

*SPECIAL MEETING WORK SESSION*  
GRAYS HARBOR COLLEGE BOARD OF TRUSTEES  
June 5, 2020 – 1:00 P.M.  
Zoom Meeting

Members Present: Dr. Paula Akerlund, Ms. Astrid Aveledo, Mr. Art Blauvelt, Dr. Harry Carthum,

Members Absent: Ms. Denise Portman

Others Participating in the Meeting:

Dr. Jennifer Alt, Ms. Kristy Anderson, Mr. Kwabena Boakye, Ms. Laura Brener,  
Dr. Jenel Cope, Ms. Linda Sullivan-Colglazier, Mr. Andrew Glass,  
Mr. Darin Jones, Dr. Jim Minkler, Mr. Keith Penner, Ms. Cara Beth Stevenson,  
Mr. Shiloh Winsor, Ms. Sandy Zelasko

Prior to the meeting Mr. Winsor asked if Board meetings could be recorded and posted, and could it be an on-going process. Mr. Glass responded we have the ability to record meetings. Chair, Mr. Blauvelt asked Board members for input. It was moved and seconded to allow Board meetings to be recorded. AAG, Ms. Sullivan Colglazier said because this is a special meeting no action can be taken that is not on the agenda. She said a vote of the Board is not necessary. Mr. Blauvelt said as the Chair he requests that future Board meetings be recorded.

I. Call to Order/Roll Call

All Board members were present except for Ms. Portmann.

Mr. Blauvelt stated this is a special meeting of the Board of Trustees and no action will be taken by the Board. There will be a non-public portion of the meeting prior to adjournment. Public comments will be taken before the non-public portion of the meeting.

II. Information

1. Update on Opening the Campus Fall Quarter, 2020

Dr. Minkler reported a consortium of private and public baccalaureate institutions, community and technical colleges, labor and industry and unions have been meeting with the Governor's Office. June 1<sup>st</sup> the Governor approved the go ahead to implement Phase 2 including what it looks like for higher education. Dr. Minkler said he has asked Mr. Penner to review the documents and make sure they relate to what we are doing at GHC. The information also maps out what will happen in Phase 3 and Phase 4. If Phase 4 is in effect by Fall Quarter it will allow face-to-face classes to be offered. Dr. Minkler said that Mr. Penner is the COVID supervisor for non-academic programs and Dr. Rucks is the COVID supervisor for academic programs. Dr. Minkler said all faculty, staff and students will be required to take training on how to comply with Phase 2 regulations. Ms. Aveledo asked for details regarding the Phase 2 higher education plan. Mr. Penner responded he will send a link to the plan to the Board, executive team, faculty and staff representatives who can share with their areas. Mr. Penner said Phase 2 allows for all workforce programs to have hands on components. On June 8<sup>th</sup> face-to-face classes will be implemented at Stafford Creek Corrections Center. Dr. Carthum asked if the college is prepared to be flexible depending which Phase we are in when Fall Quarter begins. Dr. Minkler said Summer Quarter is all remote but Fall Quarter is the question. Modality will depend on what Phase we are in.

### FY 2020-2021 Operating Budget

Dr. Minkler said at this time we do not know what the budget will be because of the uncertainty regarding our state allocation. At the May 21 19, 2020 Board meeting several scenarios were presented, including a 15% proposed reduction from the Office of Financial Management.

Dr. Minkler said the community and technical college presidents meet on a regular basis. One of the focus areas is how they intend to address the OFM proposed 15% reduction. The SBCTC conducted a survey of its institutions to gather information regarding how the institutions will address the OFM's proposed 15% budget reduction. Based on the survey results, SBCTC institutions are considering various strategies including the following:

- Cancel class sections
- Reduce or eliminate basic education
- Eliminate programs
- Hiring freeze on all unfilled positions
- Reduce positions
- Realign departments and functions
- Reduce student services functions
- Reduce or eliminate sports

Mr. Blauvelt asked Dr. Minkler to send the Board a copy of the report he just reviewed that lists the budget reductions colleges are considering.

Legislators are being contacted and asked not to reduce funding for the community and technical college system emphasizing what an important part community and technical colleges play in revitalizing the economy.

Mr. Boakye presented an overview of reduction to balance FY2020-2021 Operation Budget. He said the budget presented to the Board at their May 19 meeting showed a deficit of almost \$2M if the 15% budget reduction is implemented. He explained the deficit is the result of proposed cuts to our state allocation and a loss of local revenue due to declining enrollment.

Mr. Boakye reviewed the summary of budget reduction and revised proposed budget for FY 2020-2021. He presented a summary of the reductions and expenditures and the revised proposed budget.

Revenue categories included:

- State allocation
- Tuition
- Fees/Miscellaneous
- Running Start
- Federal CARES Funding

Expenditure categories included:

- Instruction
- Academic Support
- Library
- Student Services
- Institutional Support
- Plant Operations
- COLA-AT-Risk

Mr. Boakye next presented a glossary of functional expenditures, explaining how expenditures are classified in the accounting reporting system for Instruction, Academic Support, Library, Student Services, Institutional Support and Plant Operations. He noted that grant programs, Stafford Creek, Student Government and Auxiliary Services are not included in the operating budget presentation, only local funds and state allocations are included. Dr. Akerlund asked what is the reserve amount. Mr. Boakye responded \$1.8M. Mr. Boakye stated that reserve funds enable the college to operate reimbursable grant programs, since agencies expect grant awardees to have the capacity to run such grant programs using internal funds before submitting bills or invoices to the agencies to obtain reimbursement payments. Ms. Avelo asked what cash flow level will be considered sufficient for monthly operations. Ms. Avelo said she would like to see a list of the highest monthly expenses the college is expected to have adequate cash to cover. Mr. Boakye said he will prepare a cash flow analysis showing the monthly cash needs for the college and present it to the Board at the June 16, 2020 Board meeting.

