# STATE BOARD MEETING AGENDA

State Board for Community and Technical Colleges  
Fourth Floor, Cascade Conference Rooms  
1300 Quince Street SE, Olympia, WA 98504

**Study Session:** Wednesday, March 27 // 10 a.m. to 7 p.m.  
**Business Meeting:** Thursday, March 28 // 8 a.m. to 2 p.m.

**Board members**  
Anne Fennessy, chair // Wayne Martin, vice chair // Jay Reich // Carol Landa McVicker // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason  
Jan Yoshiwara, executive director // Beth Gordon, executive assistant  

### March 27  
**Study Session**

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Tab</th>
</tr>
</thead>
</table>
| 10 a.m.| Welcome and introductions  
Anne Fennessy, chair                                           | Discuss  |       |
| 10:10 a.m. | State Board Priorities – Equity and Diversity *(Working Lunch)*  
Jan Yoshiwara and Melia LaCour                                   | Discuss  | Tab 1  |
| 2:45 p.m.| Break                                                              |          |       |
| 2:55 p.m. | Dual Credit Programs - Discussion Superintendent of Public Instruction, Chris Reykdal  
Jan Yoshiwara/Carli Schiffner                                    | Discuss  | Tab 2  |
| 3:45 p.m.| Central and North Seattle College Student Housing Proposals  
Wayne Doty                                                        | Discuss  | Tab 3  |
| 4:30 p.m.| Best Practices Update  
Ed McCallister                                                      | Discuss  | Tab 4  |
| 5:30 p.m.| Break/Travel to Dinner                                             |          |       |
| 6 p.m.  | State Board Dinner and Discussion  
*State Board Office, Olympia*                                       |          |       |
| 7 p.m.  | Adjournment                                                         |          |       |
### March 28  Regular Business Meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Tab</th>
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</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td><strong>Breakfast Available</strong></td>
<td></td>
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<tr>
<td>8 a.m.</td>
<td><strong>Welcome and introductions</strong></td>
<td>Anne Fennessy, chair</td>
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<tr>
<td>8:10 a.m.</td>
<td><strong>Adoption of meeting agenda</strong></td>
<td>Anne Fennessy, chair</td>
<td>Action</td>
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<tr>
<td>8:15 a.m.</td>
<td><strong>Approval of consent agenda</strong></td>
<td></td>
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<tr>
<td></td>
<td>a. Columbia Basin College, local expenditure, dental hygiene</td>
<td>Action</td>
<td>Tab 5</td>
</tr>
<tr>
<td></td>
<td>Resolution 19-03-11</td>
<td></td>
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<tr>
<td></td>
<td>b. Spokane Community College, local expenditure, remodel</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resolution 19-03-12</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>c. Centralia College, acquisition, 308 Centralia Blvd.</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resolution 19-03-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Centralia College, local expenditure, pedestrian improvements</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resolution 19-03-14</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>e. February 7, 2019, State Board Meeting Minutes</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>8:20 a.m.</td>
<td><strong>State Board Priorities – Guided Pathways and Student Achievement Initiative Update</strong></td>
<td>Discuss</td>
<td>Tab 6</td>
</tr>
<tr>
<td></td>
<td>Carli Schiffner/Darby Kaikkonen/Kristi Wellington-Baker</td>
<td></td>
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<tr>
<td>9:50 a.m.</td>
<td><strong>Budget Proposals and Revenue Forecast Update</strong></td>
<td>Discuss</td>
<td>Tab 7</td>
</tr>
<tr>
<td></td>
<td>John Boesenberg/Cherie Berthon/Wayne Doty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50 a.m.</td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 a.m.</td>
<td><strong>Legislative Session Update</strong></td>
<td>Discuss</td>
<td>Tab 8</td>
</tr>
<tr>
<td></td>
<td>Arlen Harris</td>
<td></td>
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</tr>
<tr>
<td>11:30 a.m.</td>
<td><strong>Labor Report</strong></td>
<td>Discuss</td>
<td></td>
</tr>
<tr>
<td>11:40 a.m.</td>
<td><strong>ACT Report</strong></td>
<td>Discuss</td>
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<tr>
<td></td>
<td>Carl Zapora, ACT Chair Elect, Edmonds Community College</td>
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<tr>
<td>11:50 a.m.</td>
<td><strong>WACTC Report</strong></td>
<td>Discuss</td>
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<tr>
<td></td>
<td>David Beyer, WACTC Chair, Everett Community College</td>
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<tr>
<td>12 p.m.</td>
<td><strong>Open Public Comment</strong></td>
<td>Discuss</td>
<td></td>
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<tr>
<td>12:05 p.m.</td>
<td><strong>Executive Director Report</strong></td>
<td>Discuss</td>
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<td></td>
<td>Jan Yoshiwara</td>
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<tr>
<td>12:30 a.m.</td>
<td><strong>Break</strong> <em>(Lunch served for Board members.)</em></td>
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</tbody>
</table>
12:45 a.m.  Chair Report

