



**NOTICE OF CANCELLATION**

The Thursday, April 21, 2022 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

**April 21, 2022**

The Board of Trustees of College District No. 10 will hold a virtual special meeting on Thursday, April 21, 2022 at 4:30p.m. Elaine Chu, Board Chair, will preside. Attendance is to be virtual only to comply with COVID-19 regulations. To connect to the meeting go to: <https://us02web.zoom.us/j/86521897999> or call in at: 253-215-8782. Meeting ID: 865 2189 7999 Passcode: 518774.

**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

<ul style="list-style-type: none"><li>○ <i>ODEI Black Student Mentorship Program</i></li> <li>○ <i>Swamp Boys Come Back to GRC</i></li></ul>	<p style="text-align: right;">Celebrating Success TAB Marwa Almusawi Jaalon (Ali) Baker</p> <p style="text-align: right;">Shannon Percell</p>
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5. APPROVAL OF MINUTES

	Elaine Chu	Minutes TAB
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6. CORRESPONDENCE

- |     |  |   |
|-----|--|---|
| 7.  | INTRODUCTIONS  | INTRODUCTIONS TAB                                       |
|     | <ul style="list-style-type: none"> <li>○ <i>Newly Tenured Faculty</i></li> </ul>   | Rolita Ezeonu   |
| 8.  | REPORTS TO THE BOARD   |   |
|     | <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Goals &amp; Metrics</i></li> </ul>  | Ed Harri                      TAB A                     |
|     | <ul style="list-style-type: none"> <li>○ <i>SDEV Career Launch</i></li> </ul>  | Rolita Ezeonu                      TAB B                |
|     | <i>BREAK</i>   |   |
| 9.  | STANDING REPORTS   |   |
|     | <ul style="list-style-type: none"> <li>○ <i>Student Report</i></li> </ul>  | Ash Mohamed-Bakhash      TAB C                          |
|     | <ul style="list-style-type: none"> <li>○ <i>Equity &amp; Diversity Report</i><br/><i>See Celebrating Success above</i></li> </ul>  |   |
|     | <ul style="list-style-type: none"> <li>○ <i>College Council Report</i></li> </ul>  | Tamara Shilipetar              TAB D                    |
|     | <ul style="list-style-type: none"> <li>○ <i>Faculty Report</i></li> </ul>  | Jaeney Hoene                      TAB E                 |
|     | <ul style="list-style-type: none"> <li>○ <i>Classified Staff Report</i></li> </ul>   | Jordan Harrington              TAB F<br>Amanda Clifford |
|     | <ul style="list-style-type: none"> <li>○ <i>President's Report</i></li> </ul>  | Suzanne Johnson              TAB G                      |
| 10. | EXECUTIVE SESSION  |   |
| 11. | RECOMMENDATIONS FOR BOARD ACTION   | ACTION TAB  |
|     | <ul style="list-style-type: none"> <li>○ <i>ZC &amp; College Relations Renovation</i></li> <li>○ <i>SDEV Career Launch Grant</i></li> </ul>                                      |   |
| 12. | TRUSTEES ASSOCIATION   |   |
| 13. | 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. |   |
| 14. | 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)

# Colors of Bravery

Black & Brown Student Success  
Mentorship

Office of Diversity, Equity, & Inclusion

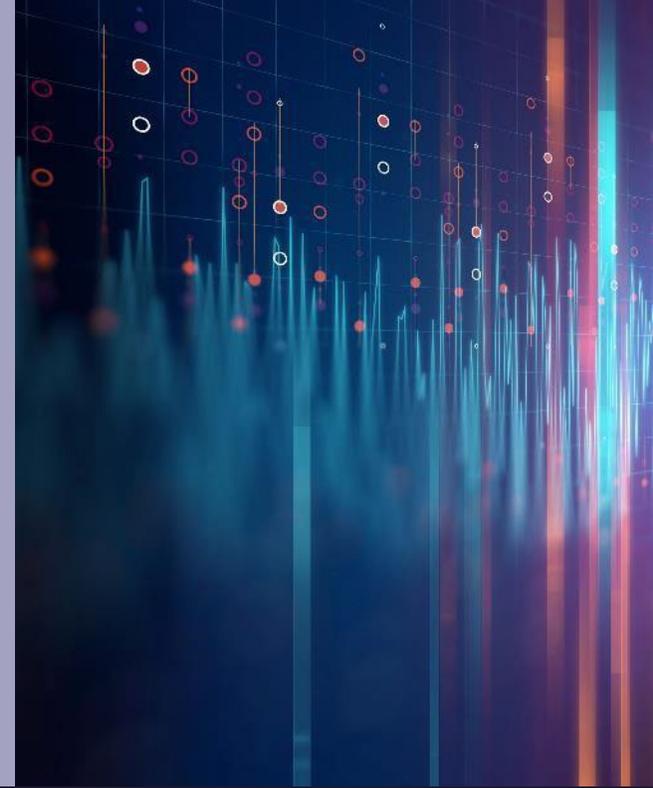
Green River College, Washington





# Unpaid Labor Acknowledgement

I am Marjhiq Ali, an African Descendant of the Time of American Chattel Slavery, and as Black people and other people of color continue to clean up after the abused power of whiteness since this traditional and unceded land upon which we live and work was stolen, we navigate this space (and through virtual spaces), disrupting geographical and digital colonization by acknowledging,



# Land Acknowledgement

and making explicit the crimes against humanity committed and continues to be committed by the United States government, and that We do our work on the stolen land of the Coast Salish peoples—land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations and remembering that colonization does not end there, it continues, albeit virtually.

