



COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington
March 18, 2021

The Board of Trustees of Green River College District No. 10 held a special meeting at 4:30 p.m. on March 18, 2021 virtually via Zoom, ID #: 857 4006 6833. Board Chair Arlene Pierini presided.

4:30 p.m. Special Meeting

TRUSTEES

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

STUDENTS/STAFF

Suzanne Johnson
Suzanne McCudden
Jennifer Dysart
Whitney Boswell
Jaeney Hoene
Gloria Tan
Alan Carter
Sarah Postal
Elaine Stricklin
Deb Casey
Ariadne Rooney

STUDENTS/STAFF

Amanda Clifford
Shirley Bean
Camella Morgan
George Frasier
Kelsey Barrans
Rolita Ezeonu
Wendy Stewart
Chris Carlson
Shah Asraff
Chriscenterl Marcus
Christie Gilliland
Kora Smith
Fia Eliasson-Creek
Jamie Fitzgerald
Michael Batin
Brenda Bindschatel
Gary Oliveira

STUDENTS/STAFF

Lea Ann Simpsons
Mark Brunke
Catherine Wells
Candice McVay
Janee Sommerfeld
Mike Kenyon
Mark Thomason
Marcie Sims
Dan Ferguson
Sidney Weldele-Wallace
Isabelle Supandji
Vivette Beuster
Roseann Berg
Rochelle Mitchell
Tammy Shilipetar
Stephanie Hoffman
Lonnie Hunter

ROLL CALL

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

CELEBRATING SUCCESS

eLearning

Dean of Library, eLearning & Media Services, Jennifer Dysart and Instructional Designer, Whitney Boswell, presented on the positive impact of eLearning through faculty supports, student supports and integrated technology. A copy of the PowerPoint presentation is attached.

MINUTES

It was moved by Trustee Ramirez Robson, seconded by Trustee Chu, that the Board of Trustees of College District No. 10 approve the meeting minutes of February 18, 2021 as distributed. Motion passes.

REPORTS TO THE BOARD

Capital Projects Requests

Vice President of Business Administration and Human Resources, Shirley Bean presented two Capital Project Requests: \$450,000 from the Capital Asset and Equipment fund to repair electrical grounding in Welding (Trades Building) and \$100,000 to remove a wall in Science Center Room 156. Action is requested at the March Board meeting. A copy of the PowerPoint presentation is attached.

STANDING REPORTS

Strategic Planning Update

Co-Chairs of the Strategic Planning Committee, George Frasier and Marcie Sims, provided an update on the strategic planning process. Trustees are welcome to participate in the upcoming town hall on strategic planning. A copy of the materials provided are attached.

Student Report

ASGRC President, Chriscenterl Marcus, provided the student report. A copy of the Power Point presentation is attached.

Equity & Diversity Report

CARES ACT Funding and Student Impacts

Director of Institutional Effectiveness, Fia Eliasson-Creek and Director of Student Financial Aid, Teresa Robinson-Duane provided a report on the CARES ACT funding and the positive impacts that funding has had on students. A copy of the power point presentation is attached.

Trustees took a break from 5:30p.m. until 5:40p.m. Upon return Chair Pierini indicated there were time constraints and a need to expedite the remainder of the meeting.

College Council Report

Vice Chair of the College Council, Tammy Shilipetar, provided a brief update of recent feedback provided to the College Council. No written report was provided.

Faculty Report

United Faculty President, Jaeney Hoene, provide the faculty report. A copy of the report is attached.

Classified Staff Report

No report.

President's Report

President, Dr. Suzanne Johnson, asked for a moment of silence in honor of long time employee and family of Green River College, Sal Salaguinto. A video of memories created by Michael Bastin was shown, and everyone was invited to say something if they wished. The Classified Staff Union provided a one page slide with a picture and a quote. The video link can be found here: https://drive.google.com/file/d/1A-a2MNMpNft3sOj2hiYi_I8bSWcPzqVX/view?usp=sharing and the PowerPoint slide is attached.

EXECUTIVE SESSION

Board Chair Arlene Pierini called for an executive session to begin at 6:01 p.m. until 6:11 p.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 6:11 p.m.

BOARD ACTION

It was moved by Trustee Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve the Winter and Spring 2021-2022 professional leave recommendation for Richard Potsubay, 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 A at the February 18, 2021 meeting. A courtesy copy is attached. 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 Trustee Chu, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 award tenure to: **Brenda Bindschatel, Tsega Gaim, Jitendra Gangaram, Raminderpal (RP) Gill, Seunghye Jang, Sam Krahn, Ruth Mueller, Anna Neil, Samantha Smith and Susan Uland.** Motion passes.

It was moved by Trustee Ramirez Robson, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 continue the probationary appointments for **Rebeca Allen, Jashon Banks Sr., Robert Bean, Amanda Chin, Erica Chong (Ihrig), Matthew Cullen, Gustavo Demoner, Jeanine Hatfield, Tad Henry, Jen Yong (JY) Ho, Stephanie Hoffman, Tina Horner, Sara Keene, Joshua Kessler, Patrick Milian, Siobhan Presley, Joan Rikansrud, Tyler Schrock, Anthony Smith, Lindsey Smith, Leslie Soule, Leo Studach, Samantha Thompson, Amanda Walsh, Michele Wallace, Ariel Wetzels and Michelle Williams.** Trustee Pierini abstained from the motion for Leslie Soule, noting that she also abstained from prior discussions, due to their being friends. Motion passes.

