OF TRUSTEES

10/21/2021  
FIA ELIASSON-CKEEK, INSTITUTIONAL EFFECTIVENESS



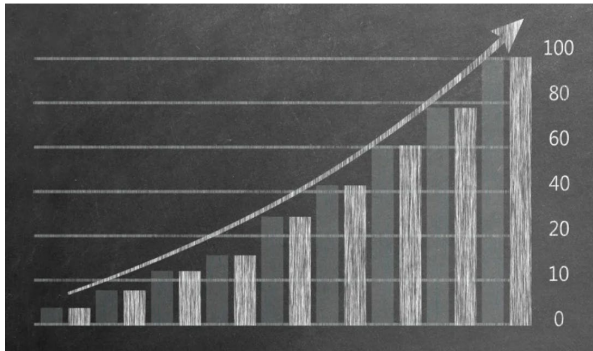
## **In Today's Study Session, We Will Talk About:**

1. Metrics in Higher Education
2. Meeting Mandated Reporting Requirements
3. Developing Metrics for Green River
4. Next Steps



# 1. Metrics in Higher Education

## Quantitative Metrics



A number that provides information about a process, outcome, or goal.

Aims to provide actionable data to inform institutional strategies.

Aims to monitor impact or results of efforts.

## Qualitative Metrics



Non-numerical information that describe or provide context.

Aims to understand underlying patterns, reasons, opinions, or motivations.

Aims to complement quantitative data.



Metrics tell us what is happening but not WHY.

Metrics require interpretation in context and rarely leads directly to simple answers.



# 1. Metrics in Higher Education

## Purpose

### Compliance

Demonstrate accountability to federal and state policy makers

Evaluate efficiency tied to funding

Provide evidence of institutional quality

### Effectiveness

Inform decision-making

Prioritize resource allocation

Evaluate progress on strategic goals

Facilitate improvements in programs and services

# 1. Metrics in Higher Education

## Common Metrics

- 🔗 Enrollment (headcount and full-time equivalent)
- 🔗 Attempted credits versus completed credits
- 🔗 Credit momentum
- 🔗 Completion of gateway courses
- 🔗 Retention rates
- 🔗 Graduation rates
- 🔗 Time to completion
- 🔗 Transfer rates
- 🔗 Employment rates

- Examples of common compliance metrics
- Examples of common effectiveness metrics

# 1. Metrics in Higher Education

## Understanding Leading and Lagging Metrics



### Examples of Leading Metrics

- Transitioning from Remedial Education
- Successfully completing courses
- Completing first 15 college-level credits
- Retained from first to second quarter
- Completing of college-level math and English within the first year

### Examples of Lagging Metrics

- Completing 45 credits
- Completing a degree or certificate
- Time it takes to complete a degree or certificate
- Transfer to a 4-year institution
- Gain employment

## 2. Meeting Mandated Reporting Requirements

### Department of Education (DoE)

- ◆ Integrated Postsecondary Education Data System (IPEDS)
  - ◆ Annual reporting on enrollment, retention rates, student financial aid awarded, degrees and certificates awarded, graduation rates, and outcomes measures
  - ◆ Data are reported by **race/ethnicity, gender, enrollment status, and age**
  - ◆ IPEDS data are made available to and used by policy makers, students, parents, state and federal governments, and the general public

## 2. Meeting Mandated Reporting Requirements

### Northwest Commission on Universities and Colleges (NWCCU)

- ◆ 1.D.2 Consistent with its mission and in the context of, and in comparison, with regional and national peer institutions, the institution establishes and shares widely a **set of indicators** for student achievement including, but not limited to, **persistence, completion, retention, and postgraduation success**. Such indicators of student achievement should be **disaggregated** by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (**equity gaps**).
- ◆ 1.D.3 The institution's **disaggregated indicators** of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should **be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement** to inform planning, decision making, and allocation of resources.
- ◆ 1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources **to mitigate perceived gaps in achievement and equity**.

## 2. Meeting Mandated Reporting Requirements

State Board for Community and Technical Colleges (SBCTC)

- ◆ Student Achievement

- ◆ Improve public accountability
- ◆ Provide financial incentives for increasing levels of achievement
- ◆ Revised funding formula to addressing equity gaps
- ◆ Reporting metrics disaggregated by race/ethnicity, gender, and low income

- ◆ Guided Pathways

- ◆ Advance racial, social, and economic justice
- ◆ Reporting metrics disaggregated by race/ethnicity, gender, and low income





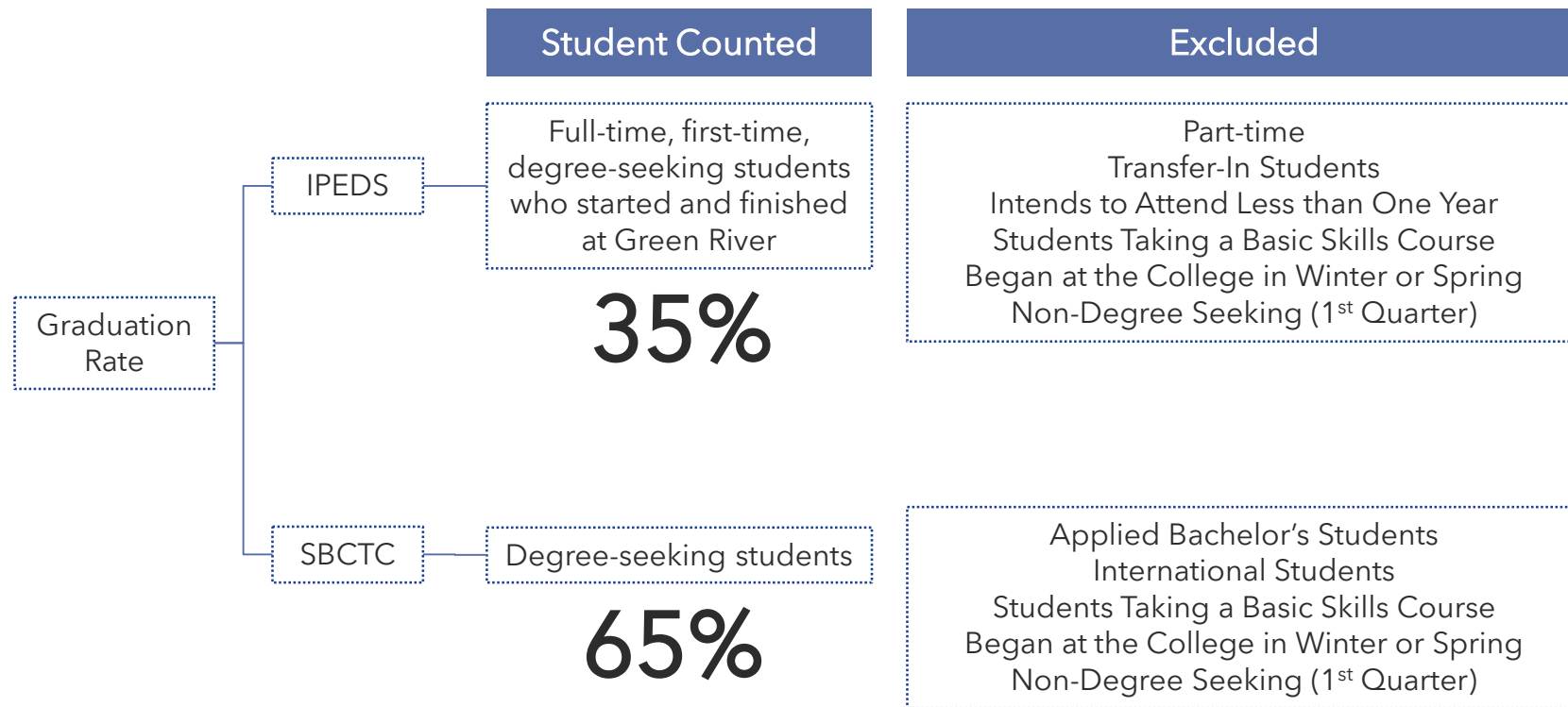
## 2. Meeting Mandated Reporting Requirements

### Challenges

- Different criteria depending on agency mandate
- Access to data
- Availability of data
- Reporting cycle
- Student privacy or confidentiality agreements