- Appointment of Nominating Committee for 2019-20 State Board Chair and Vice Chair
- ACCT NLS Report (Carol, Fred, Jan)
- BAS Conference Report (Wayne)
- Other Discussion Items

Activity: Action

Discuss

Discuss

Discuss

2 p.m.  Adjournment

Next meeting: May 1-2, 2019 ~ Clover Park Technical College, Lakewood

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director’s Office at 360-704-4309.
STUDY SESSION ITEM

March 27, 2019
Tab 1

State Board Priorities – Equity and Diversity

Brief Description
One of the Board’s six priorities is to eliminate equity gaps for students in the college system. This agenda item is proposed as the first of a three meeting series to develop an equity policy statement that reflects the values of State Board members on equity, diversity and inclusion.

Background information and analysis
Eliminating equity gaps is central to the Board’s priorities to increase access and enrollment and to improve completion rates for degree, certificate and diploma seeing students. Over the past two years the Board has had several presentation related to enrollment patterns and student outcomes by race and income, and the diversity of faculty and staff in the college system.

At the February meeting Board members received training on leading with racial equity from Melia LaCour. Ms. LaCour will provide additional training and facilitate a discussion to begin defining the Board’s vision for leading with racial equity. To promote a collective vision for the college system, leaders from the state trustees association (ACT), the presidents association (WACTC), faculty unions, and State Board senior staff and members of the agency’s diversity committee will participate in the training and discussion.

An agenda for this discussion is provided in Attachment A. To support the discussion, staff will be on hand to discuss trend data on college system staffing and student outcomes provided in Attachment B. In addition diversity policy statements adopted by the college presidents in 2015 and 2016 on diversity and on equity and inclusion are provided in Attachment C.

In 2006, the State Board adopted a vision statement for the college system:

*Build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state’s residents.*

The Board may wish to revise this vision statement to reflect its expressed values on equity and diversity.

Potential questions
- What equity values do Board members wish to include in the policy statement?
- Should the equity policy statement be integrated into the Board’s vision statement?
**Recommendation/preferred result**
Staff recommend a robust round table discussion on equity and diversity with college system leaders at the March and May Board meetings to jointly develop an equity policy statement for the college system.

It is proposed that a smaller group of participants meet before the May 1-2 Board meeting to draft a policy statement for consideration at the next Board meeting.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jan Yoshiwara, executive director
360-704-4355, jyoshiwara@sbctc.edu
# Washington State Board for Community and Technical Colleges
## Leading with Racial Equity Training Agenda
### March 27, 2019

### Objectives:
- To reflect on and highlight lessons learned from February’s training
- To examine the Board’s individual and collective why for leading with racial equity
- To collaborate with key stakeholders to define the Board’s vision for leading with racial equity

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes/Purpose</th>
</tr>
</thead>
</table>
| 10:00 | Welcome, Introductions, Agreements for the Day, Gracious Space question   | • Sets the tone for a collaborative work session by engaging participants in an introductory activity and setting agreements/norms for our conversations.  
• Grounds the conversation and work |
| 11:00 | Setting the Stage                                                         | • Supports Board members to cultivate their own importance of the “why” in leading for racial equity.  
• Supports them to name their collective why and ow it is connected to their Board Goals  
• Data for the group to review; performance funding system |
| 11:30 | Activity: What is My “why?”                                               | • To support individuals in understanding their own “why”  
• Supports the drafting of a collective “why” |
| 11:50 | Activity: Gathering Data Carousel                                         | • Each small group will visit a chart paper for 10 minutes, engage in discussion and write their responses. At the end of the 10 minutes, they will repeat the process at Flip Chart 2 and 3.  
• **Flip Chart 1**: What elements of the WACTC Diversity Statement and Equity and Inclusion Statement might also define the Board’s vision? (record statements) |
**Flip Chart 3: Questions:**
(1) When I reflect upon the Board’s roles and responsibilities, I believe leading with racial equity is important because….
(2) How will leading for racial equity, impact lives of our students and communities?