It was moved by Trustee Boschok, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 approve SA Phase 3.5, Tenant Improvement Costs in the amount of \$2,930,000 as described in TAB C from the February 18, 2021 board meeting. A courtesy copy is attached. Motion passes.

TRUSTEES ASSOCIATION

No report.

OTHER BUSINESS/PUBLIC COMMENT

Rochelle Mitchell provided public comment regarding recent events on campus and concern. Chair Pierini shared that an instructional response was being prepared and further response was to come. President Johnson responded as well, noting that information had been shared with Trustees as events transpired.

No other business.

ADJOURNMENT

There being no further business, it was moved by Jackie Boschok, seconded by Elaine Chu that the Board of Trustees of College District No. 10 adjourn its meeting of March 18, 2021 at 6:29 p.m. Motion passes.

Arlene Pierini, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees



eLearning

Dean of Library, eLearning,
Media Services



Captioner

Instructional Designer

eLearning Specialist



Faculty-in-Residence





Faculty Support

- Spring Training 2020
 - 24 Faculty/Staff Sessions
 - 2269 'views'
- Twice Weekly Drop-in Hours for Faculty
- Summer Online Teaching Courses
- Workshops
- Faculty Round Tables
- Email
- Phone

Spring Training Week 2020

All sessions will be held in Zoom. Click the link below the presenter's name to join the session.
[Click here for instructions on joining Zoom sessions](#)

	Monday, 3/30	Tuesday, 3/31	Wednesday, 4/1	Thursday, 4/2	Friday, 4/3
8:00am - 8:55am					All Employees: Division and Department Meeting
	Welcome to Spring Training Week President Johnson		Morning Session		
9:00am - 9:55am	All Employees: Zoom Basics and How to Work from Home Mark Brown Slide Deck	Faculty: Essentials for the Zoom Classroom Whitney Boswell Slide Deck	All Employees: Accessibility of Documents James Pyle Slide Deck	Faculty: Facilitating a Course Online Ari Rooney Slide Deck	All: Ending Session VPI Ezeanu, eLearning
10:00am - 10:55am	All Employees: Microsoft Teams/Chat Karl Smith Slide Deck	All Employees: Remote Desktop Dove Jackson Remote Access Help Center Lifeboat Strategies for putting STEM Courses Online Lucas Myers	Faculty: Canvas OVA - Ask Me Anything Whitney Boswell, Karl Smith, Ari Rooney Faculty: WAMAP OVA - Ask Me Anything Luther Lesser, Krish Mahadevan		9:30am-8pm All: Drop-in help available all day eLearning@greenriver.edu (253) 333-6029 Teams Chat
11:00am - 11:50am	Faculty: Best Practices in Course Design Whitney Boswell Slide Deck	Faculty: Panopto Video Basics (Lecture, Webcam Announcements, Demonstrations) James Pyle	All Employees: Your Suite of Online Tools Karl Smith Slide Deck Make-up All Employees: Remote Desktop Dove Jackson Remote Access Help Center	Faculty: Interactions in the Zoom Classroom Krish Mahadevan Slide Deck	Hypothesis Jeremy Dean
			Afternoon Session		

eLearning Events

+ Add event

MAR 8 - MAR 21	OER 101 Course Mon, Mar 8, 9:00 AM	MAR 15	Online Course Show and Tell Mon, Mar 15, 1:00 PM
MAR 16	eLearning Drop-in Hours Tue, Mar 16, 2:00 PM	MAR 19	eLearning Drop-in Hours Fri, Mar 19, 9:00 AM
MAR 25	Respondus Lockdown Browser Training Thu, Mar 25, 11:00 AM	MAR 26	Ask Alissa - Course Design Lab Fri, Mar 26, 11:00 AM
APR 7 - APR 9	NWeLearning Conference Wed, Apr 7, All day	MAR 19	Ask Alissa - Course Design Lab Fri, Mar 19, 11:00 AM
		MAR 31	Respondus Lockdown Browser Training Wed, Mar 31, 9:00 AM

Dashboard

Published Courses (3)

Canvas Nuts and Bolts: Getting Started

Tutorial Level: The Bare Minimum

Level 1: Level up your Online Course



Faculty Support

- Gatornet Website
 - Canvas, Zoom, eLearning Tools
 - Instructional Design
 - Captioning
- ELearning YouTube Channel
 - Student & faculty video tutorials
 - Recordings of workshops
 - Quick tips for faculty

Welcome to eLearning
Published 1/7/2021

Canvas Help Student Evaluations eLearning Tools Request Captions

Search our Resources
We've got a lot!

Schedule One-on-One Help
Whenever is convenient to you.

Call or Email Us
Hours: M-F 8am-6pm; Sundays 8am-12pm

eLearning Events
+ Add event

MAR 8 MAR 21	OER 101 Course Mon, Mar 8, 9:00 AM	MAR 15	Online Course Show and Tell Mon, Mar 15, 1:00 PM	MAR 16	Respondus Lockdown Browser Training Tue, Mar 16, 10:00 AM
MAR 16	eLearning Drop-in Hours Tue, Mar 16, 2:00 PM	MAR 19	eLearning Drop-in Hours Fri, Mar 19, 9:00 AM	MAR 19	Ask Alissa - Course Design Lab Fri, Mar 19, 11:00 AM
MAR 25	Respondus Lockdown Browser Training Thu, Mar 25, 11:00 AM	MAR 26	Ask Alissa - Course Design Lab Fri, Mar 26, 11:00 AM	MAR 31	Respondus Lockdown Browser Training Wed, Mar 31, 9:00 AM

eLearning News
+ Add

Spring Quarter Captioning Reminder
Hi, everyone, The end of Winter...
3 days ago

Instructional Design - New Support Content!
Good afternoon faculty, The faculty...
February 24

Green River College eLearning

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Let's Talk About Captions
155 views • 1 year ago
Why are captions important in an online college setting?