## 2. Meeting Mandated Reporting Requirements

Challenges: Different Criteria

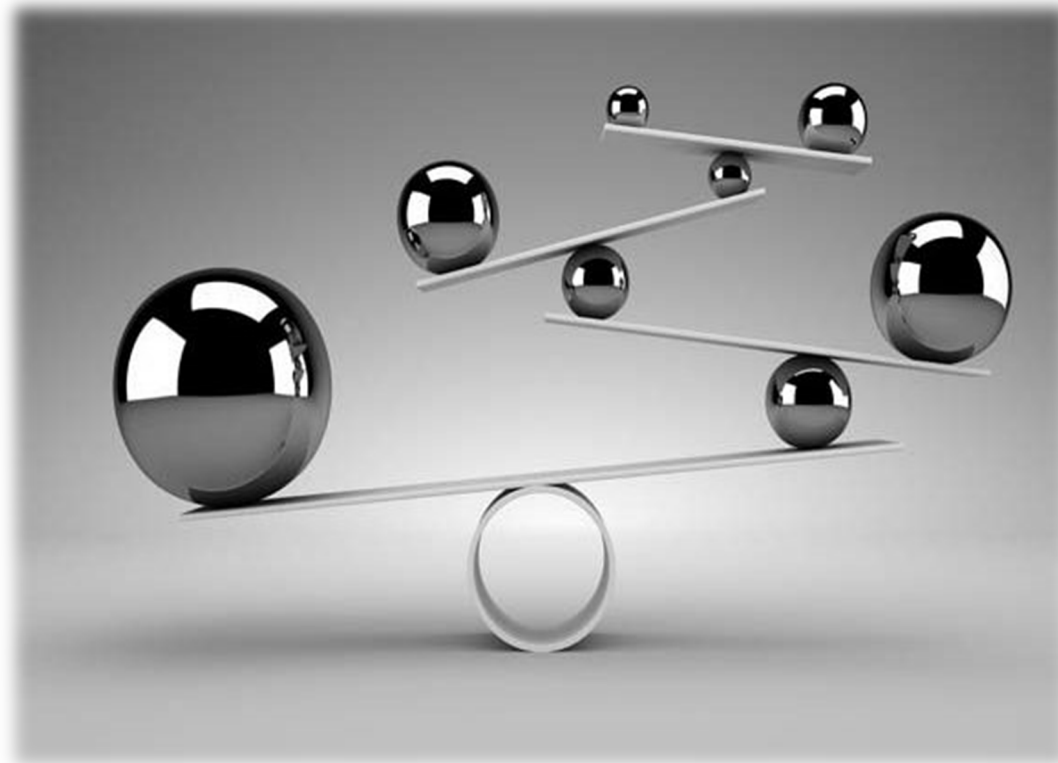


### 3. Developing Metrics for Green River

Operational  
Metrics

Strategic Plan  
Metrics

Mission  
Fulfillment  
Metrics



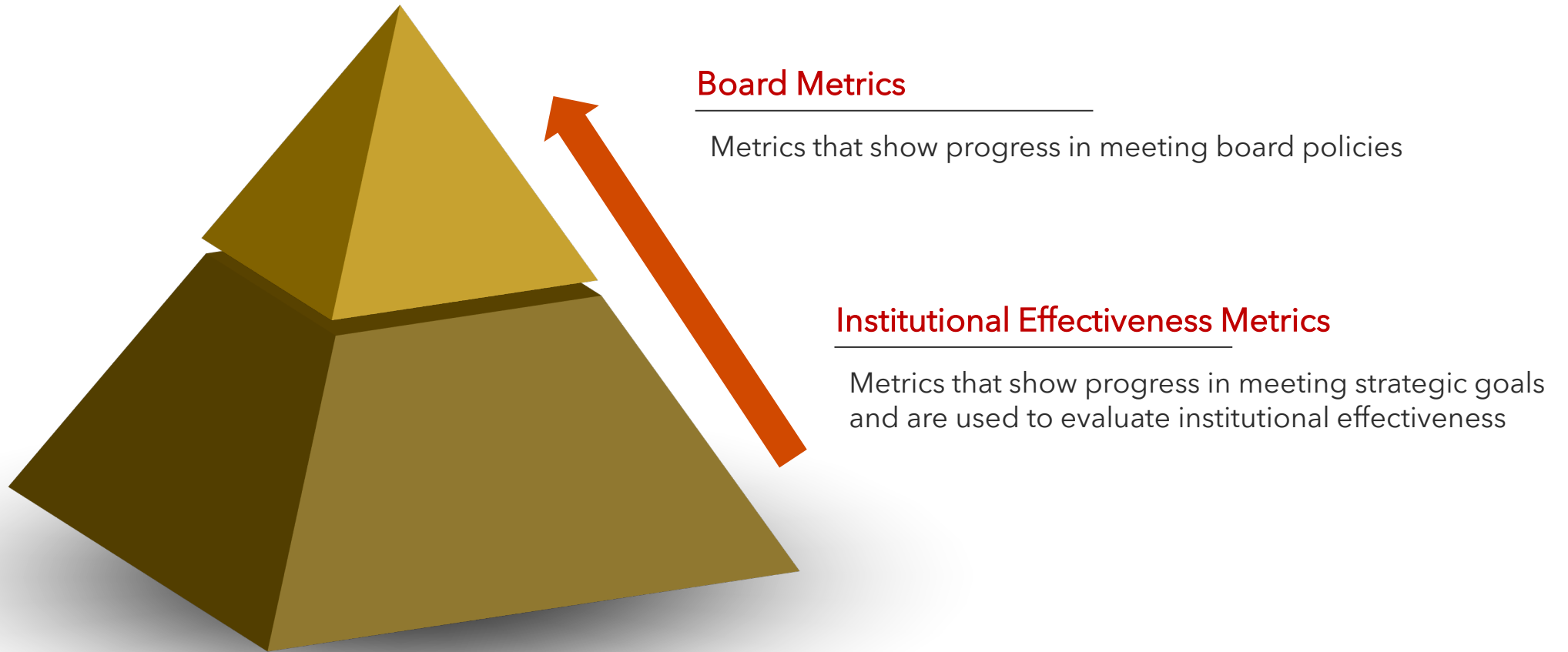
State Metrics

Federally  
Mandated  
Metrics

Accreditation  
Metrics

### 3. Developing Metrics for Green River

#### Levels of Metrics



# 3. Developing Metrics for Green River

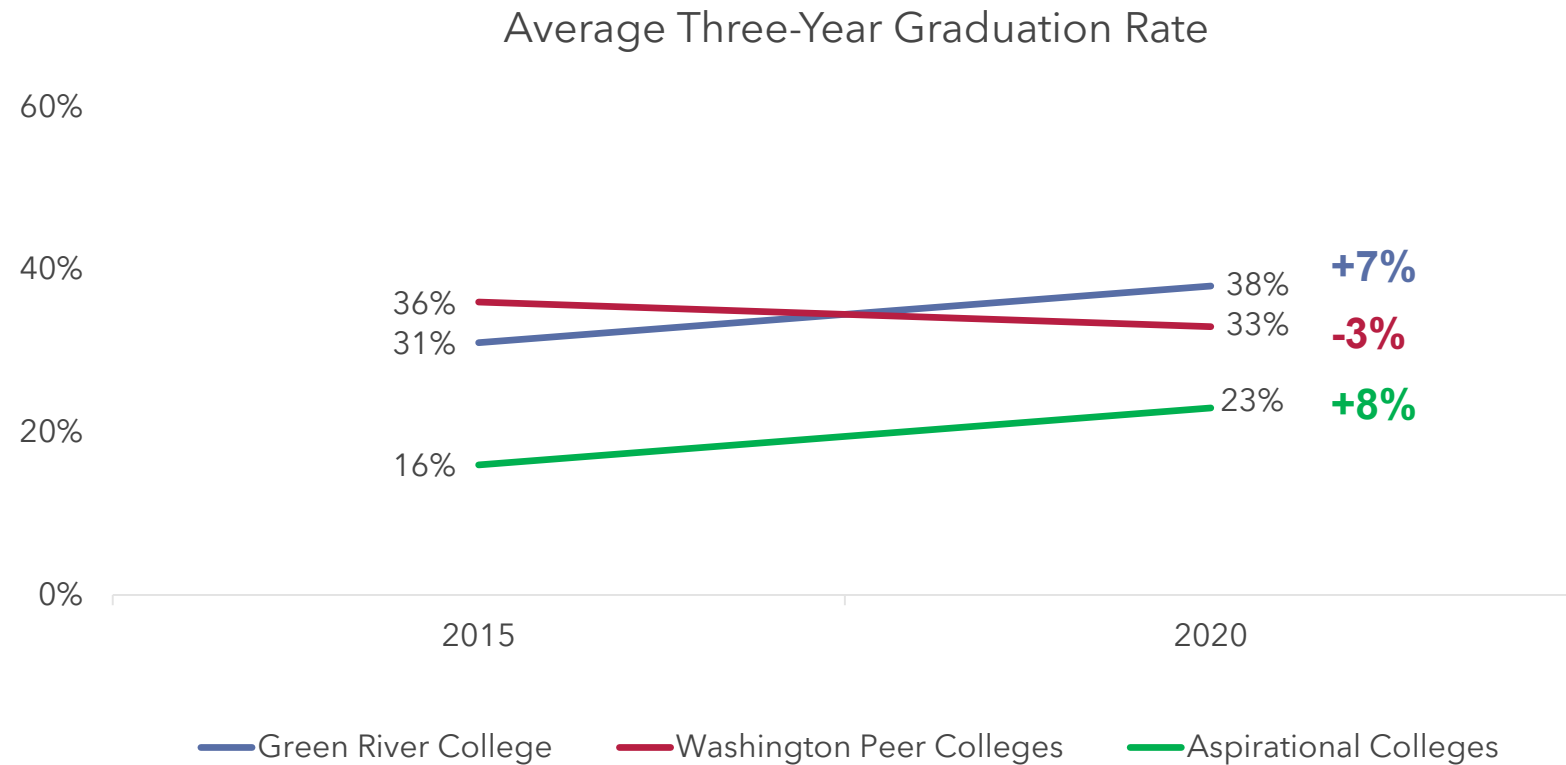
## Setting Targets

- Past Performance
- Comparisons
  - Peer Comparisons
  - Aspiring Institutions
- College Context
  - Meaningful
  - Effective and Impactful



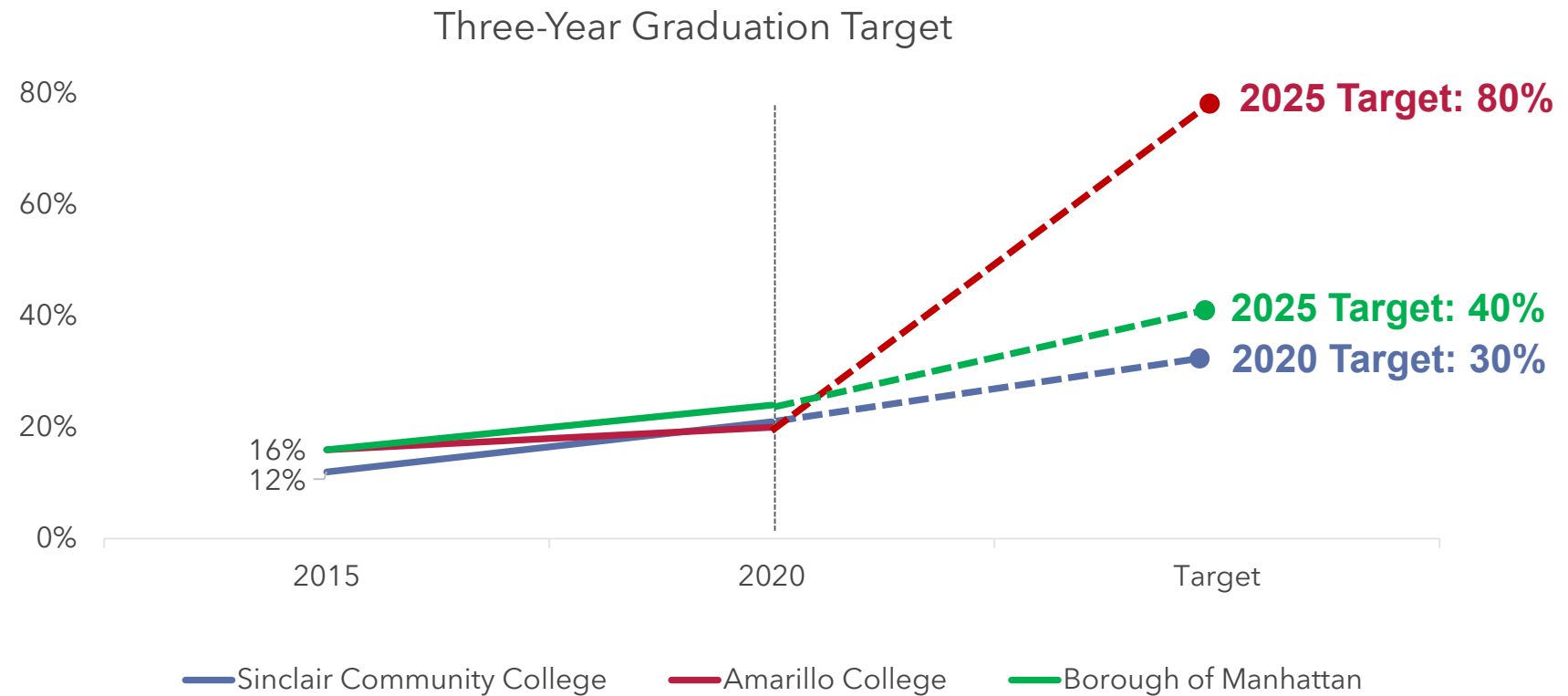
### 3. Developing Metrics for Green River