4/21/2022 - TAB  
CELEBRATING SUCCESS  
- ODEI



# Mental Health Wellness in DEI Acknowledgement

And as we begin, I would like to also acknowledge the mental health wellness of all the folx leading Diversity, Equity, and Inclusion work and the betrayal and exploitation within the workplace that happens to them. The sacrifice of mental bandwidth and physical health to continuously re-enter these spaces to ensure institutions walk the walk of racial, educational, social and economic restorative justice that has been going without the separate paid healing days needed to continue the endless work. You may take this time to turn off your cameras and take a few breathes to yourself.

# Agenda

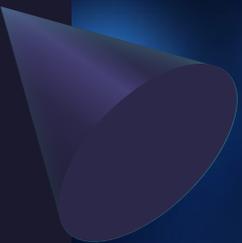
- Purpose
- Collaboration
- Climate & Culture of Campus
- Framework
- Mentorship
- Student Partnership
- 2022 Goals



# Statement

With a commitment to creating equitable experiences for our diverse student population, we focus on healing, creativity, innovation, and identity development for our students and engaging staff through student partnership and redefining and decolonizing boundary setting, empowerment, and self-actualization.





# Collaborations

Our deep desire is this model created for student leadership and student healing inform faculty/staff mentorship. We understand that there is work that is happening right now through Human Resources to evaluate and develop competencies and experiences in EDI and we need to be at the table as well to help present the student voice and share how this work directly affects student support and development.



# Engagement Activity

The function of self-actualization is to highlight what values one gives to themselves based on their perceptions of themselves redone, restructured, and decolonized.

## Activity: Color-Blindness Test

Anti-racism feels like racism to the people who have attached their identities to the machine that is whiteness, so much so that any attack on that machine makes that person feel it's an attack on their personal being.

Since race carries so much weight about our identities; it may even be the largest parts of our identities, this activity takes two minutes to strip yourself of your race and to name qualities about yourself to which you place value.

If you would like to share, I will ask that if I can attach that upon which you have placed value to your race, continue doing that work everyday.

# Framework

Addressing the needs of students, faculty, and staff members holistically in order to dismantle structures centuries years old. They pressure points help support the rise to self-actualization after all of our safety needs have been met.



# Black & Brown Students Success

## TYPES OF MENTORSHIP

- One-on-one
  - Soft skills and feedback
  - Decision-making tools
- Group/Circle
  - Color-Brave Spaces
  - Student Focus Groups
  - Black Table Talk (radio or video discussion panels)
- Reversal
  - Learning from student needs to continue innovative developments

## BENEFITS OF MENTORSHIP

Incorporating these types of mentorship promotes:

- Self-assurance
- Nomination
- Amplified self-esteem

# Training

## PROFESSIONAL DEVELOPMENT TRAINING FOR STUDENT LEADERS

- Professional Development Skills
  - Resume/Cover Letter Building
  - Interviewing Skills
- DEI Skill Development
  - Understanding nuances and importance of **Self-Care**
  - Responding to **betrayal** and harm while doing DEI work
- Understanding the impact of lived experiences
  - As to not be racelighted
- Cultural Humility
- Protect Time & Create Accountability
- Positionality
- Allyship versus Co-conspirator
- Identity Development
- Cycle of Socialization

# Themes

## PROFESSIONAL DEVELOPMENT TRAINING FOR STUDENT LEADERS

- African Diaspora in Education
- Black & Brown Experience on GRC Campus
- Black & Brown Experience with the US Education System
- Indigenous Experience with how their culture and heritage is taught within the education system
- The Fetishization of Indigeneity in Media
- Racial Battle Fatigue & Self-Care
- Toxic Masculinity
- Healthy Habits/Atomic Habits (literature)
- Improving Digital Literacy
  - Addressing Digital Redlining
  - MS Office Workshops
- Understanding Social Media
- Disability Access & Awareness



# Student Partnership

## INCENTIVES

- African Ancestry DNA Testing
  - Promoting Community & Belonging
- Sponsorship
  - Connecting with UW ODEI
    - Warm welcomes
  - Career & Advising
  - Admissions
  - Identity groups with UW
- Off-Campus Trips
  - Museums
  - Other colleges

## STUDENTS OF COLOR NEEDS



# Changing the Culture to Address the Climate by

## REDUCING VULNERABILITY TO HARM

- Implementing component that address the harm
  - Inflamed Structural/Historical Structures (Institutional)
  - Emotional/Spiritual
  - Interpersonal/Intrapersonal Interactions
    - Communal Relational
  - Ideological Oppression
    - Needing to be “more”
  - Internalized Oppression

## MAINTAINING RETENTION

- Collaborate with instruction on creating additional credit opportunities provide through ODEI
  - Diversity Educational Series (DES)
  - Summer Leadership Training
  - Monthly Professional Development Workshops
  - Research Reports on class-relevant topics
    - Peer Reviewed Article Report
  - Engaging with the Community related to the class
    - Ex. Archeology-student reports on their experience at the Smithsonian

## OPENING ACCESS TO

- Resources
- Experiences
- Spaces otherwise gatekept
- Opportunities to call out when they have been harmed
- Transferring the responsibility of their fatigue onto the institution rather than carrying the “burned out” title
  - Our students, faculty, and staff members are not burned out... we have been failed

## The RBF Response Plan (Responding to Racial Battle Fatigue)

- Identify a time when you have experienced a high level of toxic stress manifesting from racism and/or racial battle fatigue.
- Using the RBF Plan below complete the following:
- In each of the response categories, select how you have or might you respond to racial battle fatigue.
- Identify how you have or will address each of the stress response categories.
- Remember to add a date and time to how you will activate your plan to the stress response.
- **Accountability partner: Who can you talk to? What are you experiencing?**
- **Remember to use your “and”.**
- **Please talk with your general practitioner as needed or see counseling services.**
- **Remember to name your emotions List of Emotions: 54 Ways to Say What You're Feeling**