Uploads ▶ PLAY ALL

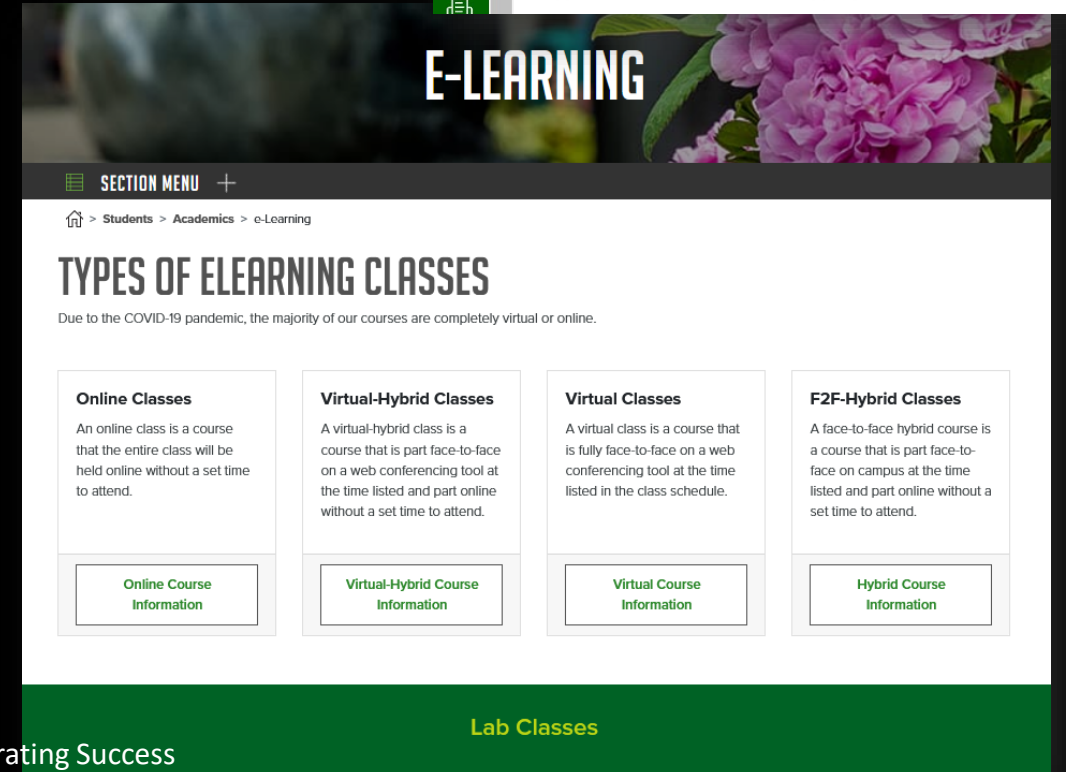
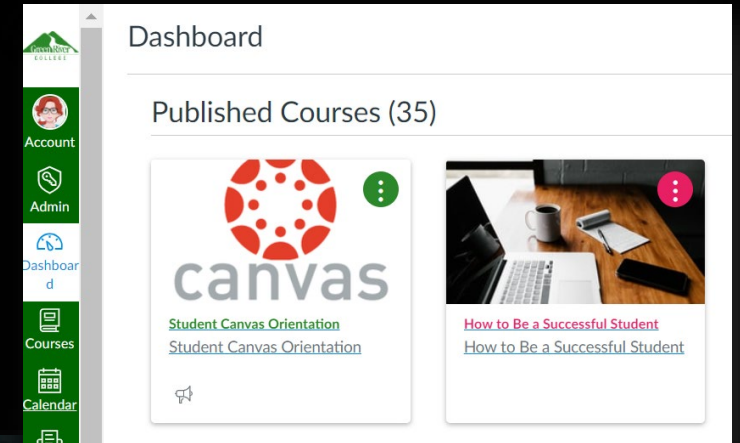
GREEN RIVER COLLEGE ELEARNING
GREEN RIVER COLLEGE ELEARNING
GREEN RIVER COLLEGE ELEARNING

3/18/2021 TAB Celebrating Success



Student Support

- Spring Training
 - 12 sessions
 - 440 students in attendance
- Expanded Student Website
- Student Canvas Orientation Course
- How to be a Successful Student Online Course
- Email
- Phone





New/Integrated Technology

- Canvas Updates
- Blueprints
- Zoom
- Honorlock
- Turnitin
- MyCoursEval
- Canvas Tenure Files
- Annotate Pro
- Hypothesis





Green River College Capital Projects Request

Presented by:
Shirley Bean

Vice President for Business Administration and Human Resources



Projects Requested

Welding Power

- To address deficient electrical grounding
- Issue with original Engineering/Design
- Results in damage to and reduction of useful life of equipment
- Other solution cost exceeds \$2M
- Estimated Cost: \$ 446,298.29
- Request: \$450,000 (\$355K electrical, \$95K equipment)

Science Center Wall

- SC 156
- PTA Program
- Request originally in 2018-19
- Need engineer review and drawings
 - Electrical and Structural
- Estimated Cost: \$50,000 - \$100,000
- Request NTE \$100,000

Request for Board Action

- Request board authority to expend an amount not to exceed \$450,000 from the Capital Asset and Equipment fund to repair electrical grounding in Welding (Trades Building)
- Request board authority to expend an amount not to exceed \$100,000 from Capital Asset and Equipment fund to remove wall in Science Center Room 156