#### Setting Targets: Past Performance



### 3. Developing Metrics for Green River

Setting Targets: Examples of Targets Set by Aspirational Colleges



### 3. Developing Metrics for Green River

#### Setting Targets: Comparisons

38% → 43%

Rank 9<sup>th</sup> in the WA CC system

Rank 124<sup>th</sup> among 714 community colleges nationwide

Highest rate for Green River ever

Rank 8<sup>th</sup> in the WA CC system

Rank 56<sup>th</sup> among 714 community colleges nationwide

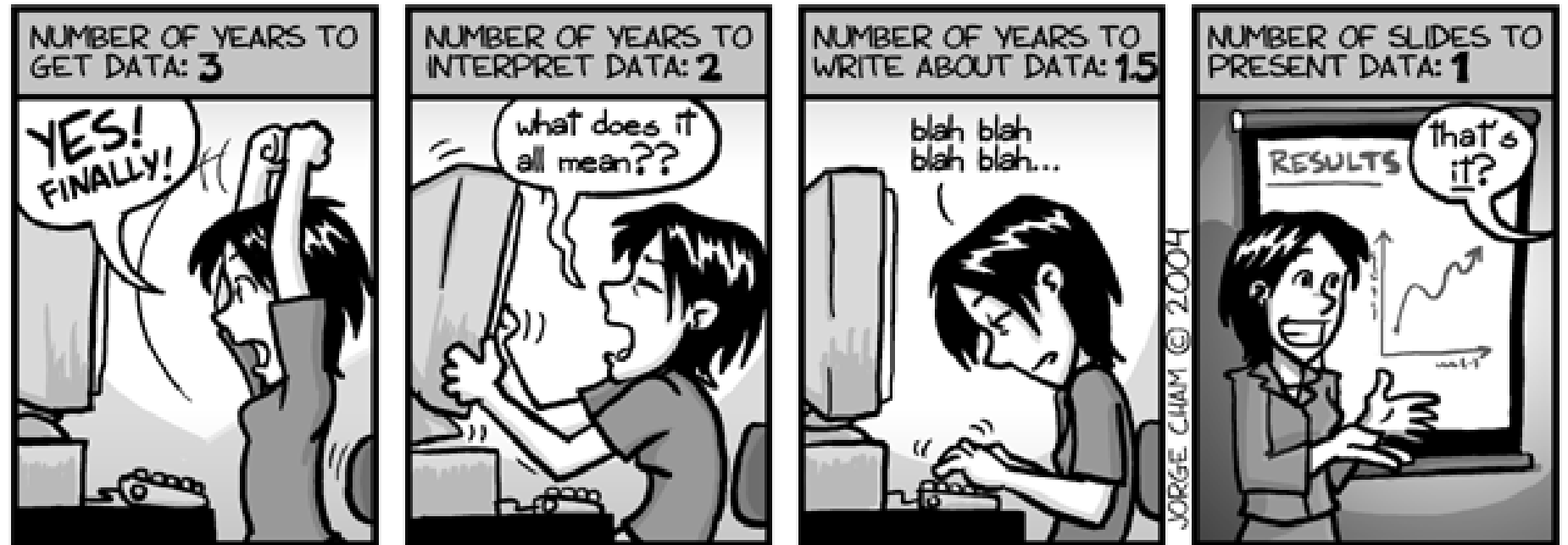
Success Metric: Increase the College's student completion rate from 38% to 43% with **minimal or no opportunity gaps** by 2026.



## 4. Next Steps

- ◆ Develop metrics to assess institutional effectiveness
  - ◆ Provide meaningful insights for decision-making
  - ◆ Balance between quantitative and qualitative metrics
  - ◆ Shift from using disaggregated data as an end product to using it as a first step to advance equity
  - ◆ Balance between leading vs. lagging metrics
  - ◆ Flexible based on context, strategies, and environmental factors
- ◆ Establish a Board reporting calendar

## DATA: BY THE NUMBERS



[www.phdcomics.com](http://www.phdcomics.com)



# Board Policy Revisions

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Fia Eliasson-Creek

Director of Institutional effectiveness

10/21/2021

# Revision to Board Policies on College Outcomes CO-1 through CO-8

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- Rescind policies no longer needed
  - Core Themes
- Revise current policies to align board policies with newly adopted strategic plan
  - Mission, Vision, Overarching Strategies, Core Values
- Adopt new policy to align board policies with newly adopted strategic plan
  - Equity Statement

# Rescind Board Policies CO-3 to CO-6

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- Rational: The college no longer use core themes. The core themes were adopted as board policy in 2005 to comply with NWCCU's former accreditation process.
  
- Current Policies:
  - CO-3 Core Theme: College Transfer Education
  - CO-4 Core Theme: Career and Technical Education
  - CO-5 Core Theme: College Readiness Education
  - CO-6 Core Theme: Continuing & Community Ed
  
- Policy numbers CO-3 and CO-4 will be reassigned



# 2021

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

# 2026



# Revise Board Policy CO-1

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■ Rational: The college adopted a new mission statement as part of its 2020-21 strategic planning process. The new mission statement was approved by the Board at its July meeting. The revised policy will remain as CO-1 College Mission.

■ Current Policy:

The mission of Green River Community College is:  
Ensure student success through comprehensive educational programs\* and support services responsive to our diverse communities.

\*Comprehensive educational programs: College Transfer Education, Career & Technical Education, College Readiness Education, Continuing & Community Education as defined by Revised Code of Washington [RCW 28B.50.020](#).

■ Revised Policy:

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



# Revise Board Policy CO-2

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- Rational: The college adopted a new vision statement as part of its 2020-21 strategic planning process. The new vision statement was approved by the Board at its July meeting. The revised policy will remain as CO-2 College Vision.

- Current Policy:

The vision for Green River Community College is:

To be ranked among the very best in student completion and success and be an invaluable community partner and asset with robust and diverse revenue streams.

- Revised Policy:

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

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

Green River will be:

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

# Revise Board Policy CO-9

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- Rational: The college adopted a new value statements as part of its 2020-21 strategic planning process. The new value statements were approved by the Board at its July meeting. The revised policy will be reassigned as CO-4 College Values.

- Current Policy:

The core values for Green River College are (not listed in order of priority – all are important):

- **Student success** – support student engagement, retention, completion and post program success through excellent teaching and learning and comprehensive support services
- **High quality** - provide high quality in teaching, learning and support services in an environment of compassion and integrity
- **Student access** – meet student needs for access to and inclusion in their educational pursuits
- **Community engagement** - collaborate, stimulate and contribute to the educational, economic and social development of our external and internal communities through continued learning
- **Equity** – encourage, foster respect for and respond equitably to diverse perspective and needs
- **Global awareness** –foster citizen responsibility by cultivating a global perspective on critical issues and challenges affecting our community and the world
- **Stewardship** – strive to maintain sound financial management, increase effective and efficient operations, develop state-of-the-art infrastructure (to include staffing, technology and facilities), and be forthcoming and transparent in accountability for resource use
- **Innovation** – seek to encourage, create and adopt innovative perspectives, policies and practices that will help achieve the College's mission
- **Campus environment** - preserve the safety, ecology and sustainability of our campus environment

# Revise Board Policy CO-9

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## ■ Revised Policy:

- **Anti-Racism, Diversity, Equity, and Inclusion:** We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.
- **Belonging:** We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.
- **Accessibility:** We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.
- **Accountability:** We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.
- **Community Engagement:** Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.
- **Growth and Development:** We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.
- **Global Responsibility:** We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.
- **Acknowledgement and Stewardship of the Natural Environment:** We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.
- **Innovation:** We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

# Revise Board Policy CO-7

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- Rational: The overarching strategies included in policy CO-7 were part of the former strategic plan that expired in June 2020. The college adopted new college goals as part of its 2020-21 strategic planning process. The new college goals were approved by the Board at its July meeting. The revised policy will be reassigned as CO-4 College Goals.

- Current Policy:

The overarching strategies for Green River College are as follows (not in priority order, all are important):

- **Improve student access/progression/success** – improve student access, progression and success through high-quality teaching and tutoring, supportive mentoring and advising, comprehensive financial aid, holistic services, and meaningful accountability in a welcoming and inclusive environment
- **Expand partnerships** – increase and strengthen internal and external relationships among campus programs and branches, K-12 schools, four-year colleges and universities, business and industry, civic organizations and local communities
- **Improve strategic enrollment and retention management** – improve strategic enrollment and retention management for each of the College's core themes to expand and effectively use College assets, programs, campuses, baccalaureate opportunities and services to increase student success
- **Cultivate equity and diversity** – ensure a campus environment where all students feel valued, respected and supported by facilitating activities, programs and education that honor, celebrate and embrace diversity
- **Improve fiscal stability** – increase fiscal stability of the College through development of enhanced and diverse revenue streams and efficient use of resources
- **Expand professional development** – expand professional development opportunities relating to instruction, curriculum, assessment, advising, use of technology, student services and leadership
- **Improve communications and marketing** – strengthen communications and marketing strategies through development of a comprehensive brand and united voice that will enhance the College's image locally, regionally, nationally and internationally

# Revise Board Policy CO-7

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## ■ Revised Policy:

### ■ **Goal A: Success for All Students – Close Opportunity Gaps and Remove Barriers to Student Success.**

Achievement of this goal will be measured by the following success metrics:

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

### ■ **Goal B: Excellence in Teaching and Learning – Ensure That Teaching and Learning Processes Embody Equity-Centered Principles that Close Opportunity Gaps.**

Achievement of this goal will be measured by the following success metrics:

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

### ■ **Goal C: Responsive Educational Programs and Support Services - Provide a Full Range of Educational Programs and Support Services that Meet Students Where They Are to Achieve Their Educational, Career, and Personal Goals.**

Achievement of this goal will be measured by the following success metrics:

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

# Revise Board Policy CO-7

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## ■ Revised Policy:

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

Achievement of this goal will be measured by the following success metrics:

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

- **Goal E: Accessible and Responsive Facilities and Technology – Accessible and Responsive Facilities and Technology**

Achievement of this goal will be measured by the following success metrics:

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

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

Achievement of this goal will be measured by the following success metrics:

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

# Adopt New Board Policy

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- Rational: College adopted an equity statement as part of its 2020-21 strategic planning process. The equity statement was approved by the Board at its July meeting. The new policy will be assigned as CO-3 College Equity Statement

- New Policy:

The Green River College Promise:

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

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

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

# Summary of Proposed Revisions to Policy Section on College Outcomes

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If the proposed revisions are adopted by the Board, the College Outcomes section of Green River Board of Trustees' Policy will be as follows:

## ■ Currently:

- CO-1 College Mission
- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education
- CO-5 Core Theme: College Readiness Education
- CO-6 Core Theme: Continuing & Community Ed
- CO-7 Overarching Strategies
- CO-8 Core Values

## ■ Revised:

- CO-1 College Mission
- CO-2 College Vision
- CO-3 College Equity Statement
- CO-4 College Values
- CO-5 College Goals



# Request for Board Action

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Request that the Board adopt the proposed revisions to Board Policies as follows:

Rescind:

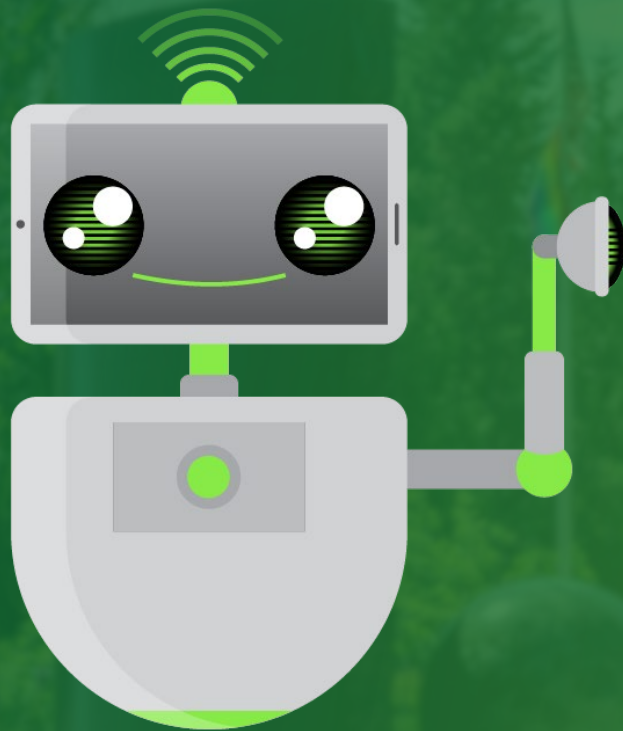
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education
- CO-5 Core Theme: College Readiness Education
- CO-6 Core Theme: Continuing & Community Ed