List of Stress Responses	Selections from Stress Responses	Plan to Address Stress Response	When: Date & Time
<b>Psychological</b> Irritability, mood changes, questioning self, blaming self, frustration, defensiveness, apathy, resentment, constant worry, inability to focus; forgetfulness, disorganization, anxiety dreams, reduced sex drive; poor judgment, racing thoughts, negative thinking, pessimism, repetitive thinking			
<b>Emotional</b> Feeling overwhelmed, disappointed, feeling bad about yourself, angry, loss of appetite, overeating, impatience, procrastination, over-working, use or increased use of alcohol and drugs, quick temper, neglect of responsibilities, poor job or school performance, problems in relationships, reduced confidence, difficulty concentrating, brain fog, lack of focus, avoiding others			
<b>Physiological</b> Tension/stress headaches, grinding of teeth, clenched jaws, chest pains, shortness of breath, high blood pressure, muscle aches, upset stomach, constipation, diarrhea, nausea, increased perspiration, intestinal problems, hives, rashes, sleep disturbance, fatigue, low energy, insomnia, frequent illness, loss of sexual desire and/or ability, exhibiting more nervous behaviors			
<b>Spiritual</b> Questioning your beliefs, heaviness questioning your purpose, wondering if God or spiritual deity hears your prayers, difficulty praying, difficulty being thankful, reduced happiness, joy and peace; reduce listening to spiritual messages, reduce reading spiritual books (e.g., Bible, Quran, etc.), avoid spiritual friends, leaders, and circles			

# Diversity Educational Series Spring 2021

Brought to you by the Office of Diversity, Equity & Inclusion, Green River Diversity & Equity Council & the Muslim Student Association

## *Critical Thinking About "Muslim Women" in Seven Steps*

Tuesday, May 25, 2021  
1:00-3:00 p.m.

Zoom ID: 852-3092-4385  
Passcode: 964711

Learn and explore historical and current discourses that frame certain bodies as "Muslim women". All are welcome to attend!



*Dr. Mohja Kahf*

 OFFICE OF DIVERSITY  
EQUITY & INCLUSION

For more info. contact:  
Marwa Almusawi -MAlmusawi@greenriver.edu



This document is available in alternative formats to individuals with disabilities by contacting Disability Support Services at 253-931-6460; TTY 253-288-3359; or by email at dss@greenriver.edu.

4/21/2022 - TAB CELEBRATING SUCCESS - ODEI

## Spring 2021 Diversity Educational Series



**GREEN RIVER**  
DIVERSITY & EQUITY COUNCIL

**OFFICE OF DIVERSITY  
EQUITY & INCLUSION**

**Pro-fresh-ionalism: your guide to being real AF (Roxana Garcia)**  
Thurs., Apr. 15 / 2-3 p.m.  
Event is for pre-registered participants only.  
Collaboration with Multicultural Student Services Directors' Council, Students of Color Conference

**Tagata Pasifika: Saunoa Mai (Edwina Fui & Benjamin Lealofi)**  
Weds., May 5 / 2:30-5 p.m.  
Zoom ID: 872-2649-5627  
Passcode: 764763  
Collaboration with Olympic College & Highline College

**Stories of Success: Addiction, Recovery, Reentry, and Building Pathways through Education**  
Weds., May 12 / 1-3 p.m.  
Zoom ID: 864-3239-8646  
Passcode: 178881  
Collaboration with GRC One Book & Reentry Program

**VASA (The Space that is Sacred): We Are Ocean (Dr. David Palaita)**  
Tues., May 18 / 1-2:30 p.m.  
Zoom ID: 813-1687-5417  
Passcode: 288486  
Collaboration with GRC Pacific Islander Student Union

**Critical Thinking About "Muslim Women" in Seven Steps (Dr. Mohja Kahf)**  
Tues., May 25 / 1-3 p.m.  
Zoom ID: 852-3092-4385  
Passcode: 964711

**Safe Zone Training**  
Weds., Jun. 2 / 1-4 p.m.  
Zoom ID: 899-2317-4553  
Passcode: 914560  
Collaboration with GRC's Queer Caucus

**Office of Diversity, Equity & Inclusion Commencement Achievement Program Graduation & Green River Diversity & Equity Council Celebration**  
Weds., Jun. 9 / 6-8 p.m.  
Zoom ID: 837-1983-9671  
Passcode: 692206

For more info. contact:  
Marwa Almusawi, MAlmusawi@greenriver.edu  
or Benjamin Lealofi, BLealofi@greenriver.edu



**Green River**  
COLLEGE

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# Timeline

Planning phase for new co-cohort recruitment, support for BSU and ASU, Community building

Spring 2022

Connection of mentors with mentees, leadership development sessions

Quarterly Self-Eval & Assessment

Fall 2022

Environmental Issues  
Africanity in the US  
Education System  
Indigeneity in the US  
Education System

Winter 2023

Onboarding, welcoming new-cohort  
Pre-Self-Evaluation (Goals, Expectations, and Needs as PN)

DES Sessions: Toxic Masculinity, Disability Access & Awareness, MS Office Workshops w/ IT

Spring 2023



# Team



**Marwa Almusawi**

She/Her/Hers

Director



**Benjamin Lealofi**

He/Him/His

Program Manager



**Leilani Salu**

She/Her/Hers

Program Coordinator



**Marjhiq Ali**

He/Él

Black & Brown Student  
Success Coordinator





# Summary

The Black and Brown Student Success Mentorship program is also a model that should be used to address faculty and staff interaction. This model approaches white supremacy with a decolonization mindset, and until we can dismantle inflamed structural and historical harms and betrayal such as the constant acknowledgment of indigenous land while indigenous students are continuously accruing tuition fees at Green River College disrupting the much needed emotional and spiritual healing the community needs, we can't free up our capacity for larger issues like climate change.

“Definitions  
belong to the  
definer, not the  
defined.”