**Flip Chart 2:** Data that demonstrates the experiences of students of color on campus? Record answers: What trends/patterns are you seeing? What questions do you have? How might this data inform the board’s vision?

**Flip 3:** the group would record their answers to the two questions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:30</td>
<td>LUNCH</td>
</tr>
</tbody>
</table>
| 1:00   | Large Group Discussion
  * Debrief the process: what did you learn about each other? About the process of visioning for racial equity? |
| 1:30   | Summarizing Activity
  * Return to small groups, once again, in separate rooms
  * Assign a flip chart to each small group. Ask the small group to create a summary statement for that chart paper. (2 lines or less) |
| 2:00   | Return to Large Group
  * Ask each group to read their summary statement. |
| 2:30   | Next Steps and Closing
  * Next steps for Vision: representative group
  * Ask for volunteers 10 people – representatives from each part of the system. First draft will be circulated before the May Board meeting. |
| 2:45   | End                                                                       |
Equity Data

State Board meeting
March 27, 2019
Faculty, staff, and students percent people of color

Fall 2011 - Fall 2018

- Full-Time Faculty: 14%
- Part-Time Faculty: 12%
- Classified: 15%
- Professional/Technical Exempt: 24%
- Exempt: 29%
- Professional/Technical Exempt Administrative: 28%
- Exempt Administrative: 16%
- Students: 36%
- Students: 47%
Transition to college by academically underprepared students

2017-18

<table>
<thead>
<tr>
<th>% beyond basic skills</th>
<th>% precollege English to college-level</th>
<th>% precollege math to college-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historically underserved student of color</td>
<td>Non-historically underserved</td>
<td></td>
</tr>
<tr>
<td>12%</td>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td>20%</td>
<td>38%</td>
<td>23%</td>
</tr>
</tbody>
</table>
College-level credit milestones

2017-18

<table>
<thead>
<tr>
<th>Category</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>70%</td>
</tr>
<tr>
<td>Students achieving at least 1 credit milestone</td>
<td>71%</td>
</tr>
<tr>
<td>First 15</td>
<td>73%</td>
</tr>
<tr>
<td>First 30</td>
<td>74%</td>
</tr>
<tr>
<td>First 45</td>
<td>76%</td>
</tr>
<tr>
<td>Quant</td>
<td>75%</td>
</tr>
<tr>
<td>Completion</td>
<td>76%</td>
</tr>
</tbody>
</table>

Non-historically underserved
Historically Underserved Student of Color
Type of credential by race and ethnicity

2017-18

- American Indian: 56% Degree, 23% Certificate 20+ credits, 21% Certificate <=19
- Asian: 70% Degree, 15% Certificate 20+ credits, 15% Certificate <=19
- Black/African American: 52% Degree, 22% Certificate 20+ credits, 25% Certificate <=19
- Hispanic: 60% Degree, 20% Certificate 20+ credits, 20% Certificate <=19
- Pacific Islander: 60% Degree, 20% Certificate 20+ credits, 20% Certificate <=19
- White: 64% Degree, 16% Certificate 20+ credits, 20% Certificate <=19
Credential completions: Completions per student

- American Indian/Alaska Native: 10.2 (2017-18) vs. 8.8 (2013-14)
- Asian: 10.2 (2017-18) vs. 8.9 (2013-14)
- Black/African American: 7.6 (2017-18) vs. 7.1 (2013-14)
- Hispanic: 8.4 (2017-18) vs. 6.4 (2013-14)
- Pacific Islander: 9.9 (2017-18) vs. 8.8 (2013-14)
- White: 12.2 (2017-18) vs. 11.7 (2013-14)
- Running Start: 14 (2017-18) vs. 10.6 (2013-14)

% change:
- American Indian/Alaska Native: 15%
- Asian: 11%
- Black/African American: 6%
- Hispanic: 30%
- Pacific Islander: 20%
- White: 10%
- Running Start: 35%