Revise:

- CO-1 to include newly adopted mission statement
- CO-2 to include newly adopted vision statement
- CO-7 to include newly adopted college goals and assigned as CO-5 College Goals
- Revise CO-8 to include newly adopted value statements and assigned as CO-4 College Values

Adopt:

- Adopt the college's equity statement and assigned as CO-3 College Equity Statement



# ctcLink at Green River College

Board of Trustee Meeting | October 21, 2021

Camella Morgan, ctcLink Executive Sponsor, Executive Director of IT

# GRC ctcLink Project Leadership Team

## ctcLink Project Manager

- Dave Ortega, ctcLink Project Manager
- Kim Olsen, IT Student Helpdesk Supervisor

## Campus Solution (CS) Pillar Leads

- Chris Lewis, ctcLink Business Systems Analyst for Campus Solutions
- Jenny Wheeler, Registrar
- Teresa Robinson-Duane, Director of Student Financial Aid
- Shanna Selvar, Cashiering Supervisor
- Stefanie Chapman, Director of Instructional Support Services

## Finance (FN) Pillar Lead

- Janee Sommerfeld, Senior Director of Financial Services
- William (Wright) Harrison, ctcLink Business Analyst for Finance

## Human Capital Management (HCM) Pillar Leads

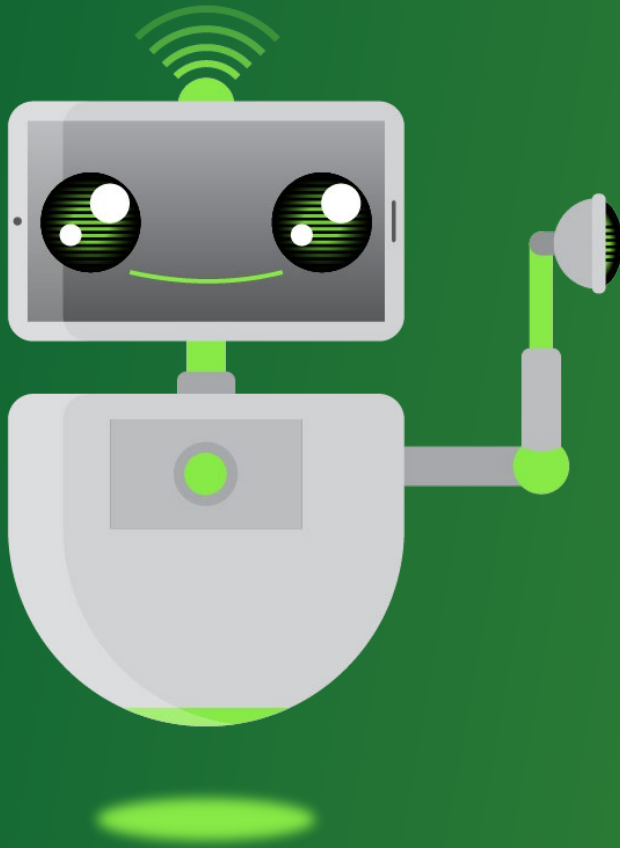
- Mark Brunke, Senior Director of Human Resources
- Lenzi Penaranda, ctcLink HCM Conversion Manager
- Sheryl Gordon, Director of Benefits
- Shirley Archuleta, Director of Payroll
- Staci Whitehouse, Human Resources Operations Manager

## Communication and Marketing Pillar Lead

- Philip Denman, Senior Director of College Relations

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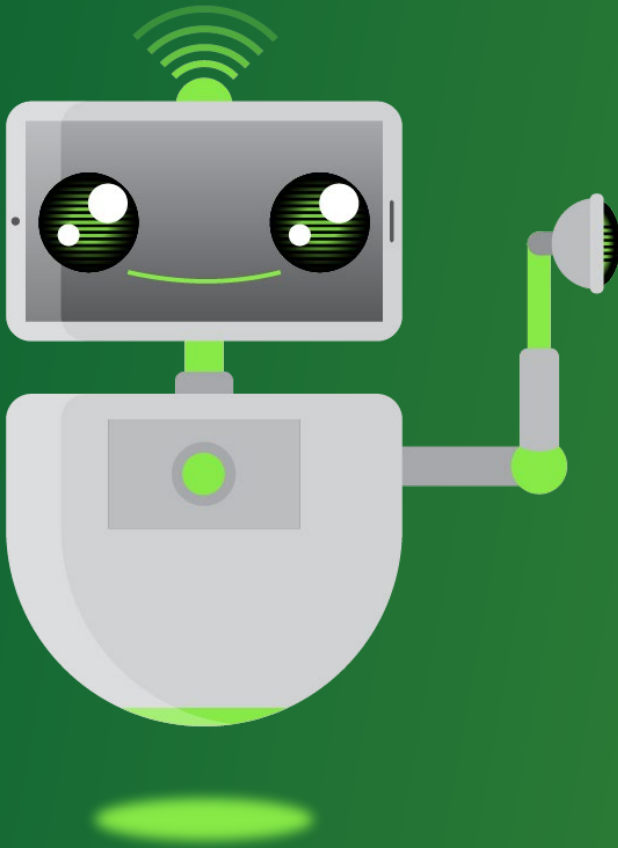




## ctcLink Update

- WA CTC ctcLink project overview
- Green River Deployment Update
- Communication and Collaboration
- Next Steps

# WA CTC ctcLink project overview



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# ctclink project overview

## What is ctcLink?

ctcLink is the implementation of a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing their college business and replaces our 35 yr. old legacy system. System design & replacement started in 2012.

## What is the ctcLink Project?

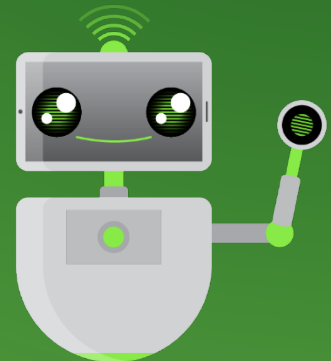
The ctcLink Project is the implementation process to move colleges from the HP Legacy system to Oracle PeopleSoft products (Campus Solutions, Finance, Human Capital Management). This system will be used by all 34 Community and Technical Colleges in Washington State.

## What is SBCTC Washington State timeline for the ctcLink project (currently the largest project in state)

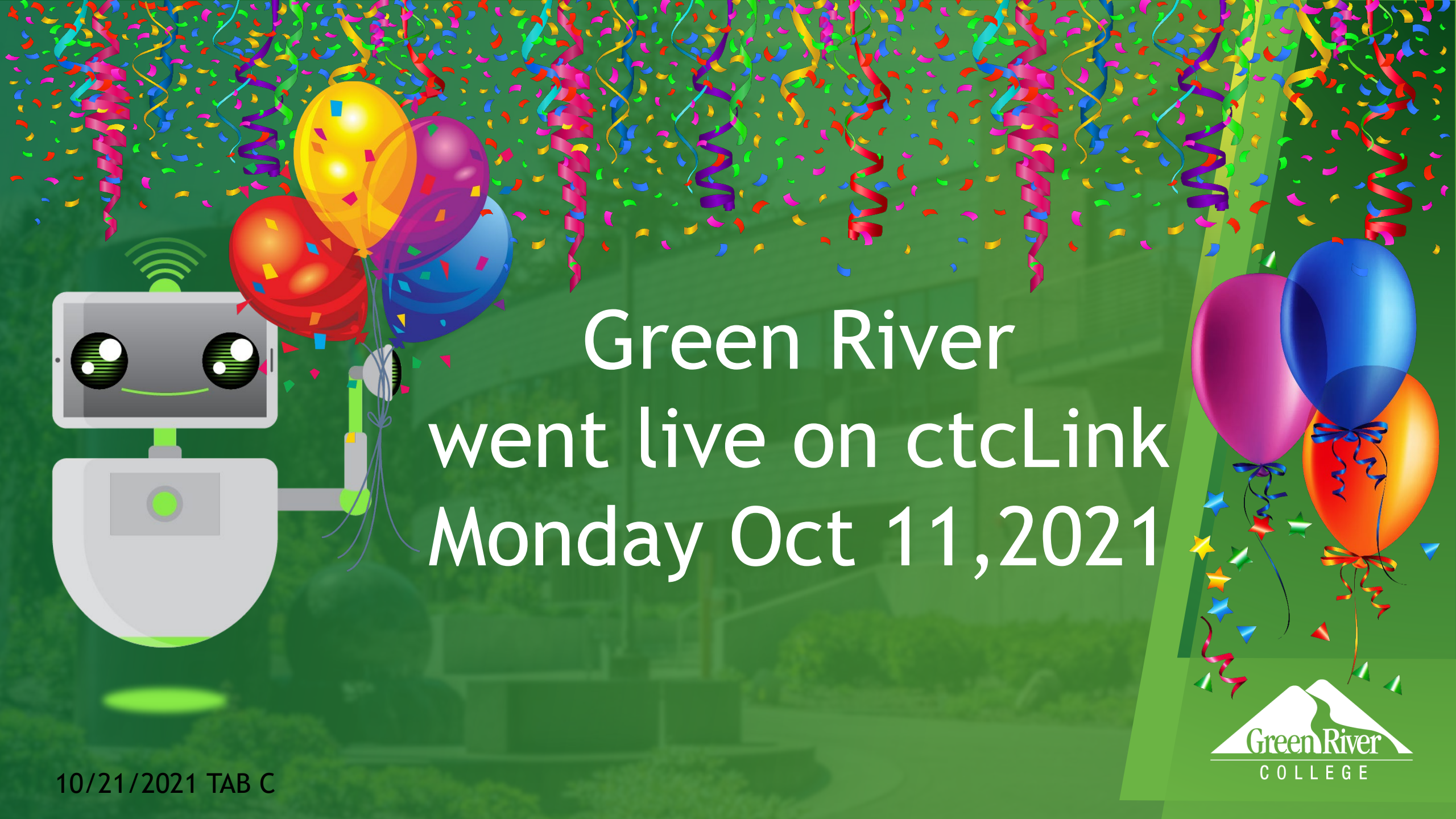
- ▶ Nineteen Community and Technical Colleges running the ctclink system currently
- ▶ There are two college deployment groups remaining for the project. (Groups 5 & 6)
- ▶ Overall ctcLink project completion date is 2022. (All WA CTC's running ctcLink system)

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[https://www.youtube.com/watch?v=-XS0Q7lLRbs&ab\\_channel=GreenRiverCollege](https://www.youtube.com/watch?v=-XS0Q7lLRbs&ab_channel=GreenRiverCollege)







# Green River went live on ctcLink Monday Oct 11, 2021

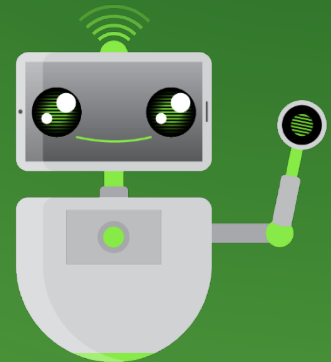
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# ctclink project update

- Our Deployment Group (Green River and Skagit) was the most successful deployment group to date! Over 900+ hours of training.
- Green River is the ONLY college to complete 100% of the User Acceptance Testing. Over 300 User Acceptance Tests!
- The Cashiers Office completed all the billing and 100% refunding within 4 days of the start of the quarter. Student Accounts converted to ctcLink with 100% accuracy.
- 100% of GR Employees had Supervisor - A first for a CTC Go Live
- 100% of GR Financial information converted to ctcLink successfully
- Campus Solutions had a 99.96% conversion of information overall
- Our team was trained and ready to use the ctclink system on day one! We have raised the bar for college employee preparation. Built a strong foundation & understanding of Peoplesoft/ctcLink.