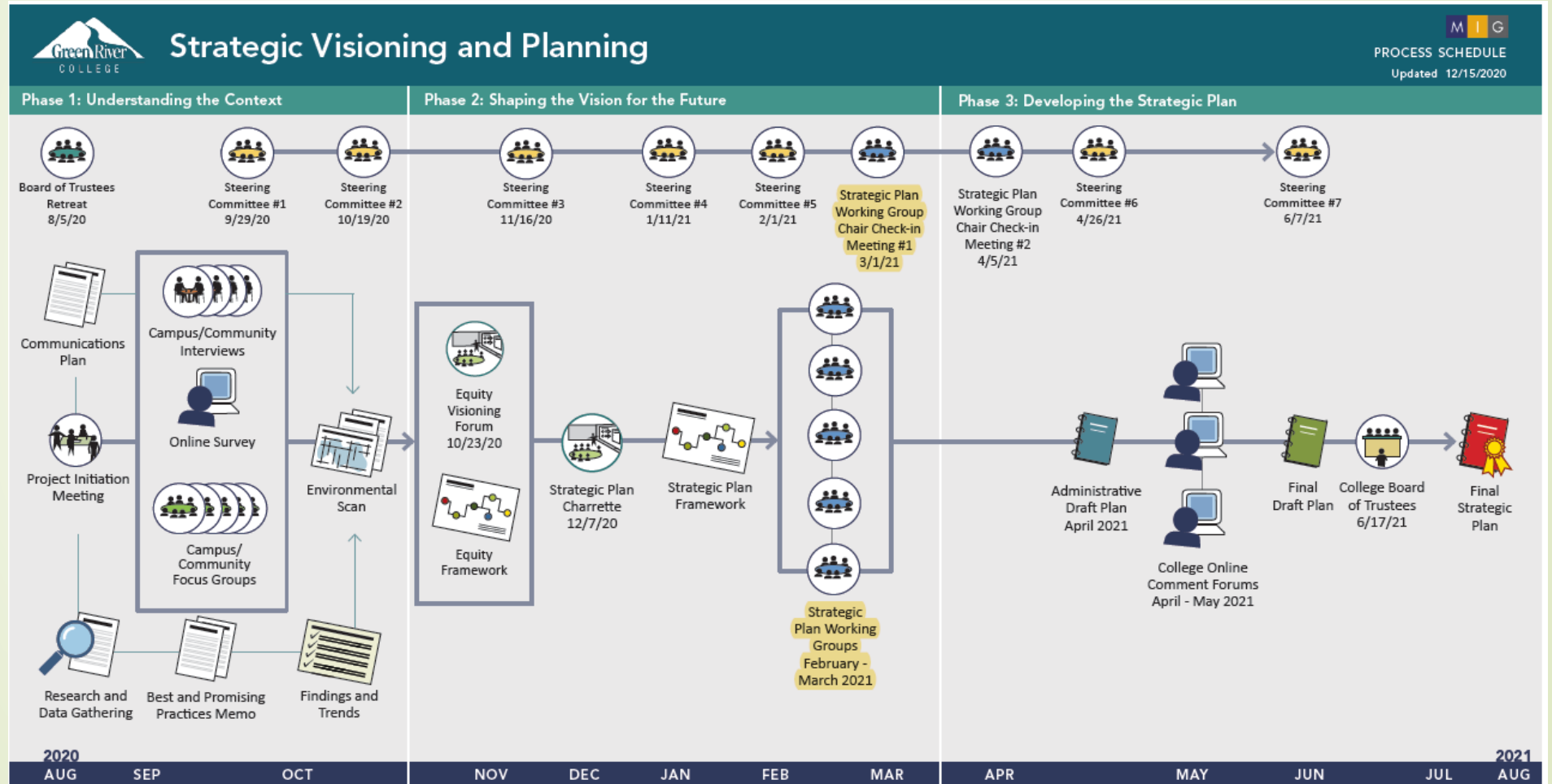
Strategic Planning Update

Presenters:

George Frasier, Strategic Planning Steering Committee Co-Chair

Marcie Sims, Strategic Planning Steering Committee Co-Chair

Task Timeline



Framework



GREEN RIVER COLLEGE FRAMEWORK FOR EQUITY-CENTERED STRATEGIC PLAN

EQUITY STATEMENT / DEFINITION

[Empty box for Equity Statement / Definition]

MISSION STATEMENT

[Empty box for Mission Statement]

VISION AND VALUE STATEMENTS

[Empty box for Vision and Value Statements]

STRATEGIC PLAN GOALS



WORKING GROUP DISCUSSION TOPICS



OBJECTIVES / ACTIONS (INCORPORATING IDEAS FROM THE EQUITY VISIONING FORUM AND THE STRATEGIC PLAN CHARETTE)



WAYS OF DETERMINING SUCCESS





Equity Statement

The Green River College Promise:

We commit to being 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 our highest priorities.

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

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



Vision Statement

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

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

Green River will be –

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



Mission Statement

The mission of Green River College is to provide a culture of care and guidance that empowers students to aim for their personal and professional goals.



Values



- ▶ **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, sexuality, 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 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 acknowledge a wide range of disabilities, including neurodiversity, and create welcoming, accessible spaces for all in classrooms, campus spaces, and virtual environments.
- ▶ **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.