Toni Morrison



# Thank You

Marjhiq Ali

jabaker@greenriver.edu

[About Peer Navigators and Mentorship](#)



4/21/2022 - TAB CELEBRATING SUCCESS - ODEI





COLLEGE

COLLEGE DISTRICT NO.10

Green River College  
Auburn, Washington

March 17, 2022

The Board of Trustees of Green River College District No. 10 held a special meeting at 4:30 p.m. on March 17, 2022 virtually via Zoom, ID #: 836 8556 0616. Board Chair Elaine Chu presided.

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

**TRUSTEES**

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

**STUDENTS/STAFF/GUESTS**

Rebeca Allen  
Kit Alston  
Spencer Bachoo  
Shirley Bean  
Roseann Berg  
Vivette Beuster  
Mark Brunke  
Catherine Cantrell  
Deb Casey  
Tsai-En Cheng  
Amanda Chin  
John Clark  
Dani Crivello-Chang  
Matthew Cullen  
Katie Cunnion

**STUDENTS/STAFF/GUESTS**

Philip Denman  
Jennifer Dysart  
Rolita Ezeonu  
Dan Fergusson  
Lisa Finnsson  
Jamie Fitzgerald  
George Frasier  
Tsega Gaim  
Christie Gilliland  
Ed Harri  
Nicole Harris  
Jaeney Hoene  
Stephanie Hoffman  
Suzanne Johnson  
Jennifer Jundul  
Sara Keene  
Joshua Kessler  
Shah Asraff Khan (Ash)  
David Larsen  
Kara LaValley  
Abigael Lueta  
Suzanne McCudden

**STUDENTS/STAFF/GUESTS**

Madiera McQuade Hopkins  
Rochelle Mitchell  
Camella Morgan  
David Nelson  
Lisa Nelson  
David Norberg  
Rob Olson  
Shelley Pahlow  
Tygerr Recchia  
Laine Ruse  
Amanda Schaefer  
Jody Segal  
Shannon Sharpe  
Heidi Sheneberger  
Tammy Shilipetar  
Lea Ann Simpson  
Janee Sommerfeld  
Wendy Stewart  
Michelle Wallace  
Amanda Walsh  
Catherine Wells  
Ariadne Wilber

**ROLL CALL**

The meeting opened at 4:31 p.m. with Chair Chu & Vice Chair Ramirez Robson and Trustees Navas and Pierini, present virtually. Trustee Boschok was absent and excused.

**PUBLIC COMMENT**

No public comment.

### CELEBRATING SUCCESS

#### *Transforming Lives*

Faculty, Shannon Sharpe, nominated Madiera McQuade Hopkins for the Transforming Lives Award, and introduced her after giving a brief introduction. Madiera shared appreciation for being chosen as the Transforming Lives winner for Green River College. Materials are attached.

### MINUTES

It was moved by Vice Chair Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the meeting minutes of February 17, 2022, as amended. Amendment to remove typo of Trustee Boschok seconding the motion. Motion passes.

It was moved by Trustee Navas, seconded by Vice Chair Ramirez Robson, that the Board of Trustees of College District No. 10 approve the meeting minutes of February 28, 2022, as distributed. Motion passes.

It was moved by Trustee Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the meeting minutes of March 2, 2022, as distributed. Motion passes.

### REPORTS TO THE BOARD

#### *Title IX*

Vice President of Student Affairs, Deb Casey, presented a brief overview of the Green River College Permanent Title IX WAC Updates for Compliance, and requesting action at today's meeting. A copy of the Power Point presentation and materials is attached from TAB A.

#### *ZC & College Relations Renovation Proposals*

Vice President for Business Administration, Shirley Bean, presented ZC & RLC renovation proposals, with a request for action at the April board meeting. A copy of the power point presentation is attached from TAB B.

### STANDING REPORTS

#### *Student Report*

ASGRC Vice-President, Ash Mohamed-Bakhask, presented the student report. A copy of the Power Point presentation is attached from TAB C.

#### *Equity & Diversity Report*

#### *Guided Pathways*

Vice President of Student Affairs, Deb Casey and Vice President of Instruction, Rolita Ezeonu, introduced Dean Alston, Dean Fitzgerald, Dean Larsen and Dean Crivello-Chang, who reviewed the second year of guided pathways work, highlighting the team collaboration on working with an equity lens in creating successful student outcomes. A copy of the Power Point presentation is attached from TAB D.

*BREAK - Chair Chu called for a break from 5:53 to 6:10pm*

*College Council Report*

Co-Chair of the College Council, Tammy Shilipetar, presented the College Council Report. A copy of the Power Point presentation is attached under TAB E.

*Faculty Report*

United Faculty President, Jaeney Hoene, gave a verbal faculty report. Ms. Hoene thanked Trustees for their tremendous time and effort into the tenure process, thanked Will Scott and Rolita Ezeonu for countless hours getting the TRAC committee up and running, and thanked Whitney Boswell and Ariana Wetzel for lending tremendous technical support in managing the canvas files.

*Classified Staff Report*

No Report

*President's Report*

President Johnson is currently in New Orleans, where she is the closing speaker for the AAC&U Equity Diversity & Student Success conference. Dr. Johnson shared that she is proud to represent Green River as the closing plenary. President Johnson reflected on comments from the college council report of the need for human connection on campus, and that we've done great work around equity.

EXECUTIVE SESSION

Board Chair Elaine Chu called for an executive session to begin at 6:29p.m. until 6:34p.m. in accordance with the Open Public Meetings Act authorizing executive sessions, RCW 42.30.110 to review the performance of a public employee. The meeting reconvened at 6:34p.m.

BOARD ACTION

It was moved by Trustee Pierini, seconded by Trustee Navas, that the Board of Trustees of College District No. 10 approve the Winter and Spring 2022-2023 professional leave recommendations for Erin Fernandez Mommer, Tina Ostrander and Vik Bahl, subject to the availability of funds, the availability of acceptable replacement faculty, and the College President's finalization of replacement costs and programs, presented as TAB B at the February 17, 2022 meeting. A courtesy copy is attached. Let the record reflect that the motion was initially made with the wrong names, and this corrected motion followed. Motion passes.