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# ctclink project update

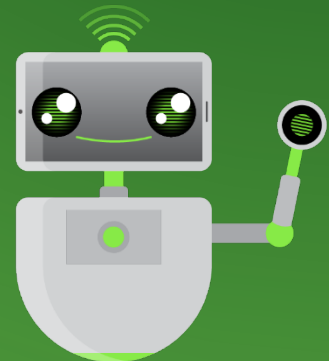
We had a celebration with 55+ employees on Sunday Oct 10 after the testing was complete with SBCTC, in Recognition of ALL the long hours and hard work and to celebrate the milestone of getting to GO LIVE. The work we have *accomplished* together to get here *is remarkable*.



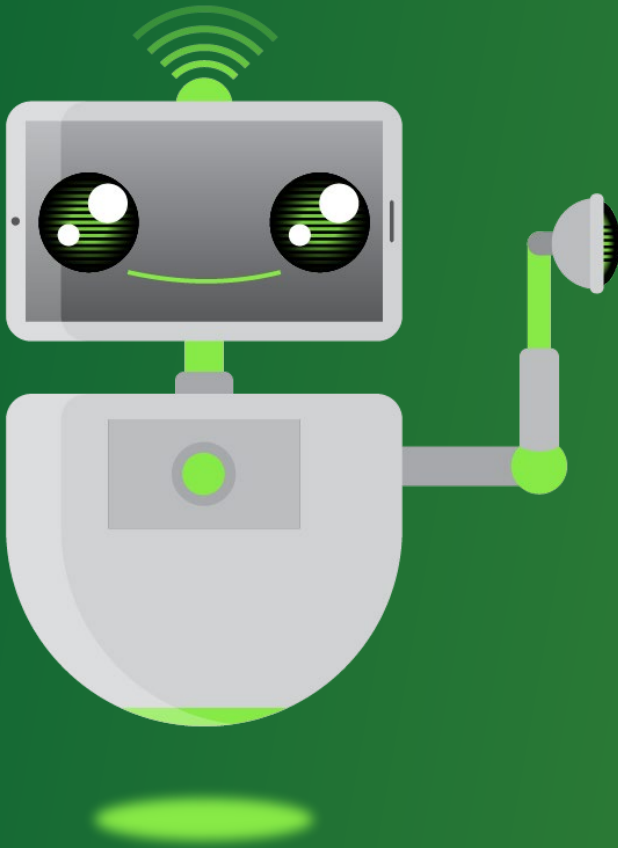
## The golden cLink award

Special thanks to David Larsen in Student Affairs, Jason Ahlquist in College Relations, and Joel Perdue in **Additive Manufacturing** for bringing cLink to life!

- Designed and prototyped in house by Jason and David
- Produced in mass by Joel Perdue and the Additive Manufacturing program



# ctcLink Communication and CTC Collaboration



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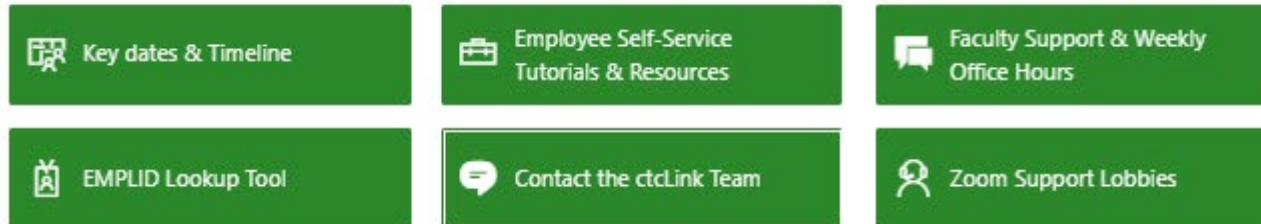
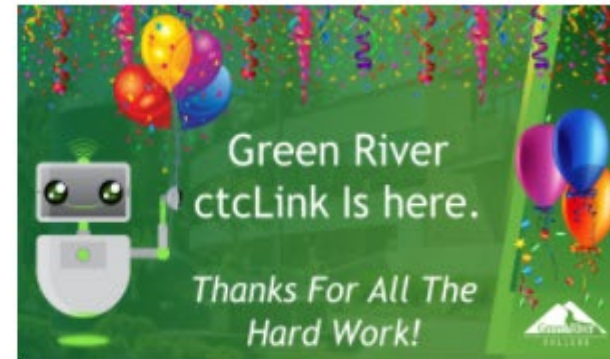
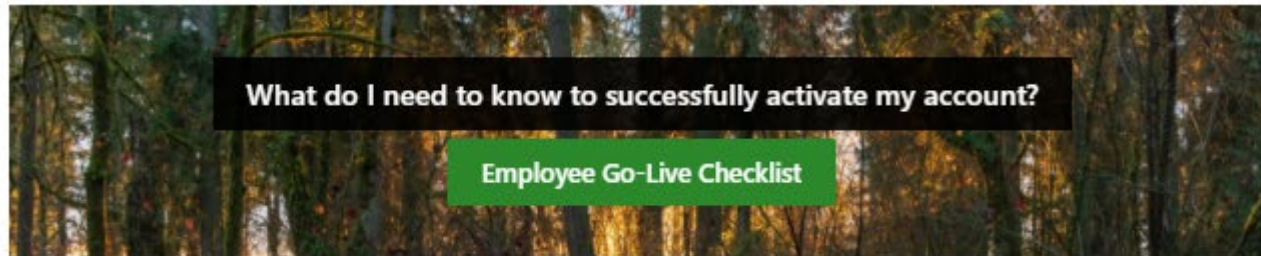
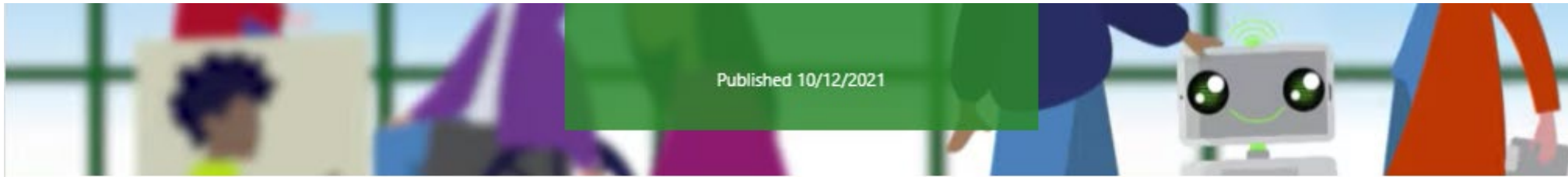
# ctcLink Communication & Collaborations

- ALL college ctcLink meetings, recorded and shared. Weekly meeting with ctcLink leadership team and meetings scheduled with ctcLink SMEs.
- Established Step-by-Step Employee and Student self guided directions for using the ctclink system. Created an easy-to-follow website for all support material
- Created videos and tutorials for using the ctclink system
- Leaders from across the college participated in supporting Zoom Lobbies for drop-in support. On day ONE! Never been in the system! Assisted their employees with guidance and support throughout the onboarding process.
- Two dedicated Faculty in Residence for instructional support. Zoom Lobby, Training, 1:1 support sessions and combines support with eLearning team.
- ctcLink email communications are sent consistently

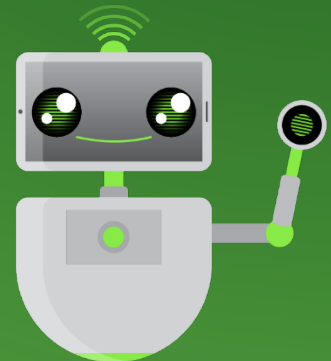


# ctcLink Communication and CTC Collaboration

## One Stop for ALL ctcLink Information



### Quick Links





# ctcLink Communication and CTC Collaboration

## Step-by-Step self guided directions

Senior Director of College Relations

Published 10/13/2021

### October 13 and 14 | All GRC Employees

- **Employees Activate ctcLink account**

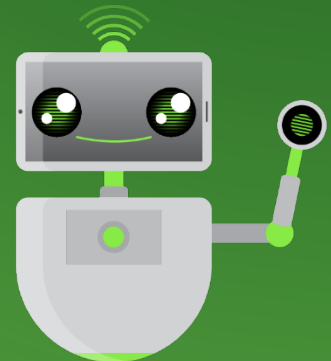
All employees will need to activate their account in the Green River ctcLink system. Here are step by step instructions:

- [How to Activate Your ctcLink Account](#) (pdf)
- [ctcLink Login](#)
- Need Help Once You've Activated?
  - [EMPLID Lookup Tool](#)
  - [Reset your ctcLink Password](#) (pdf)
  - [Unlock your ctcLink Password](#) (pdf)

- **Employees Review their personal Information**

Verify and/or update your address, birth date, SSN, bank routing information...etc. Here are step by step instructions:

- [Manage Personal Information in Employee Self Service](#) (pdf)
  - **Note:** Moving into a new system requires us to look through our personal information to verify accuracy for example, direct deposit info. Make time to, take inventory of your personal info, keep it in a safe location where you can access it to compare against the new system's info including leave, vacation etc.
- [Update Home and Mailing Address](#) (ctcLink Reference Center)
- [Add/Update Phone Number](#) (ctcLink Reference Center)
- [Add/Update Emergency Contact Information](#) (ctcLink Reference Center)
- [Adding a Direct Deposit Account](#) (ctcLink Reference Center)



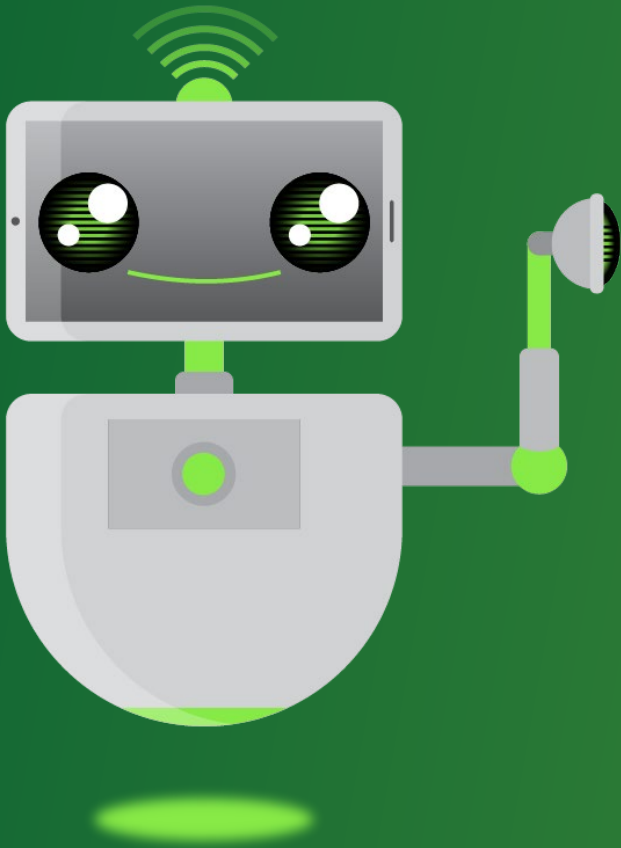
10/21/2021 TAB C

# ctclink project update

- Green River Employees have activated & verified information within their ctcLink accounts, and we have processed our first payroll. (All in three days)
- It has been so smooth that.. we are all asking... did we miss something! GO GATORS! WE ROCKED IT!