Values



- ▶ **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.
- ▶ **Natural Environment:** We acknowledge the land on which Green River College sits as the ancestral home of the Coast Salish peoples. We commit to the beautification, preservation, and sustainability of our campus's natural resources.
- ▶ **Innovation:** We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

Working Group Process Next Steps



Task 2: March 2021

- For each Objective, create a specific, measurable, action based, realistic, and time bound goal
- For the overall goal statement, define what success looks like in 5 years
- Prepare a report for the April 5, 2021 Steering Committee and Working Group Facilitators Meeting

Beginning of the path to a finished document

- Coordination work after completion of the theme group work.
- Creation of a working draft
- Campus input on the working draft.



Upcoming Opportunities to Participate

- ▶ Town Hall/Theme Group Objective Survey
- ▶ Theme Group Report Out, April 5th, 2-4
- ▶ Town Hall #2 May 4th, Noon – 1:30



Q&A Time

Student Report

March 18, 2021

Senate

- 522 Budget
- ASGRC Executive



ASSOCIATED STUDENTS
of GREEN RIVER COLLEGE

522 Budget



- Passing of \$1.75M budget


Executive



- GPA requirement changes
- Senate GPA requirement

Upcoming Events Gator Activities Board (GAB)

- Week of
Welcome



LINK-UP

"Healthy Relationships"


2021
THURSDAY
FEB 18
6:00p.m. to 7:00p.m.

A virtual space to meet other students and talk about how you are navigating your friendships and relationships during this time.

"Co-sponsored with Counseling Services"

Zoom info:
Meeting ID: 882 1154 0698 Passcode: 021821

For info email Simon: snjoroqe@greenriver.edu

FREE EVENT
presented by


FREE GATOR-GIVEAWAY

FEB 17 2021

- GRC MUG
- CANDY
- TWO BEVERAGE CHOICES*

*Choose Noncaffeinated Herbal Tea or Caffeinated Coffee!

Sign up at: tinyurl.com/gatormug

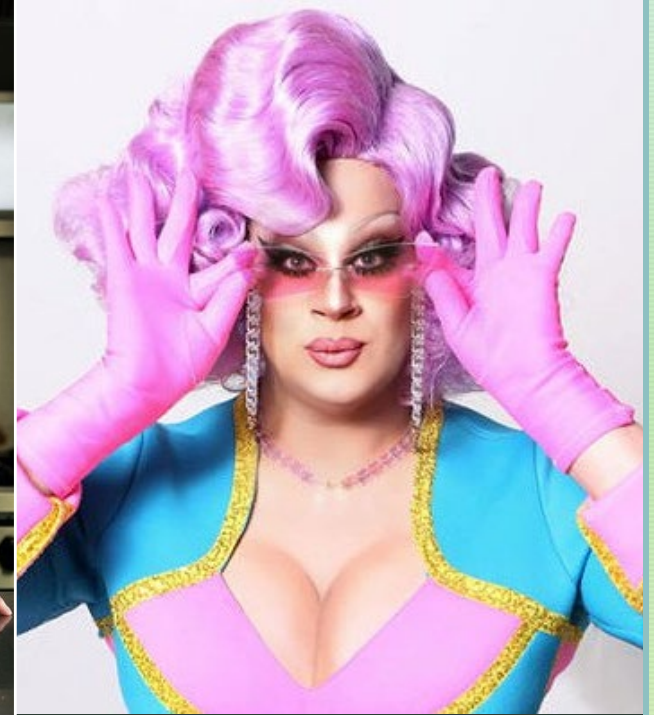
Care Package will be sent directly to your address!
~ Limited to first 100 participant signups! ~
For details email Juwayriyah: jsheikh@greenriver.edu

If you need disability related accommodations to make this event accessible, please contact Disability Support Services at 253-833-0111, ext. 2631; TTY 253-288-3356; or by email at dss@greenriver.edu. Green River College is an equal opportunity educator and employer. Learn more at www.greenriver.edu/accessibility.



Upcoming Events Gator Activities Board (GAB)

- Week of Welcome
 - Wed, March 31st Intention Bracelets
 - Monday, April 5th Drag Bingo with Nina West
 - Tuesday, April 6th Cooking Class with Jyll Everman



Violence Prevention Center

Community - Advocacy - Resources - Education

3/18/2021 TAB D



History of the VPC

- ▶ PSAV created in 2014 under Deb Casey's leadership
- ▶ 2018 OVW grant award
- ▶ Shift from PSAV to Gators CARE
 - ▶ Brings together stakeholders from different departments at GRC
 - ▶ Students
 - ▶ Faculty
 - ▶ Staff
 - ▶ Includes community partners
 - ▶ Auburn Police Department,
 - ▶ DAWN a local DV Service Provider
 - ▶ King County Sexual Assault Resource Center (KCSARC) a local SA Service Provider
- ▶ 2019 Program Manager started in Spring and physical space opened in Fall
- ▶ Fall 2020 Peer Educators hired
- ▶ Winter 2021 MSW Interns Started

VPC Team

- ▶ Program Director - Sarah Postel
- ▶ Program Manager - Kelsey Barrans
- ▶ Peer Educators
- ▶ Master of Social Work Practicum Students

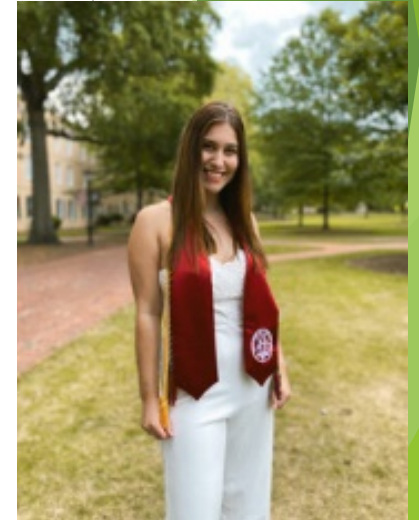
Peer Educators

- ▶ Isabelle Supandji,
- ▶ Shah Mohamed-Bakhash,
- ▶ Victorya Esperanza -Hello everyone, I'm 17 years old and a running start student at GRC. I am currently in my senior year of high school, and plan on attending Saint Martin's University to major in sociology after earning my high school diploma and associates degree in June. I'm so excited to be a peer educator for the VPC. It's disheartening to hear about interpersonal violence in the world around us. Being able to take action against violence and help my peers is an empowering experience that I'm eager to delve further into!