It was moved by Trustee Pierini, seconded by Trustee Navas, that the Board of Trustees of College District No. 10 approve the proposed permanent rule changes to Title IX Student Conduct Procedures in Chapter 132J-126 WAC and the Title IX Grievance Procedures in WAC 132J-300-010, as presented in TAB A of the board materials, and that these rule changes become effective upon filing with the Washington Code Reviser to comply with current Federal Title IX regulations. Motion passes.

In accordance with RCW 28B.50.850 – RCW 28B.50.869 and Board policy as embodied in WAC 132J-128, and having given reasonable consideration to the recommendations of the tenure review committee, it was moved by Vice Chair Ramirez Robson, seconded by Trustee Navas, that the Board of Trustees of College District No. 10 award tenure to Rebeca Allen, Jashon Banks Sr., Robert Bean, Amanda Chin, Erica Chong (Ihrig), Matthew Cullen, Jeanine Hatfield, Tad Henry, Jen Young (JY) Ho, Stephanie Hoffman, Sara Keene, Joshua Kessler, Patrick Milian, Tyler Schrock, Samantha Thompson, Michele Wallace and Amanda Walsh. Motion passes.

BOARD ACTION CONTINUED

It was moved by Trustee Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 continue the probationary appointments for Kyle Boroughs, Jessie Brugger, Sarah Edwards, Tina Horder, Zachary Kourtakis, Luckisha Phillips, Siobhan Presley, Anthony Smith, Lindsey Smith, Leslie Soule, Leo Studach, Julissa Valenciano, Ariel Wetzel, Kyleb Wild and Michelle Williams. Trustee Pierini abstained from the motion for Leslie Soule. Motion passes.

It was moved by Trustee Pierini, seconded by Trustee Navas, that the Board of Trustees of College District No. 10, having given reasonable consideration to the recommendation of the tenure review committee, not renew the probationary faculty appointment for Gustavo Demoner. Motion passes.

TRUSTEES ASSOCIATION

No Report

OTHER BUSINESS/PUBLIC COMMENT

No other business.  
No public comment.

ADJOURNMENT

There being no further business, it was moved by Trustee Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 adjourn its meeting of March 17, 2022 at 6:44p.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



# Rebeca Allen

## Nursing



### Educational Background:

- Masters in Nursing

### Key Accomplishments:

- Graduating Dec 2021 with my Masters in Nursing from University of Washington Tacoma

Participated in the following:

- Co-creating and presenting faculty wide DEI focused workshop  
*“Thinking Outside the Box”*  
*Lessons Learned during COVID Times*
- Actively involved in obtaining National Accreditation for Nursing Program
- Developed and helped in running new Hybrid Part-time PN program starting Spring 2022

# Dr. Jashon Banks Sr.

## Criminal Justice



### **Educational Background:**

- Ph.D. in Criminal Justice – Law & Public Policy: Walden University
- MS in Criminal Justice: Colorado Technical University
- BS in Criminal Justice: Saint Joseph’s College

### **Key Accomplishments:**

- Being a loving Father and Husband
- Obtaining Tenure
- Working with WSP and the Independent Investigations Team
- Textbook chapter publication for “The Encyclopedia of Crime, Law Enforcement, Courts, and Corrections.”

# Robert Bean

## Carpentry



### **Educational Background:**

- Green River Carpentry '02-'04, '12
- Green River '12-'14
- 16 years Industry experience

### **Key Accomplishments:**

- AAS Carpentry Technology
- AS DTA 1
- Tenure

# Amanda Chin

## Library



### **Educational Background:**

- MA in Second Language Studies, University of Hawai'i at Manoa
- MLIS, University of Washington

### **Key Accomplishments:**

- Revamped the INFO 110 course to embed more inclusive and culturally responsive practices and expand the critical information literacy conversation
- Presented both in GRC and statewide spaces on topics related to racial equity and instruction
- Got married!

# Matthew Cullen Counseling



Matthew (right) with his brother and textbook coauthor, Mick.

## Educational Background:

- Bachelor of Social Work – Northern Michigan University
- Master of Social Work – University of Illinois at Chicago
- Master of Education in School Counseling – Loyola University Chicago

## Key Accomplishments:

- 14+ years as community college faculty – previously in the Chicagoland area
- Coauthored an introduction to social work textbook that is currently an OER
- Three-time MC Mini Masters miniature golf tournament champion

# Jeanine Hatfield

## Nursing



### **Educational Background:**

- MSN-Ed in nursing from Grand Canyon University, 2017
- BSN in nursing from Texas Women's College, 2003 (worked as Pediatric Trauma nurse)
- BS in Microbiology, 1996 (worked medical/scientific research at large institution achieving published articles)

### **Key Accomplishments:**

- National Accreditation for License Practical Nursing Program for Green River College Nursing
- Co-taught ICS's Inclusive Pedagogy Workshop Spring 2021 incorporating DEI College Outcomes

# Tad Henry

## Aviation



### **Educational Background:**

Embry-Riddle Aeronautical University

- Master of Science in Aeronautical Science – emphases in Aviation Safety and Operations
- Bachelor of Science in Aeronautical Science – minors in Aviation Safety and Operations

### **Key Accomplishments:**

- Certifications: Commercial Pilot, Flight Instructor, Aircraft Dispatcher, Advanced Ground Instructor, Commercial Remote Pilot
- Classes developed for Green River Aviation students include Aircraft Accident Investigation, Corporate Aviation Operations, and Drone Operations.