Completions per (100) students 2013-14
Completions per (100) students 2017-18

% change
Programs and employment by race and ethnicity

Earnings and Historically Underserved Status Within Career Cluster

<table>
<thead>
<tr>
<th>Career Cluster Title</th>
<th>Median Earnings</th>
<th>% of Students within Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Historically Underserved</td>
</tr>
<tr>
<td>Nursing</td>
<td>$56K</td>
<td>17%</td>
</tr>
<tr>
<td>Health Tech</td>
<td>$41K</td>
<td>16%</td>
</tr>
<tr>
<td>Science, Tech, Engineering &amp; Math</td>
<td>$38K</td>
<td>15%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$36K</td>
<td>17%</td>
</tr>
<tr>
<td>Architect &amp; Construct</td>
<td>$36K</td>
<td>24%</td>
</tr>
<tr>
<td>Info Tech</td>
<td>$34K</td>
<td>20%</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Services</td>
<td>$31K</td>
<td>26%</td>
</tr>
<tr>
<td>Agri, Food &amp; Natl Resource</td>
<td>$31K</td>
<td>26%</td>
</tr>
<tr>
<td>Law, Public Safe, Corr &amp; Security</td>
<td>$30K</td>
<td>20%</td>
</tr>
<tr>
<td>Transp, Distrib &amp; Logistics</td>
<td>$30K</td>
<td>26%</td>
</tr>
<tr>
<td>Bus, Mgmt &amp; Admin</td>
<td>$27K</td>
<td>22%</td>
</tr>
<tr>
<td>Health Services</td>
<td>$26K</td>
<td>27%</td>
</tr>
<tr>
<td>Human Services</td>
<td>$25K</td>
<td>29%</td>
</tr>
<tr>
<td>Arts, A/V &amp; Comm</td>
<td>$24K</td>
<td>18%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>$23K</td>
<td>32%</td>
</tr>
<tr>
<td>Finance</td>
<td>$23K</td>
<td>7%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>$22K</td>
<td>21%</td>
</tr>
</tbody>
</table>
December 11, 2015

Religious and racial tensions are high in the United States right now and our communities are feeling the effects deeply.

As presidents of Washington’s community and technical colleges we issue this clear response on behalf of our students and colleagues: We stand together. Harassment and prejudice of any type defies the very values of pluralism and religious freedom that we hold dear in this country.

Community and technical colleges are truly “Democracy’s colleges” — not just because of our open-door policies, but because of the diverse community of students we serve. Our colleges are proud to be the educational homes to students of different faiths, races, national origins, sexual orientations and gender identities. We also strive to provide a working and learning environment that values civility, mutual respect and rigorous intellectual inquiry.

We believe our very differences strengthen our bonds of understanding and community. The tapestry of American life is woven by the intersection of people from all backgrounds. We have been, and will continue to be, a system of colleges committed to human dignity and social justice. As such, we have zero tolerance for anything but safe campuses for our students and colleagues.

During these difficult times, when fear breeds hatred, we resolve to embrace humanity in all of its rich diversity.
STATEMENT OF EQUITY AND INCLUSION

As the presidents and chancellors of Washington’s 34 community and technical colleges, we recognize our stewardship of these great American institutions. Our colleges collectively enroll nearly 60 percent of students attending public higher education institutions in the state. We take pride in serving our students. For colleges to fulfill their missions, we must couple access to higher education with equitable opportunities to succeed and thrive.

Every student at a Washington state community and technical college brings a wealth of knowledge, experience and perspective. College staff and faculty have a responsibility to create a learning and service environment that encourages all students to use their strengths to advance their intellectual growth and attain their educational objectives. We, therefore, declare our commitment to equity and inclusion as a means to that important goal.

As a system of colleges, we share the following convictions:

- Every student has a right to rise on the wings of higher education and with all the economic, intellectual and empowering benefits it brings.
- A diverse student body is essential for the robust exchange of perspectives and ideas that we value in teaching and learning.
- Closing economic and educational achievement gaps are both a moral and economic necessity.
- Respecting an increasingly diverse and complex student body, we commit to recruiting and retaining diverse faculty and staff for students who need to see themselves in those who inspire them.

It is human nature to persist and thrive where there is a sense of inclusion and belonging. Thus, we further commit to a culture that encourages people to:

- Act ethically.
- Model equity and inclusion.
- Value shared contribution.
- Engage in robust intellectual inquiry with a spirit of civility and discovery.
- Demonstrate self-reflection to identify and address biases and stereotypes.
- Act against bias, bullying, incivility and dismissiveness.
- Affirm others’ worth and capability.
- Advocate for social justice as a moral calling that benefits us all.