MSW Practicum Students

- ▶ Candice McVay
- ▶ Kaitlyn Finn - Hello! I am originally from Verona, New Jersey. I completed my undergraduate degree in experimental psychology from the University of South Carolina where I conducted undergraduate research on eating disorders and dieting beliefs while being a Capstone Scholars student. Now, I am a first year MSW student at the University of Washington here in Seattle. I enjoy weaving my passions of trauma-informed care, dismantling of oppressive systems, and mental health into my knowledge and understanding of domestic violence and assault.



Goals of the Violence Prevention Center

- ▶ Coordinate activities for OVW grant
 - ▶ Gators CARE Committee
 - ▶ Improve the current response at GRC when someone discloses Interpersonal Violence (IPV)
 - ▶ Increase knowledge of resources and GRC process for people who are experiencing IPV, or who have received a disclosure of IPV
 - ▶ Make any necessary changes to GRC policies to center trauma informed processes
 - ▶ Prevention Education and Bystander Intervention Training to Students
 - ▶ Peer Educator Program
 - ▶ Awareness Events
 - ▶ Confidential Victim/Survivor Services
 - ▶ Staff and Employee Training
 - ▶ Provide on-going training for the campus community on IPV
 - ▶ Provide training to Campus Safety and Judicial/Conduct personnel around trauma informed practices
- ▶ Provide a safe and peaceful space with access to a variety of free self-care items including menstrual supplies, sexual health products, hot tea, and candy.

Examples of Social Media Campaigns

Domestic Violence Action Month

What is Domestic Violence (DV)?

content notice: the following posts include descriptions of domestic violence

#grcdvam2020

2020 Awareness Posts

Domestic Violence Action Month

DV can include

- Physical Violence
- Controlling Finances
- Isolation

#grcdvam2020

Domestic Violence Action Month

DV happens in every community

32% of GRC students surveyed have experienced DV at some point in their life

#grcdvam2020

Domestic Violence Action Month

GRC Policy GA-11

Domestic Violence - Physical violence, bodily injury, assault, the infliction of fear or 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

#grcdvam2020

Domestic Violence Action Month

GRC Gators October is: Domestic Violence Action Month

What will **YOU** do today to prevent violence in our community?


#grcdvam2020

2019 Bystander Intervention Posts

BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

keep scrolling for 5 ways to intervene while social distancing




BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

Delegate>> Bring in other people to help stop harmful actions

If you see that someone posted a reply on a GRC social media account and wrote lewd comments about the staff member in the photo, bring someone else in:

- DM the GRC account to make sure they know about the comments
- Send an anonymous Red Flag at <https://report.myredflag.com/reporter/login/school/grcc>




BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

Delay>> Check in with a friend if you are worried they have been hurt

If you are on a Facetime hangout with friends, and you notice one friend is looking around their house, isn't really engaging like they usually do, and you think they have a cut on their arm, send them a text:

- Let them know that you noticed something was different, and you are there if they need support




BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

Document>> Record information so there is evidence of what happened

If you are in the hallway of your apartment building and you hear someone trying to pressure another person into having sex, but you don't recognize the voices, record the information:

- Write down the date, time, and what you heard in as much detail as possible
- Hold onto it as it may be needed in the future by the person being pressured




BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

DIRECT>> Step in when someone is causing harm

If you see a friend posting comments about how people who wear "revealing" clothing are just "asking for it", say something:

- "Those comments aren't okay."
- "That is absolutely not true, do you really believe that?"




BYSTANDER INTERVENTION OPTIONS

We all play a role in preventing interpersonal violence in our Green River Community - even from a distance