# J.Y. Ho

## English

### Educational Background:

- M.A. in English
  - Double Minor in Anthropology & Linguistics
  - ESL certificate
  - Boundless explorer of the undeclared sea, the wide expanse of majors, and uncharted lands of general education

### Key Accomplishments:

- Exorcising my spirit animals, the sloth and the Couch Spirit from Teen Titans, from possessing me on a daily basis.
- Helped build an art installation for Coachella.
- Hiked, backpacked, canoed, scuba dived, overlanded, and organized camping/glamping events at some of earth's most amazing places.
- Got to meet and present a project to my favorite author, Mark Danielewski.
- Published an essay, a poem, an anthology, used to perform spoken word, recorded a rap album, and got through the hardest paper/presentation I ever had to do analyzing Moby Dick through a Psychoanalytic lens, which I titled "Moby's Castrated Dick."
- ...and now getting tenure!



# Dr. Stephanie Hoffman

## Biology



### Educational Background:

- **Ph.D., Biological Sciences**, Auburn University (AL)
- **M.S., Wildlife Science**, Auburn University (AL)
- **B.S. Magna Cum Laude, Biological Sciences**, Seattle Pacific University (WA)

### Key Accomplishments:

- Earning my Ph.D.
- Building a community at GRC
- Creating a short-term study abroad program in the Netherlands with Dr. Sara Keene (Sociology, GRC) and Dr. Elisa Da Via (Political Economy, Leiden University)

# Dr. Erica Ihrig

## Chemistry



### **Educational Background:**

- AA in Liberal Arts from Guam Community College
- BS in Chemistry from Mississippi College
- PhD in Chemistry from University of Washington

### **Key Accomplishments:**

- An island girl who's learned to enjoy the snow
- A former black-thumb who's learned to keep a garden alive
- A theoretical chemist who learned to get her hands dirty while re-roof her house

# Dr. Sara Keene

## Sociology



### **Educational Background:**

- Ph.D. - Cornell University
- M.Sc. - Cornell University
- M.Sc. - University of London
- B.A. - UC Santa Cruz
- A.A. - Columbia College

### **Key Accomplishments:**

- Creating a short-term study abroad program in the Netherlands with Dr. Stephanie Hoffman (biology, GRC) and Dr. Elisa Da Via (political economy, Leiden University)
- Serving on the Organizing Committee of GRC's White Caucus
- Currently writing an open-source Introduction to Sociology textbook with my partner/fellow sociologist, Dr. Ian Bailey.

# Joshua Kessler

## Japanese/Humanities



### Educational Background:

- University of California: Santa Cruz (BA Fine Arts)
- San Francisco State University (MA Teaching Japanese as a Foreign Language)

### Key Accomplishments:

- Getting tenure after fifteen years (ten as an adjunct) at GRC.
- Striving and thriving (no longer just surviving) in the virtual modality.
- Completing a successful synchronous virtual exchange with a university in Japan.
- Creating the Asian Studies Concentration.

# Dr. Patrick Milian

## English



### Educational Background:

- MFA in Creative Writing (University of Washington)
- PhD in English Literature (University of Washington)

### Key Accomplishments:

- Author of *The Unquiet Country* (forthcoming from Entre Ríos Books)
- Publications in *Carolina Quarterly*, *Poetry Northwest*, and *Gulf Coast*
- Pushcart Prize and Lambda Literary Award nominee

# Tyler Schrock

## Software Development



### **Educational Background:**

- Masters of Business Administration, Waynesburg College
- Bachelor of Arts – Computer Science, Malone University

### **Key Accomplishments:**

- Developing new curriculum for GRC courses in Web Development, Project-Based Learning and Job Seeking
- Operating Freelance Web Development Business, focused on non-profits

# Sam Thompson

## Natural Resources



### Educational Background:

- M.S. in Geographic Information Systems from the University of Washington
- B.S. in Wildlife and Wildland Conservation from Brigham Young University

### Key Accomplishments:

- Co-PI: “Equitable Learning to Advanced Technical Education,” *National Science Foundation: S-STEM Grant* 2022-2028
- “Redband Trout Restoration Prioritization Tool for the Spokane Watershed Sub-basin,” *Spokane Tribal Fisheries* 2019
- “Portable Electric Fencing for Bear Deterrence and Conservation,” *Human–Wildlife Interactions* 2018

# Michele Wallace

## Mathematics



### Educational Background:

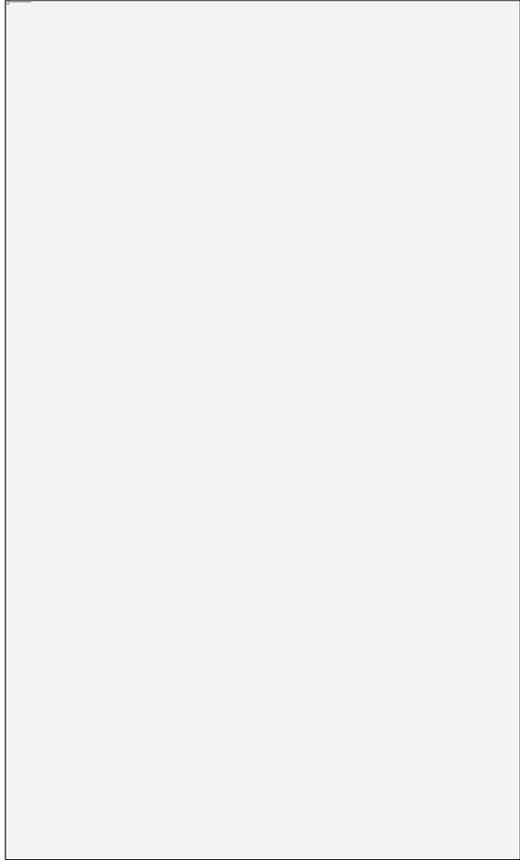
- Masters in Mathematics (WSU, May 2002) Go Cougs!
- Bachelors in Mathematics (UCSD, June 1998 in California)
- Associates in Mathematics (Mira Costa College, May 1996 in California)

### Key Accomplishments:

- First Generation College Student
  - Both my sister and I were able to achieve academic goals by the overwhelming love, guidance, and incredible support from our mother Stella-V
- Survived being an adjunct at multiple colleges as a single mom for over 12 years
  - Much love and thanks to my amazing son (20-years-old now), Derek Jr. for making it through the hard times with me

# Amanda Walsh

## English Language Learning



### **Educational Background:**

- M.A Teaching English to Speakers of Other Languages

### **Key Accomplishments:**

- Collaborating with content instructor to develop MTX I-BEST.
- Adapting and supporting other faculty in transitioning to virtual learning environment.
- Running a half marathon.