# Next Steps



# ctclink project update

## General Overview

- We will bring student on to ctcLink on Monday Oct 25<sup>th</sup>
- We will start to Advise students
- We will start to Register students for winter quarter
  - November 8 - Currently enrolled & returning Veteran & Workforce student registration begins
  - November 9 - Currently enrolled & returning student registration begins
  - November 15 - New Veteran & Workforce student registration begins
  - November 22 - New student registration begin
- Faculty will post grades for fall quarter

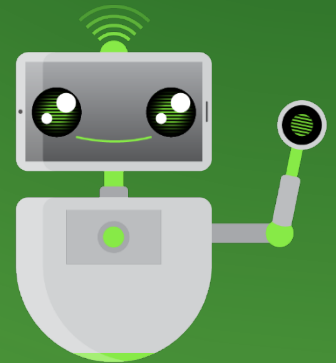




# ctclink project update

## Goods & Service Dates

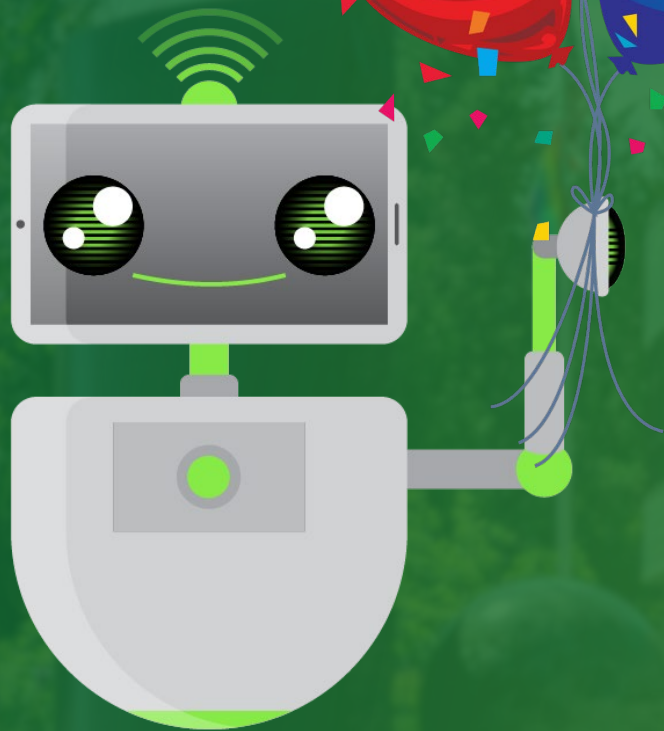
- Payroll/HR Resumes partial availability October 26
- Purchasing Cards Available November 1st
- Employee hires & pen form processing resumes on November 1
- Purchasing Resumes November 15



# ctclink project update

- Going live on Oct 11 doesn't mark the end of our ctcLink project, but it signals a critically important milestone of beginning to use ctcLink to do our college business.
- The ctcLink system is a big change for our college and business processes. It represents the largest change in our history. We will work collectively as we change and develop our new way of doing business
- Our project will continue as we bring our students on Oct 25 onto the system, help them learn how to navigate the system's functionality, and assess how our internal business processes need to be refined to efficiently work in the new ctcLink environment.





Thank you  
Questions for the ctcLink team?



# New Title IX Regulations

Presented by Godfrey Drake  
Director of Judicial Affairs  
Board of Trustees  
October 21, 2021



# Title IX Overview

- Title IX of the Education Act Amendments of 1972 provides: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. 1681(a)

# Title IX Changes in the Last Decade

- April 4, 2011 - DOE issues Dear Colleague Letter (DCL) directing institutions to revise grievance procedures and disciplinary processes to address campus sexual violence.
- September 2017 - DOE rescinds April 2011 DCL and related 2014 FAQ guidance.
- November 2018 - DOE issues Notice of Proposed Rule Making that shift focus to protection of Respondent's due process rights. Over 125,000 comments submitted.
- March 2020 - COVID 19 paralyzes nation and affects colleges.
- May 22, 2020 - DOE formally issues final rule amendments.
- August 14, 2020 - Deadline for implementation of new regulations.
- August 24, 2021 - DOE announced removal of cross-examination requirement in the 2020 regulations



# Reminder on 2020 Regulations

- Imposes procedural requirements intended to protect complainants and respondents from discriminatory practices.
- Narrowly defines sexual harassment for purposes of Title IX and imposes new jurisdiction requirements.
- Formal written complaint necessary to trigger investigation.
- Requires live hearings for employees and students.
- Imposes new evidentiary requirements, including mandatory cross-examination
- Requires training for all persons administering Title IX grievance and disciplinary procedures

# Additional Change Needed to Title IX Rules

- On July 28, 2021, a federal district court in Massachusetts invalidated the amendment in the 2020 Title IX regulations that required all statements relied on in evidence must be subject to cross-examination.
- On August 24, 2021, DOE announced that it will no longer enforce the cross-examination requirement in the 2020 regulations.
- To comply with training and live hearing requirements in the 2020 regulations, the College has contracted with the Washington Office of Administrative Hearings and another contractor to help with these duties.
- The draft emergency rules reflect these changes.



# Status of 2020 Regulations

- The 2020 regulations are still effective, but changes are anticipated.
- April 6, 2021 - DOE announced it is undertaking a comprehensive review of the 2020 Title IX regulations to fulfill the current administration's agenda guaranteeing an education experience free from discrimination on the basis of sex, sexual orientation, or gender identity.

# Summary of Emergency Rule Changes Necessary for Green River College

- In August 2020, the College's Board approved emergency rule changes to the Rules of Student Conduct to comply with the 2020 amendments.
- The College's emergency rules expired prior to the permanent rule-making process being completed that would make them permanent.
- Those prior emergency rule changes and the new change involving cross-examination need to be approved to comply with federal Title IX regulations.



# Standard for Emergency Rules

- Under RCW 34.05.350 and for good cause finds:
  - That immediate adoption, amendment, or repeal of a rule is necessary for the preservation of the public health, safety, or general welfare, and that observing the time requirements of notice and opportunity to comment upon adoption of a permanent rule would be contrary to the public interest.
- That state or federal law or federal rule or a federal deadline for state receipt of federal funds requires immediate adoption of a rule.

# BOT requests and approval

- Emergency updates to the College's Student Conduct Code are needed to be compliant with federal regulations. The College is seeking BOT approval of emergency rule changes based on the 2020 federal amendments to Title IX regulations. The federal Title IX regulations are effective now and address the grievance process for formal complaints of sexual harassment.
- The College requests the BOT to approve the proposed Supplemental Title IX Student Conduct Procedures in Chapter 132J-126 WAC as emergency rules effective upon filing with the Office of the Code Reviser, to comply with federal Title IX regulations.
- See attached draft emergency rules that are requested by the College for approval.
- Once approved, these emergency rules will go through the formatting and filing process with the Office of the Code Reviser. The College is also going through the permanent rule-making process, which will involve public and student input, before finalizing permanent rules.

Section to repeal

**WAC 132J-126-240**

Supplemental procedures for sexual misconduct cases.

Both the respondent and the complainant in cases involving allegations of sexual misconduct shall be provided the same procedural rights to participate in student discipline matters, including the right to participate in the initial disciplinary decision-making process and to appeal any disciplinary decision.

Application of the following procedures is limited to student conduct code proceedings involving allegations of sexual misconduct by a student. In such cases, these procedures shall supplement the student disciplinary procedures in WAC [132J-126-140](#) through [132J-126-230](#). In the event of conflict between the sexual misconduct procedures and the student disciplinary procedures, the sexual misconduct procedures shall prevail.

Section to repeal

**WAC 132J-126-250**

Supplemental definitions.

The following supplemental definitions shall apply for purposes of student conduct code proceedings involving allegations of sexual misconduct by a student:

- (1) A "complainant" is an alleged victim of sexual misconduct, as defined in subsection (2) of this section.
- (2) "Sexual misconduct" is prohibited sexual- or gender-based conduct by a student including, but not limited to:
  - (a) Sexual activity for which clear and voluntary consent has not been given in advance;
  - (b) Sexual activity with someone who is incapable of giving valid consent because, for example, she or he is underage, sleeping or otherwise incapacitated due to alcohol or drugs;
  - (c) Sexual harassment;
  - (d) Sexual violence, which includes, but is not limited to, sexual assault, domestic violence, intimate violence, and sexual- or gender-based stalking;
  - (e) Nonphysical conduct such as sexual- or gender-based digital media stalking, sexual- or gender-based online harassment, sexual- or gender-based cyberbullying, nonconsensual recording of a sexual activity, and nonconsensual distribution of a recording of a sexual activity.

Section to repeal

**WAC 132J-126-260**

Supplemental complaint process.

The following supplemental procedures shall apply with respect to complaints or other reports of alleged sexual misconduct by a student:

- (1) The college's Title IX compliance officer shall investigate complaints or other reports of alleged sexual misconduct by a student. Investigations will be completed in a timely manner and the results of the investigation shall be



referred to the student conduct officer for disciplinary action.

(2) Informal dispute resolution shall not be used to resolve sexual misconduct complaints without written permission from both the complainant and the respondent. If the parties elect to mediate a dispute, either party shall be free to discontinue mediation at any time. In no event shall mediation be used to resolve complaints involving allegations of sexual violence.

(3) College personnel will honor requests to keep sexual misconduct complaints confidential to the extent this can be done without unreasonably risking the health, safety, and welfare of the complainant or other members of the college community or compromising the college's duty to investigate and process sexual harassment and sexual violence complaints.

(4) The student conduct officer, prior to initiating disciplinary action, will make a reasonable effort to contact the complainant to discuss the results of the investigation and possible disciplinary sanctions and/or conditions, if any, that may be imposed upon the respondent if the allegations of sexual misconduct are found to have merit.

(5) The student conduct officer, on the same date that a disciplinary decision is served on the respondent, will serve a written notice informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including disciplinary suspension or dismissal of the respondent. The notice will also inform the complainant of his or her appeal rights. If protective sanctions and/or conditions are imposed, the student conduct officer shall make a reasonable effort to contact the complainant to ensure that prompt notice of the protective disciplinary sanctions and/or conditions.

#### Section to repeal

#### **WAC 132J-126-270**

Supplemental appeal rights.

(1) The following actions by the student conduct officer may be appealed by the complainant:

- (a) The dismissal of a sexual misconduct complaint; or
- (b) Any disciplinary sanction(s) and conditions imposed against a respondent for a sexual misconduct violation, including a disciplinary warning.

(2) A complainant may appeal a disciplinary decision by filing a notice of appeal with the conduct review officer within twenty-one days of service of the notice of the discipline decision provided for in WAC 132J-126-260. The notice of appeal may include a written statement setting forth the grounds of appeal. Failure to file a timely notice of appeal constitutes a waiver of this right and the disciplinary decision shall be deemed final.

(3) If the respondent timely appeals a decision imposing discipline for a sexual misconduct violation, the college shall notify the complainant of the appeal and provide the complainant an opportunity to intervene as a party to the appeal.

(4) Except as otherwise specified in this supplemental procedure, a complainant who timely appeals a disciplinary decision or who intervenes as a party to a respondent's appeal of a disciplinary decision shall be afforded the same procedural rights as are afforded the respondent.