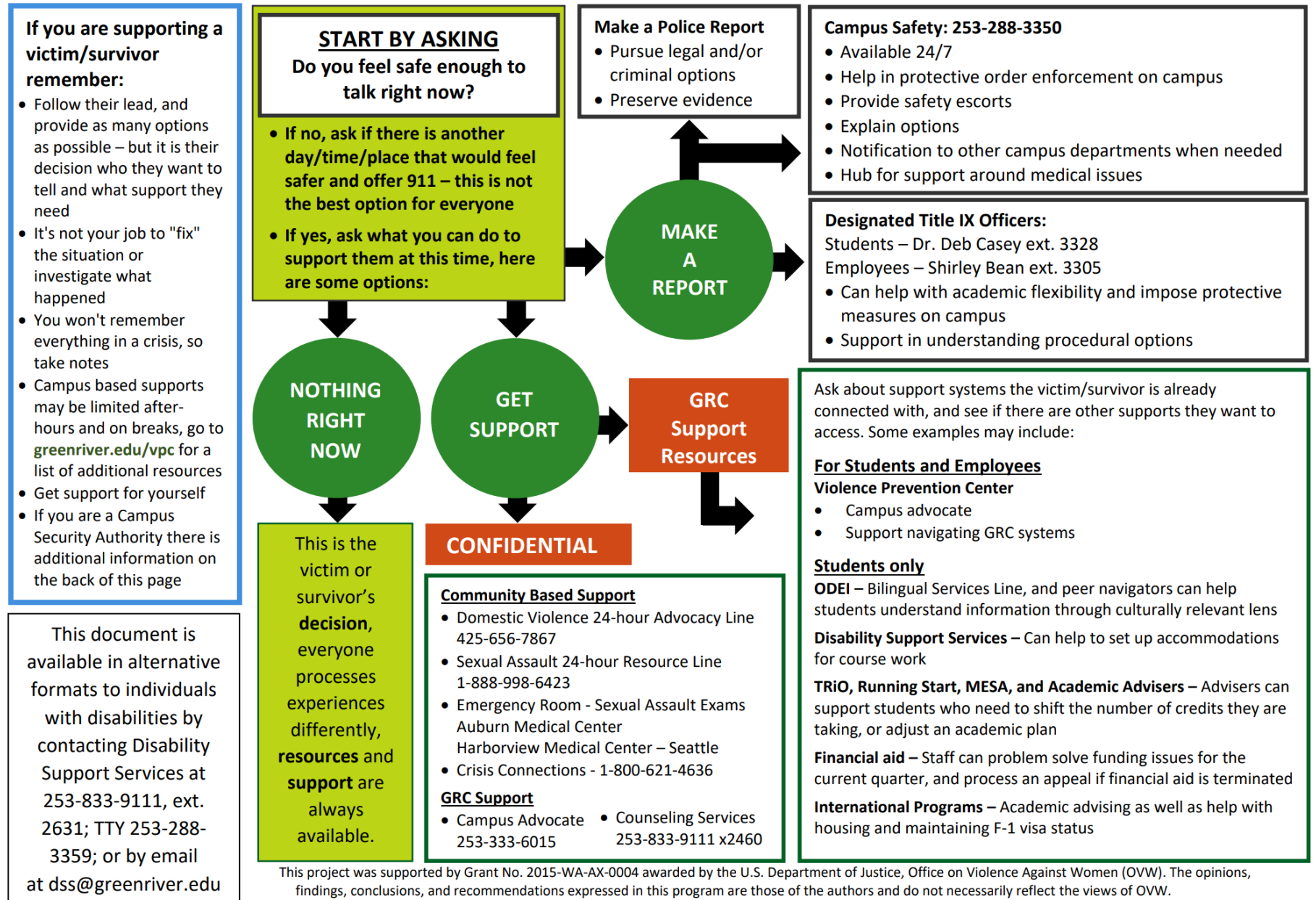
Distract>> Divert attention to stop harmful actions before they happen

You are in a Zoom classroom and your instructor starts talking about how women are just so emotional and don't use logic, this instructor has said these things before and you have seen it get worse in the past, so you distract them from their train of thought:

- "Can we go back to what you said earlier about the homework, I'm confused about..."



Green River College Interpersonal Violence Support Flowchart



Future of the VPC

- ▶ Applying for OVW grant as an individual institution
- ▶ Grow the Gators CARE Committee
- ▶ Continue to provide confidential survivor services
- ▶ Full academic year of Peer Education
- ▶ Develop tailored trainings, materials, and prevention curriculum for specific populations: marginalized groups, veterans, etc.
- ▶ Incorporation of Collegiate Recovery Support

Thank You

3/18/2021 TAB D



Faculty Report to the Board of Trustees, March 18, 2021

Good evening and happy almost Spring. Spring has rarely felt so welcome and necessary as we emerge, cautiously hopeful, from Winter and a year-long enforced hibernation.

I want to first thank you all on this March evening for the work you have done over the past 6 weeks to review and consider the activities of our tenure committees and tenure-track faculty members. It is no small task, and I greatly appreciate the care and commitment you particularly brought to that work during this challenging year.

I would also like to acknowledge an event and ensuing discourse that has commanded the attention and engagement of faculty as our quarter comes to a close.

Last week, at an Inclusive Pedagogy Workshop, part of a series coordinated by the Instructional Diversity Council (IDC), the presenter, a non-black person of color, used the N-word in the course of presenting material. Objections and questions were raised by black members of the audience, particularly black women. The unfolding of the presenter's and workshop facilitators' responses and handling of this critical moment has been generally acknowledged, including by the presenter and facilitators themselves, to be problematic in failing to sufficiently honor and respect the objections and analyses voiced by black women.

This event has prompted a community discussion, taking place primarily through a series of statements and responses by, respectively, the Executive Team, the Black Caucus, GDEC and IDC, the Social Sciences Division – the division in which the presenter teaches American Minority and Ethnic Studies, the United Faculty Board, the White Caucus, the Instructional Council, and the presenter himself.

Many questions are raised in and by the messages that have been shared. What does it mean for us, as an institution, to have a policy of no tolerance for acts of racism, as the Black Caucus has demanded? What does restorative justice, as the Social Science division has emphasized, mean in response to transgressions like these? How do we respond to individual actions and moreover to the structures and systems that failed to support and guide those individuals and the attendees at the workshop? And how do we redress the harmful impact of what occurred while acknowledging its incongruence with the intent? These are serious questions.

Taken together, they are a representation of the landscape of our anti-racism work that is emerging, complete with new pathways that did not exist before, terrain that we are still navigating clumsily, blindspots, and an ecosystem that has yet to become cohesive and sustaining, but shows clear signs of moving in that direction.

Painful as the week has been, I am hopeful in this moment. The leadership being provided by various caucuses, committees, and DEI and instructional leaders reflects progress while committing to take action to progress towards goals we have yet to meet.