# STRATEGIC PLAN GOALS, OBJECTIVES, AND METRICS

PRESENTED TO THE BOARD OF TRUSTEES

APRIL 21, 2022

ED HARRI, INSTITUTIONAL EFFECTIVENESS

## Presentation goals

1. Briefly summarize equity-centered strategic plan work to date
2. Identify ways in which goals, objectives (strategies), and metrics inform college progress
3. Outline next steps

## Previous steps

1. College-wide development of *GRC Equity-centered strategic plan*, which includes...
  - Equity, vision, mission, and value statements
  - 6 strategic plan goals
  - Objectives (strategies) for each goals
  - Success metric for each goal
2. Board adoption of Strategic Plan
3. Fall 2021 presentation to Board on metrics

## Goal A

### **Goal A: *Success for all students***

Close opportunity gaps and remove barriers to student success

#### **Objectives**

A.1 Implement anti-racist, equity-centered, and accessible practices that remove barriers of placement and course sequencing in developmental English and math to support students' successful transitions to and through college.

A.2 Create a campus-wide mentorship program for the length of students' college careers to increase student engagement, persistence, and completion.

A.3 Reduce students' personal and financial barriers to college access, retention, persistence, and completion.

A.4 Adopt the Guided Pathways framework to support students' pathways and transitions to, through, and beyond the College.

A.5 Implement mechanisms to continuously assess student, employee, and community needs and success barriers, and establish systems for reviewing and acting on this feedback

## Goal A

# **Goal A: *Success for all students***

## **Success metrics**

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

## Goal B

### **Goal B: *Excellence in teaching and learning***

Ensure that teaching and learning processes embody equity-centered principles that close opportunity gaps.

#### **Objectives**

B.1: Implement a robust, College-wide program of teaching and learning that supports excellence via professional development in high-impact practices for faculty and staff, and ensures that faculty and staff are trained in equity-centered and inclusive approaches.

B.2: Offer multiple modalities of teaching that balance course offerings between on-campus, online, and hybrid classes, to increase student success and to maximize opportunities for students with diverse learning styles and instructional needs.

## Goal B

### **Goal B: *Excellence in teaching and learning***

#### **Success metrics**

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

## Goal C

### **Goal C: *Responsive educational programs and support services***

Provide a full range of educational programs and support services that meet students where they are to achieve their educational, career, and personal goals.

#### **Objectives**

C.1: Implement culturally relevant and equity-centered employee training focused on providing effective student services to the College's diverse student population.

C.2: Improve and expand student advising, support service delivery and interventions, as well as student, faculty, and staff engagement in support services, to increase students' engagement, persistence, and completion.

C.3: Provide robust career services and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.

C.4: Provide a full range of learning opportunities, instructional programs, curricula, and modalities aligned with student and community needs.

## Goal C

# **Goal C: *Responsive educational programs and support services***

## **Success metrics**

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

## Goal D

### **Goal D: *Integrated and effective organizational structure, systems, and processes***

Align the College's organizational structure, systems, and processes with equity-centered principles and practices to become an anti-racist college and break down equity barriers for students, faculty, and staff.

#### **Objectives**

D.1 Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community.

D.2 Require that all recruitment, hiring, compensation, and retention processes follow equity principles; eliminate biases; and increase the diversity of faculty, staff, and administrators.

D.3 Implement employee onboarding processes that set up new team members for success to retain a diverse and unique talent pool.

D.4 Require that all College locations, employees, students, and stakeholders are treated equitably with respect to campus support and resources, such as funding, policies/processes, programs, facility space, maintenance, safety, and events.

D.5 Establish a well-defined shared and collaborative governance structure aligned with the Strategic Plan that includes robust employee involvement and inclusion.

D.6 Implement new and revise current policies and processes to be an anti-racist, equity--centered institution.

## Goal D

# **Goal D: *Integrated and effective organizational structure, systems, and processes***

## **Success metrics**

1. 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.
2. 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.
3. Increase the percentage of faculty and staff of color to be comparable or exceed that of neighboring colleges by 2026

## Goal E

### **Goal E: Accessible and responsive facilities and technology**

Optimize educational facilities and technology to support student success and excellence in teaching and learning.

#### **Objectives**

E.1 Create a welcoming environment to promote and affirm equity and inclusion for all who enter the main campus, branch locations, and the College's online domains.

E.2 Create an equity-centered Facilities Master Plan with full participation of the campus community that promotes excellence in teaching and learning, and a welcoming and inclusive environment for faculty, staff, and students.

E.3 Create an equity-centered Technology Plan that ensures equal access for students to technology and virtual student support services and improves the quality of and accessibility to College technology for all stakeholders.

## Goal E

# ***Goal E: Accessible and responsive facilities and technology***

## **Success metrics**

1. Increase the percentage of students, faculty, staff, and community members who feel welcomed at Green River by 5% per year.
2. 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

### **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.

#### **Objectives**

F.1: Increase and deepen relationships between the College and community stakeholders (K-12, higher education, industry, government, nonprofits, etc.), locally and globally, to improve teaching and learning; student access and success; to advance equity and social justice; and to contribute to community vitality.