(5) An appeal by a complainant from the following disciplinary actions involving allegations of sexual misconduct against a student shall be handled

as a brief adjudicative proceeding:

- (a) Exoneration and dismissal of the proceedings;
  - (b) A disciplinary warning;
  - (c) A written reprimand;
  - (d) Disciplinary probation;
  - (e) Suspensions of ten instructional days or less; and/or
  - (f) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.
- (6) An appeal by a complainant from disciplinary action imposing a suspension in excess of ten instructional days or a dismissal shall be reviewed by the student conduct board.
- (7) In proceedings before the student conduct committee, respondent and complainant shall have the right to be accompanied by a nonattorney assistant of their choosing during the appeal process. The complainant may choose to be represented at the hearing by an attorney at his or her own expense, but will be deemed to have waived that right unless, at least four business days before the hearing, he or she files a written notice of the attorney's identity and participation with the committee chair, and with copies to the respondent and the student conduct officer.
- (8) In proceedings before the student conduct committee, complainant and respondent shall not directly question or cross examine one another. All questions shall be directed to the committee chair, who will act as an intermediary and pose questions on the parties' behalf.
- (9) Student conduct hearings involving sexual misconduct allegations shall be closed to the public, unless respondent and complainant both waive this requirement in writing and request that the hearing be open to the public. Complainant, respondent, and their respective nonattorney assistants and/or attorneys may attend portions of the hearing where argument, testimony and/or evidence are presented to the student conduct committee.
- (10) The chair of the student conduct committee, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. The notice will also inform the complainant of his or her appeal rights.
- (11) Complainant may appeal the student conduct committee's initial decision to the president subject to the same procedures and deadlines applicable to other parties.
- (12) The president, on the same date that the final decision is served upon the respondent, shall serve a written notice informing the complainant of the final decision. This notice shall inform the complainant whether the sexual misconduct allegation was found to have merit and describe any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent.

**New Subheading located after WAC 132J-126-300**

#### **SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES**

## NEW SECTION

**WAC 132J-126-400 Order of precedence.** This supplemental procedure applies to allegations of Sexual Harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. § 106. To the extent these supplemental hearing procedures conflict with the College's standard disciplinary procedures, WAC 132J-126-010 through - 132J-126-300, these supplemental procedures shall take precedence. Green River College may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

## NEW SECTION

**WAC 132J-126-320 Prohibited conduct under Title IX.** Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.

(2) **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.

(3) **Sexual assault.** Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen.

(d) Statutory rape. Consensual sexual intercourse between someone who is eighteen years of age or older and someone who is under the age of sixteen.

(4) **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with



the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

#### NEW SECTION

#### **WAC 132J-126-420 Title IX jurisdiction.**

(1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC 132J-126-090.

(4) If the Title IX coordinator determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Title IX coordinator will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

## NEW SECTION

**WAC 132J-126-430 Initiation of discipline.** (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the judicial officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the judicial officer determines that there are sufficient grounds to proceed under these supplemental procedures, the judicial officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

- (a) Set forth the basis for Title IX jurisdiction;
  - (b) Identify the alleged Title IX violation(s);
  - (c) Set forth the facts underlying the allegation(s);
  - (d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and
  - (e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:
    - (i) The advisors will be responsible for questioning all witnesses on the party's behalf;
    - (ii) An advisor may be an attorney; and
    - (iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.
- (3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

## NEW SECTION

**WAC 132J-126-440 Prehearing procedure.** (1) Upon filing and serving the written disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132J-126-190. In no event will the hearing date be set less than ten days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

## NEW SECTION

**WAC 132J-126-450 Rights of parties.** (1) The college's student conduct procedures, chapter 132J-126 WAC and this supplemental procedure shall apply equally to all parties.

(2) The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator or chair of the student conduct committee will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

## NEW SECTION

**WAC 132J-126-460 Evidence.** The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

- (1) **Relevance:** The Committee Chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.
- (2) **Relevance** means that information elicited by the question makes facts in dispute more or less likely to be true.
- (3) **Questions or evidence about a Complainant's sexual predisposition or prior sexual behavior** are not relevant and must be excluded, unless such question or evidence:
  - (a) Is asked or offered to prove someone other than the Respondent committed the alleged misconduct; or
  - (b) Concerns specific incidents of prior sexual behavior between the Complainant and the Respondent, which are asked or offered on the issue of consent.
- (4) **No negative inference:** The Committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.
- (5) **Privileged evidence:** The Committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:
  - (a) Spousal/domestic partner privilege;
  - (b) Attorney-Client and attorney work product privileges;
  - (c) Privileges applicable to members of the clergy and priests;
  - (d) Privileges applicable to medical providers, mental health therapists, and counsellors;
  - (e) Privileges applicable to sexual assault and domestic violence advocates; and
  - (f) Other legal privileges identified in RCW 5.60.060.

## NEW SECTION

**WAC 132J-126-470 Initial order.** (1) In addition to complying with WAC 132J-126-210, the student conduct committee will be responsible for conferring and drafting an initial order that:

- (a) Identifies the allegations of sexual harassment;
  - (b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
  - (c) Makes findings of fact supporting the determination of responsibility;
  - (d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
  - (e) Contains a statement of, and rationale for, the student conduct committee determination of responsibility for each allegation;
  - (f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;
  - (g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and
  - (h) Describes the process for appealing the initial order to the college president.
- (2) The chair of the student conduct committee will serve the initial order on the parties simultaneously.

#### NEW SECTION

- (1) **WAC 132J-126-480 Appeals.** All Parties, including the student conduct officer in their capacity as a representative of the College, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the President's Office within twenty-one (21) days of service of the initial order or notice of dismissal. Appeals must identify the specific findings of fact and/or conclusions of law in the initial order or dismissal that the appealing party is challenging and must contain argument as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to appeal and the initial order or dismissal shall be deemed final.
- (2) Upon receiving a timely appeal, the President's Office will serve a copy of the appeal on all parties, who will have ten (10) days from the date of service to submit written responses to the President's Office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the President's Office shall serve copies of the responses to the other parties.
- (3) Parties receiving a copy of the responses shall have five (5) days in which to submit a written reply addressing issues raised in the responses to the President's Office.
- (4) The President or their delegate, based on their review of Parties' submissions and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal is affirmed or denied, or if the disciplinary sanctions and conditions imposed in the Initial Order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.

- (5) The President's Office shall serve the Final Decision on the parties simultaneously.
- (6) All administrative decisions reached through this process are and may be judicially appealed pursuant to applicable provisions of RCW 34.05, including, but not limited to, the timelines set forth in RCW 34.05.542. No decisions or recommendations arising from this disciplinary procedure will be subject to grievance pursuant to any Collective Bargaining Agreement.



The Board of Trustees of Green River College District No. 10 will meet on the following dates in 2022 as follows:

Thursday, January 20  
Thursday, February 17  
Thursday, March 17  
Thursday, April 21  
Thursday, May 19  
Thursday, June 16

Thursday, July 21  
Thursday, August 18  
Thursday, September 15  
Thursday, October 20  
Thursday, November 17  
Thursday, December 15

# Student Report

Oct 21, 2021





# ASGRC Executives 2021-2022



- Senator interviews concluded on Oct 12 and decisions were realized Oct 15.
- We had our first senate meeting on Oct 21st with both a physical option to meet and a virtual option to accommodate to senator needs.

# ASGRC Executives 2021-2022



- The executives have also been looking into the reopening plan and are collecting data on how we can better assist students with their transitions and evaluate their comfort level with returning to campus.
- We are also looking at working with the different resources GRC has and pushing the word out about them a little more. (First push would be realized next Thursday for the VPC)

# ASGRC Executives 2021-2022



- We have also been able to transition successfully on to the CTCLink system, as student employees we would like to say we are extremely excited to use this system as it has been straightforward and easy to use.
- We are most definitely excited to use the system for class registrations and various other work for the foreseeable future.





WE ARE PLEASED TO ANNOUNCE





**Green River College** is awarded  
A CENTER of EXCELLENCE for  
VETERAN STUDENT SUCCESS GRANT  
from the U.S. Department of  
Education.



SHOUT OUTS TO:

**Dr. Deb Casey**  
**Matthew Swenson**  
**Cathy Alston**  
**Stephenie Cheng-LaBoyne**



# A CENTER OF EXCELLENCE FOR VETERAN STUDENT SUCCESS (CEVSS) WILL...

**Develop model programs that will support Veteran students' success in postsecondary education by:**

- *Coordinating services to address academic, financial, physical and social needs.*
- *Increase annual enrollments of Veteran students who receive VA educational benefits.*
- *Increase year to year persistence.*
- *Increase rate of credential completion.*





# ACTIVITIES

**The grant will improve the College's ability to do the following:**

- *Orientate Veteran students to campus.*
- *Build Veteran students' financial management skills and economic self sufficiency.*
- *Maximize credits earned for prior experience.*
- *Engage Veteran students in campus life.*
- *Keep Veteran students on track for their career and educational goals.*





# OUTCOMES

Long-term outcomes in improving Veteran students' understanding and satisfaction regarding College procedures, and services.

Improve Veteran students' understanding and use of financial aid, and overall financial proficiency.

Improve Veteran students' receipt of academic credit for skills and experience gained in military service.

Reduce the number of Veteran students who academically struggle or must interrupt studies to resolve non-academic challenges.



## REQUEST

Veteran Services is requesting the Board of Trustees approve receipt of the following grant:

A three-year U.S. Dept. of Education grant from 10/1/2021 to 9/30/2024 in the amount of \$448,975.00





THANK YOU!

# Office on Violence Against Women (OVW) Campus Program Grant Award Presentation

Sarah Postel

Director of Violence  
Prevention, Testing, and  
Student Communications

Kelsey Barrans

Center for Transformational  
Wellness Assistant Director

# Previous Campus Program Award History

- ▶ In 2018 the Personal Safety Against Violence Committee under the leadership of Dr. Deb Casey applied for the Campus Program grant in consortia with Edmonds College - Edmonds was the lead institution
- ▶ GRC and Edmonds were awarded the three-year grant (October 2018 to September 2021)
- ▶ April 2019 Program Manager was hired to oversee GRC's grant implementation
- ▶ July 2019 Contracted advocacy services for survivors began through DAWN (Domestic Abuse Women's Network)
- ▶ Grant ended September 30<sup>th</sup>, 2021

# First Grant Successes

## (2018-2021)

- ▶ College Wide Committee
  - ▶ Met several times per quarter from May 2019 through September 2021
  - ▶ Members include students, faculty from multiple disciplines, Counseling Services, Campus Safety, Judicial Affairs, and community partners
- ▶ Support to Survivors of Interpersonal Violence (IPV)
  - ▶ Access to 24-Hour Helpline
  - ▶ Dedicated Campus Advocate for 12 hours per week
- ▶ Relationship and Sexual Violence Peer Educator Program Launched
- ▶ Awareness and Prevention Training to all New Employees and Faculty members June 2020 through September 2021
- ▶ Consistent Implementation of Incoming Student Prevention Training
- ▶ Training for Campus Safety Department on Domestic Violence by Auburn Police Department
- ▶ Team of seven representatives from GRC attended all five OVW sponsored Training and Technical Institutes
- ▶ Student survey conducted on knowledge of IPV, prior and current experiences of IPV