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Leadership and support for that process will be critical and require concrete support. The UF Board looks forward to working with our members and college colleagues as well as Dr.'s Ezeonu and Johnson to identify those needs and how to meet them.

In this last week, we also finalized, signed, and announced a Memorandum of Understanding relating to this year's High Demand Funding allocation. As you may remember, this is a generous allocation from the Workforce Education Investment Account, created by HB 2158 in 2019. Green River received over \$900,000 to be used to increase the salaries of faculty members in "high demand" areas, somewhat but not fully defined within the legislation.

We, as the UF Board and the faculty, are reasonably satisfied with the outcome of bargaining over this allocation. I know I speak for the UF's bargaining team when I say that we are grateful to have been working with an administration that is as uncomfortable with the inequity created by this legislation as we have been. Our values and goals have been very much aligned in wanting to use the allocation to benefit as much of the faculty as could be justified and otherwise work, through local funding, to partially address the salary gap created by the limitations of this funding.

It's a testament to the understanding, awareness, and solidarity of the faculty that the creation of a legislatively mandated salary hierarchy has not divided us or led to resentments and rifts within our bargaining unit. For the most part, the agreement has been met with the understanding that the College and the UF had to play the cards we were dealt by legislation that, despite laudable intentions, is flawed in many ways.

However, that does not mean that the required uses of this funding has not caused pain, anger and frustration, feelings that exist not only among those faculty left out of consideration but also by those positioned awkwardly to be elevated in value above their close colleagues and friends. My colleague, Dave Shapiro, at Cascadia College has perhaps put it best:

"The idea that some professions are 'worth more' than others and that therefore, educators who teach in those professional areas deserve greater compensation, is not only misguided, patently false, and inconsistent with the day-to-day reality of higher education, it is also hurtful to faculty across the institution, and perhaps most importantly, disrespectful of students studying and learning in those undervalued fields...the funding model embedded in HB 2158 is consistent with a broader devaluation of the Humanities, Social Sciences, and the Arts, in general, which is demoralizing and dehumanizing for any number of reasons. Perhaps above all is that the great technical achievements made possible through the STEM disciplines—for example, vaccines, telecommunications, space travel—are empty without the humanizing collaboration of their non-technical counterparts."

Additionally, it should be pointed out that flaws in the legislation lead it to work contrary to its own goals. To begin with, the amount of money allocated to "high demand" faculty is insufficient to retain faculty who may be considering industry employment. The addition of \$7000 to the salary of an Information Technology teacher can in no way approximate what that

same person might earn as a Systems Analyst at Amazon. Indeed, an argument could be made that Green River's allocation, if that were the goal, should be divided solely among a handful of faculty members in Information Technology. If a comparable salary is the only reason a faculty member in one of these high demand fields supposedly chooses to stay in higher education, the allocation provided, in many cases, is woefully inadequate.

Of additional concern should be the effect of the legislation on retention of those not eligible to benefit from it. Contrary to its embedded assumptions, many of these faculty could indeed earn higher salaries working in various other industries. While they, like their "high demand" counterparts, have not chosen work in higher education for the money, the statement of contempt implied by the legislation is demoralizing, particularly as their salaries inch along, infrequently advanced by small cost of living increases that are insufficient to close the gap between earnings and inflation that inevitably grows between COLA provisions.

These also are areas often expected to operate with higher course caps despite that they generally function with lower program costs. Faculty in these areas are aware that the difficulty of lowering those caps is due in large part to the need for the college to use their programs to generate revenue that helps to cover the need for many "high-demand" programs to run with low caps and high costs. To a reasonable extent, they accept this as the reality of how college budgets work and of providing robust programs to our students. However, when their own needs and value to the work of our college and the CTC system are treated with, at best, indifference, these other inequities become harder to bear.

Additionally, because of the lack of funding for full-time positions, these areas rely more heavily on adjunct faculty. Among those disciplines not included in the high-demand allocation at Green River, approximately 50% of instruction is provided by quarterly-contracted, "temporary" faculty whose positions are designed for disposability and whose salary is set below cost of living. The management of curricula, schedules, hiring, on-boarding, communication, and training of those faculty is left largely to the full-time faculty teaching the other 50%. I invite you to consider how any other sector of the college would function if expected to do so under these conditions.

It is into these areas, along with those marked as "high-demand," that the college hopes to recruit and retain diverse faculty members whose background, experience, and education mirrors our student population. We are exploring many strategies for achieving this goal, but the legislature and the SBCTC should be reminded, by those who have their ear, that the lack of investment in all faculty throughout our system is a serious impediment to the values named in the SBCTC's mission statement. Indeed, the lack of initiative from the SBCTC to make these arguments at the state level or put sufficient force behind what arguments are made has, in my opinion, contributed to the legislature's failures in this regard.

HB 2158 is done and cannot be undone, and it must be acknowledged that in creating the WEIA, important progress was achieved. However, opportunities do and will exist to correct the inequities and misguided policies embedded within it. As those who often speak for us to policy

makers at the state level, I thank you and ask you to continue, more forcefully if necessary, to partner in defending the project of higher education that has brought all of us together here at Green River. I am grateful to have worked with you and Dr. Johnson to seek and support measures that invest in funding models that acknowledge the interdependence and synthesis of work in all disciplines at the college and the critical role we all play in enhancing the lives of our students, supporting their success, and building communities that will do the same.



In Honor of Sal

CardforSal.online

Our beloved staff member Sal Salaguinto passed away on March 8th.

From the online card for Sal's family:

"If this was a paper card, you would have not received it. Sal was loved by so many that the tears would have truly broken it down."

-Enrique