F.2: Implement communication strategies, both internal and external, that demonstrate the College's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.

F.3: Strengthen the identity of the College as an institution dedicated to diversity, equity, inclusion, and anti-racism.

## Goal F

# **Goal F: *Impactful community connections***

## **Success metrics**

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

How were the metrics developed?

How will they be used?

How will the plan and the metrics promote institutional continuous improvement?

## Next steps

Activity	Timeline
Identify specific instruments and measurements to support strategic plan success metrics	Spring – fall 2022
Report on and publish existing status on success metrics	Summer – fall 2022
Identify metrics in need of revision	Fall 2022 – winter 2023
Review mission fulfillment in context of new metrics	Fall 2022 – winter 2023
Establish regular cycle of review, sharing, and action on success metrics, including Board engagement	Winter – spring 2023
NWCCU Mid-cycle accreditation visit focused on planning, assessment, mission fulfillment framework	May 2023

Questions?

# Student Report

April 22 , 2022



# ASGRC Executives 2021-2022



- Tabling for Elections
- Election Change Proposal was voted on
- Coffee With ASGRC
- Safety Week

# ASGRC Executives 2021-2022



- Student Feedback for Spring Quarter.
- ASGRC will be hosting a leadership summit
- Civic Leadership Award.

# College Council

April 2022

# College Council April Update

- ▶ **Branch Locations:** Working Safety Actively and Seeing more student traffic in Auburn
- ▶ **Faculty:** Prepping for Summer and Fall
- ▶ **GDEC:** 2 Events to Showcase coming up – Asian and Asian/American Caucus is hosting and event April 19 and One Book has a May 26 Event.
- ▶ **Administrative Council:** Marketing and Recruiting, how can we ALL work together?
- ▶ **IT:** A lot of support behind the scenes. Working on supporting staff and student needs for FULL come back
- ▶ **Students:** Modality Changes last minute – Veteran Impacts
- ▶ **HR: Training:** Foundations of Leadership, Equity Rep Program, **Recruiting:** Faculty hiring and other churn

**College Council:** Administrative Council, Classified Council, Exempt Council, Student Council, GDEC, Foundation, IT, Human Resources, International Programs and Extended Learning, Branch Locations

**April 2022  
Classified Staff Report**



WFSE Bargaining & News:

- **Contract bargaining** for the 2023-25 CBA is in full swing! **Scott Beals** and **Amanda Clifford** will once again represent our staff during the bargaining sessions held throughout the spring and summer.  
<https://www.wfse.org/news/bargaining-info>
- **A new report** highlights that investment in a public workforce creates economic growth and security, especially for people of color and women. "State and local jobs... can help reduce persistent racial wealth and income gaps."  
<https://www.wfse.org/news/report-highlights-need-state-and-local-government>

GRC Staff participation:

- Steward **Amanda Clifford** continues to represent staff on the **Reopening Committee**
- Steward **Lonnie Hunter** represents our staff on the **Strategic Planning Committee**
- Steward **Leilani Hogle** served on the **Remote Work Policy Committee**, which released a draft policy last week for union comment
- Our **Member Action Team** is growing and finding new networking tools as we discuss ways to help promote equity at Green River

Events/Meetings:

- **April 20<sup>th</sup> UMCC** (Union-Management Communication Committee) topics will include our I.T. department's roll-out of MFA (Multi-Factor Authentication) that is planned for the campus and our staff's related concerns about equity and bridging the technological divide

Union-Management relations:

Although we have seen a complete turnover in our HR operations leadership over the past year, the WFSE stewards remain disappointed with the lack of good faith around grievance and conflict resolution at the college level. We interpret this to mean that the persistence of contentious attitudes and disrespect of the staff union's grievance process are not originating in HR, per se, but are embedded in the college's executive leadership, despite lip service to the contrary.

Written report prepared on April 15<sup>th</sup>, 2022, by: Steward Jordan Harrington on behalf of the WFSE Steward Team

<b>2022</b>				Passcode
<b>Event/Meeting</b>	<b>Date(s)</b>	<b>Time</b>	<b>Location</b>	
Board Meeting	4/21/2022	4:30pm	<a href="https://us02web.zoom.us/j/86521897999">https://us02web.zoom.us/j/86521897999</a>	518774
Board Meeting	5/19/2022	4:30pm	<a href="https://us02web.zoom.us/j/85400455336">https://us02web.zoom.us/j/85400455336</a>	393961
ACT Spring Conference Day 1	5/19/2022	7:30am to 6pm	Silver Cloud Point Ruston, Tacoma	
ACT Spring Conference Day 2	5/20/2022	7:30am to Noon	Silver Cloud Point Ruston, Tacoma	
Mel Lindbloom Celebration of Life	5/20/2022	1:00pm	Student Union, Main Campus & Zoom (link to come)	
Retirement Social	6/1/2022	3:00 - 5:00pm	Hybrid - SU Grand Hall & Zoom	TBD
Trustee Tuesday	6/14/2022	TBD	TBD	
Board Meeting	6/16/2022	4:30pm	TBD	
Commencement	6/17/2022	Noon & 7pm Ceremonies	Showare	
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	
Legislative Action Committee Retreat	11/17/2022	TBD	Hilton Seattle Aiport & Conference Center, Seatac	
ACT Fall Conference	11/18/2022	TBD	Hilton Seattle Aiport & Conference Center, Seatac	
Trustee Tuesday	12/13/2022	TBD	TBD	
Board Meeting	12/15/2022	4:30pm	TBD	
Transforming Lives Awards Dinner	1/23/2023	6:00pm	Olympia Hotel at Capitol Lake, Olympia	
ACT Winter Legislative Conference	1/24/2023	TBD	Olympia Hotel at Capitol Lake, Olympia	
ACCT National Legislative Summit	February 5-8, 2023		Marriott Marquis, Washington DC	