Dr. Carthum asked if it is expected there will be a drop in enrollment. If we lose FTE that would not be apparent until the end of Fall Quarter which would mean the cuts would be more than if we made them now. Dr. Minkler responded after the revenue forecast is announced on June 17 we will be able to adjust our projected revenue.

Mr. Blauvelt said it may be necessary to hold a special meeting after the Revenue Forecast is announced on June 17. The other Board members agreed.

III. Action by Board  
None

IV. Public Comments  
Statements were made by Ms. CaraBeth Stevenson, Mr. Shiloh Winsor and Dr. Jenel Cope. Their full reports are appendices to these minutes.

V. Non-Public Portion of the Meeting (RCW 42.30.140 (4) (b))  
The Board entered into the non-public portion of the meeting at 3:30 p.m.

IX. Adjournment  
The meeting was reconvened and adjourned.

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Dr. James Minkler, Secretary

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Mr. Art Blauvelt, Chair

I am Cara Beth Stevenson. I work in the library and I am a shop steward for the classified staff union (WPEA). I stand in solidarity with the Faculty Union.

I feel betrayed to hear that once again, classified staff are taking a hit with layoffs, especially after Dr. Minkler indicated in a budget meeting in May that the college cannot have more layoffs without affecting the services we provide to our students. I heard about the RIFs from WPEA staff, and not from GHC Administration. The layoffs for staff in Charlie's Cafe leave me dismayed that, upon our return to on-campus services, how will we provide food service to students and staff while they are on campus?

I want to tell a story that goes back to 2009 or 2010, when classified staff took a state mandated reduction in pay. At the time, Dr. Brewster found funding to offer classified staff the opportunity to "earn back" the lost pay by working overtime on Fridays during the summer when we were on a 4x10 work week for the summer. Not all staff were able to take advantage of Dr. Brewster's offer. One morning during the week I was walking from the parking lot, and greeted a coworker from a different department, and we commiserated about the difficulty of working the 4x10 summer schedule. After we parted ways and continued to our respective buildings, I realized that this person is an exempt staff, and they didn't have the added complaint of working additional overtime hours on Fridays.

I would like to ask Administration how exempt staff share the burdens of budget reductions? I would like to see better communication with classified staff and faculty unions to build trusting and equitable relationships.

Mr. Shiloh Winsor, Faculty Union President

Faculty continue to be concerned about the level of reductions that have been made in the budget to instructional programs. When presenting the additional percentage decrease to each portion of the college, the VPAS showed the board a decrease from the proposed budget rather than showing what this would actually be, a decrease from the prior year's budget.

For example, when presenting the additional cut to instruction, it was presented as a 6% cut from the proposed 2020-2021 budget, but if it is seen in context (as a cut from last year's budget), Instruction is proposed to see a 19.25% cut.

We are happy to begin to understand what the different areas of the budget encapsulate, but we are still unclear on why Academic Support received a massive increase in this year's budget. For context again, while the new cuts that were presented show this area receiving a 15.17% cut from the proposed budget, the newly cut amount is still a 35.79% increase from last year.

If institutional and academic support are combined (because it is hard to quite understand the distinction and both comprise support for the primary mission of instruction) the proposed budget would have shown a 2.16% increase in funding for support (at the same time as the originally proposed budget showed a 14% decrease in funding for instruction).

Again, our concern in pointing this out is that in the budget crises that was mostly of our own making, the primary way the college has solved the problem is in decreasing instructional opportunities for students. We are concerned that the college will continue to go in this direction as we move into fall. Even just as a income/outlay issue, it isn't clear that the administration quite understands that cutting instruction in ways that diminish our ability serve student need, results in even less total revenue for the college which will necessitate even deeper cuts throughout the college.

As an example, again, in fall 2019, and throughout this year, the college operated by racking up such massive waitlists across most disciplines before slowly opening additional sections (sometimes right before the term was beginning). This meant that students either would have to sign up for an all waitlist schedule or that they might take fewer credits than they might have otherwise taken or that they were discouraged from signing up at all.

It is important to note that because we had massive waitlists, we did not demonstrate to new students that we had capacity for them. This was at a time when we were not meeting our FTE goals from the state – and unless I am mistaken, the state funding we receive and the FTE goals that accompany those goals essentially mean that the state is giving the college funding for a certain amount of capacity.

Decision making and communication throughout the college has been in bad shape.

I'm attaching a pdf titled "Comparison of GHC Areas including new cuts" to help visualize the impact and further potential impact on instruction.

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**Dr. Jenel Cope, History and Political Science Instructor, Criminal Justice**

Dr. Cope said in addition to teaching she serves on the Strategic Enrollment Management Committee. She said she has seen the committee's good intentions and goals and feels administration is trying to help. She has also seen the disconnect that Mr. Winsor talks about. Faculty are concerned with things they see that don't make sense and when they ask for clarification it doesn't happen, i.e., classes are heavily filled with Running Start students. We have had two classes that had wait lists and overloads and didn't get classes added until the last minute. They have also asked what the class caps need to be to go forward and have yet to receive an answer. Faculty are planning the schedule and they are not getting clear direction. Some students who are on wait lists decide not to take classes. We are very frustrated what that means to students and lack of clarity with decisions that are being made.