# Three Goals for 2021-2024 Cycle

- ▶ Empower the entire college community to end Interpersonal Violence (IPV), through a coordinated community response
- ▶ Reduce IPV in the college community by providing IPV prevention education and training to students, faculty, and staff
- ▶ Implement a College-wide response to IPV that is trauma-informed

# Focus Areas for 2021-2024 Cycle

- ▶ Retain membership in the campus wide committee and increase membership to include additional students and community partners
- ▶ Increase college-wide awareness around resources to support to survivors of Interpersonal Violence
- ▶ Increase collaboration with Branch Locations
- ▶ Continue trainings for all new employees and students
- ▶ Additional training for Campus Safety on trauma informed response to Interpersonal Violence
- ▶ Collaborate with student groups, ODEI Peer Navigators, Athletics, Veteran Services, and other existing groups of students to develop bystander intervention skills
- ▶ Continue Peer Educator Program
- ▶ Team of seven representatives from GRC will attend all five OVW sponsored Training and Technical Institutes
- ▶ Conduct student surveys, focus groups, and training evaluations to gather information about experiences of IPV and the impact of trainings

# Thank You

# College Council

10/21/2021 TAB I



# Council/Team Updates

## **Administrative Council:**

- Interested in hearing an update on the work to clarify our Governance Model
- Looking forward to next steps on implementing our new strategic plan

## **Classified Council:**

- No summer meetings, next meeting October 21
- Busy with ctclink

## **Exempt Council:**

- Future Work – Virtual, in Office or Hybrid
- No summer meetings

## **Faculty Council:**

- Busy with ctclink and guided pathways

## **Student Council:**

- Gathering and reviewing re-opening feedback
- Continuing to push out resources to all students
- Solicit additional student info/feedback -work to make the data useful and timely

10/21/2021 TAB I



# Council/Team Updates

## **Veteran Student:**

- Looking for Representative

## **GDEC:**

- Caucus members attending next meeting

## **Foundation:**

- Emergency funds are still available
- Fall scholarships are being reviewed, continued emphasis on equity

## **Human Resources Update:**

- Busy with VAX and ctclink
- Training ramping up and adding MORE sessions (FOL, etc.)

## **International Programs and Extended Learning:**

- Borders are opening up
- Encouraged by the number of NEW students

## **Branch Locations:**

- Auburn – Flight SIMS up and running – Students getting flight hours
- Kent – Hosting Kent Chamber DEI Conference Nov 4.
- Enumclaw – New Cyber Security and Drone course

10/21/2021 TAB I





# Questions?

10/21/2021 TAB I



# Faculty Report

OCTOBER 21, 2021



# Fall Quarter: What's going on?

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- In-Person Learning/Return to Campus
- Implementing a New Tenure Process
- Guided Pathways
- New Professional Development Day focused on Anti-Racist Pedagogy
- Planning for Winter Quarter
- And, of course, CTC Link

# Challenges Going Forward

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- Covid-19-related assessment and planning.
- Operational efficacy while progressing on big-picture projects and goals.
- Community and collaboration while continuing work in a mostly remote environment.
- Reimagining the future of our work and community in a more hybrid environment.

# State-Level Impacts: 5194...

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- 200 Positions to be Allocated According to the model (most likely) approved at the SBCTC meeting on Wednesday, October 20
- That model uses two key metrics:
  - Number of full-time-equivalent faculty members.
  - Number of full-time-equivalent students of color (state funded).
- The model does not provide guiding principles for local allocation of positions granted to individual colleges. AFT-WA and C4C has expressed concern about the lack of guidance.

# AFT-WA Guiding Principles and Priorities

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- Positions must represent *new* positions in the three mission areas: Basic Skills, Workforce Training, and Academic Transfer.
- Programs and disciplines with a disproportionately high number of students who have been historically underserved should be prioritized.
- Programs and disciplines shown to contribute to retention and completion of students who have been historically underserved should be prioritized.
- Programs and disciplines with a disproportionately large number of contingent faculty should be prioritized.



A photograph of a field of pumpkins, likely at a pumpkin patch. The pumpkins are orange and of various sizes, scattered across a ground covered in fallen autumn leaves. The scene is dimly lit, suggesting late afternoon or early morning. A thin white horizontal line is positioned above the text, and another is positioned below it.

# Thanks? Any Questions?

## **AFT Washington Principles and Priorities for the Allocation of New Full-Time Tenure Track Positions**

October 4, 2021

1. SB 5194 provides funding for 200 new full-time, tenure track faculty positions in the community and technical colleges. The intent of this legislation includes:  
*The legislature further finds that research establishes that students from underrepresented minorities are far more likely to complete degrees or workforce training certification programs if the faculty and staff of the college reflect the diversity of the student body. Therefore, the legislature intends for the state's community and technical colleges to develop and implement plans to increase faculty and staff diversity.*
2. AFT Washington is committed to dismantling systems of oppression and building anti-racist policies and practices. Our bylaws include objective #8:  
*To expose and fight all forms of racism, sexism, and other discrimination and to dismantle oppressive systems, work for diversity, equity, and inclusion within our union, our educational system, and our communities, and to become an anti-racist, unified, and inclusive union.*  
Additionally, we have launched the Anti-Racism in Collective Bargaining project which will result in model bargaining language locals can pursue in their collective bargaining process. The hiring process is being prioritized in this work in anticipation of the increase in hiring resulting from SB 5194.
3. The SBCTC Vision statement is also a guide to the implementation of SB 5194:  
*Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.*
4. Fulfillment of the intention of the legislation, the objective of AFT Washington, and the vision of the SBCTC requires an intentional, strategic, and data-supported allocation of the 200 positions to the colleges, and to programs and disciplines within colleges. It is also important to recognize that the system's overreliance on contingent faculty has resulted in many dedicated, high quality, long term contingent faculty in a contingent faculty pool less diverse than the full-time faculty pool and less diverse than the student

body. AFT Washington recommends the following guidelines be used in determining the allocation of the new full-time positions.

- a. These positions must represent new positions in the three mission areas: Basic Skills, Workforce Training, and Academic Transfer. The baseline upon which progress will be measured should include existing filled tenure track and tenured positions, current unfilled tenure track positions and temporary full-time positions at minimum.
- b. Programs and disciplines with a disproportionately high number of students who have been historically underserved should be prioritized.
- c. Programs and disciplines shown to contribute to retention and completion of students who have been historically underserved, e.g., ethnic studies disaggregated by community, American Indian studies, histories of marginalized communities disaggregated, literature of marginalized communities disaggregated, fine arts, etc. should be prioritized.
- d. Programs and disciplines with a disproportionately large number of contingent faculty should be prioritized.

## October 2021 Classified Staff Report

### Contract & bargaining:

WFSE and our staff bargaining team (Amanda Clifford and Scott Beals) successfully negotiated the impacts of the Governor's COVID Vaccine Mandate for the Community College Coalition (CCC). Furthermore, WFSE successfully bargained a general wage increase and lump sum payments for staff represented by the CCC Collective Bargaining Agreement in 2022.

<https://www.wfse.org/all-contracts> >> CCC Vaccine Mandate MOU

<https://www.wfse.org/community-college-coalition-bargaining-updates> >> General Wage Increase agreement

### Staff participation:

- Our new stewards Leilani Hoglund and Chris Moe will complete their delayed steward training on October 24<sup>th</sup>
- WFSE is withdrawing from participation in the Guided Pathways Committee because the college has compensated all other members for their participation in this committee but has made an exception for our classified staff member alone, even though our contract allows discretionary funds to be awarded as assignment pay (43.22)

### Events/Meetings:

- **UMCC on October 12<sup>th</sup>** was cancelled by the union because of the ctLink Go-Live on the 11<sup>th</sup>, the WFSE Mediation session on the 13<sup>th</sup> and the Demand-to-bargain meeting about the Campus Reopening plan on the 14<sup>th</sup>
- **October 18<sup>th</sup> Vaccine Deadline** is the last day of work for employees who do not have proof of vaccination or an approved exemption and accommodation; we are sad to lose valued coworkers

### Union-Management relations:

As a result of communications with HR Senior Director Mark Brunke and the WFSE Demand-to-bargain session on October 14<sup>th</sup>, the stewards have received some additional information about the vaccine exemption/accommodation process. However, much of what we've learned is still coming to us by word of mouth from our members after their accommodation interviews and discussions with supervisors. Our union stewards remain disappointed that the accommodation approvals and denials have not yet been communicated to staff. This secrecy has caused unnecessary stress for our staff who will be receiving last-minute decisions about their employment.

Written report prepared on October 18<sup>th</sup> by: WFSE Steward Jordan Harrington



<b>2021</b>					
<b>Event/Meeting</b>	<b>Date(s)</b>	<b>Time</b>	<b>Location</b>	<b>Access Code</b>	<b>Dial In</b>
Board Meeting Study Session	10/21/2021	3:30pm	<a href="https://us02web.zoom.us/j/89703423629">https://us02web.zoom.us/j/89703423629</a>	268021	253-215-8782
Board Meeting	10/21/2021	4:30pm	<a href="https://us02web.zoom.us/j/89703423629">https://us02web.zoom.us/j/89703423629</a>	268021	253-215-8782
State of the College Address	11/4/2021	1:00pm	<a href="https://us02web.zoom.us/j/84046483060">https://us02web.zoom.us/j/84046483060</a> or in Person Grand Hall of SU	200499	253-215-8782
ACT LAC Retreat	11/18/2021	TBD	Seattle Hilton Airport Conference Center		
Board Meeting	11/18/2021	4:30pm	Zoom		
ACT Fall Conference	11/19/2021	TBD	Seattle Hilton Airport Conference Center		
Board Meeting	12/16/2021	4:30pm	Zoom		
<b>2022</b>					
<b>Event/Meeting</b>	<b>Date(s)</b>	<b>Time</b>	<b>Location</b>		
Board Meeting	1/20/2022	4:30pm	TBD		
ACT New Trustee Orientation	1/24/2022	TBD	RL Hotel, Olympia		
ACT Transforming Lives Award Dinner	1/24/2022	TBD	RL Hotel, Olympia		
ACT Winter Legislative Contact Conference	1/25/2022	TBD	RL Hotel, Olympia		
ACCT National Legislative Summit	2/6 to 2/9	4 days	Washington DC		
Board Meeting	2/17/2022	4:30pm	TBD		
Trustee Tuesday	3/8/2022	TBD	TBD		
Tenure Meetings	3/11 to 3/16 (1 day in this range, tbd)	TBD	TBD		
Board Meeting	3/17/2022	4:30pm	TBD		
Trustee Tuesday	4/12/2022	TBD	TBD		
Board Meeting	4/21/2022	4:30pm	TBD		
Board Meeting	5/19/2022	4:30pm	TBD		
Trustee Tuesday	6/14/2022	TBD	TBD		
Board Meeting	6/16/2022	4:30pm	TBD		
Commencement	6/17/2022	5:00pm	TBD		
Trustee Tuesday	7/12/2022	TBD	TBD		
Board Meeting	7/21/2022	4:30pm	TBD		
Annual Board Retreat	8/3/2022	All Day	TBD		
Board Meeting (usually cancel)	8/18/2022	4:30pm	TBD		
Trustee Tuesday	9/13/2022	TBD	TBD		
Board Meeting	9/15/2022	4:30pm	TBD		
Board Meeting	10/20/2022	4:30pm	TBD		
ACCT Leadership Congress	10/26 to 10/29	4 days	New York, New York		
Board Meeting	11/17/2022	4:30pm	TBD		
Trustee Tuesday	12/13/2022	TBD	TBD		
Board Meeting	12/15/2022	4:30pm	TBD		