When students rise, they lift Washington’s economy and society by contributing a wealth of perspectives, solutions and a view of the global world in which we live. As a community and technical college system, we unite in our shared responsibility: to close economic and educational achievement gaps within a climate where all people are valued and empowered to contribute their individuality and highest potential.
**STUDY SESSION ITEM**

March 27, 2019

Tab 2

**Discussion with Superintendent of Public Instruction, Chris Reykdal**

**Brief Description**

The Office of the Superintendent of Public Instruction (OSPI) leader, Chris Reykdal, will join the State Board for Community and Technical College (SBCTC) board meeting to share his vision of public education in Washington State. In addition, Superintendent Reykdal will discuss his experiences serving in his current role and will emphasize the goals and priorities he has outlined for OSPI. The SBCTC and OSPI partner on many fronts to best serve students throughout the state, especially with high school completion and dual enrollment programs like Running Start and College in the High School. Currently, discussion is underway between the two partners to expand dual credit to include career and technical education opportunities.

**How does this item link to the State Board’s 2018-19 Priorities?**

In 2017, the State Board established the five priority focus areas of advocacy, enrollment, completion, equity, and ctcLink. In August 2018, Career Connect Washington was added as a sixth priority area for the Board.

This relationship with OSPI promotes the intentional curricular collaboration with the Governor’s initiative, Career Connect Washington, and the State Board. The community and technical colleges are partnering with the Governor’s Task Force focused on identifying actionable and effective steps to drive awareness of a wide range of educational pathways that lead to rewarding careers for Washington's young adults. OSPI is a key partner with SBCTC on expanding the pipeline for students attending and completing post-secondary degrees and certificates.

This partnership promotes increasing access to post-secondary education by providing additional options for students to engage in career and technical college programs. The partnership with K-12 and SBCTC is highlighted in the work being done by the Strategic Enrollment Taskforce. By focusing on dual credit and transitions to college, community colleges are able to better assist high school students on their chosen academic pathway resulting in higher completion rates.

**Background information and analysis**

Since beginning his term as Superintendent, Reykdal’s work has primarily focused on the following four priorities for the state: increase basic education funding; improve academic achievement and close opportunity gaps; increase pathways to graduation; and, improve our statewide assessment system.

As a former SBCTC employee, Superintendent Reykdal understands the importance of a strong partnership between OSPI and SBCTC. This partnership yields positive results for the students of Washington and allows for the two agencies to be a solid voice for public education priorities before the legislature. Over the past 18 months, this partnership has helped to onboard the Governor’s Career Connect Washington initiative and best position Washington students for early career connected learning opportunities.
Potential questions

• What are the future challenges facing K-12 in Washington State and how do those challenges impact our community and technical colleges?

• What changes to high school graduation requirements are underway and what implications do those changes have for students transitioning to the community and technical college sector?

• How does Career Connect Washington play a role in the work being carried out by OSPI?

Recommendation/preferred result

The Board will participate in a robust discussion with Superintendent Reykdal and State Board staff members. They will direct staff on any followup, based on the meeting discussion.

Policy Manual Change Yes ☒ No ☐

Prepared by: Carli Schiffner, PhD, deputy executive director for education

(360) 704-4353, cschiffner@sbctc.edu
REGULAR ITEM

March 27, 2019
Tab 3

Innovative proposals to provide student housing

Brief Description

The community and technical college system has found itself unable to acquire sufficient capital funds to meet its needs. For the State Board and district trustees to meet mission as set forth in RCW 28B.50 and the needs of local communities, innovative means must be used to provide capital resources.

Seattle Central College and North Seattle College are interested in obtaining housing for their students using a public-private partnership. Both colleges’ proposals would have a developer constructing and operating student housing on property leased from the State Board. This briefing will compare and contrast the two proposals relative to State Board policies. The goal is to gather feedback that will allow the colleges to complete negotiations and request approval of the necessary ground leases in the future.

How does this item link to the State Board’s 2018-19 priorities?

These proposals are consistent with the Board’s goal to advocate for resources that support college enrollment.

Background information and analysis

The State Board was briefed on real property acquisition and disposal rules at its October 15, 2018, meeting. Building on that knowledge, this briefing is specific to leasing real property for another entity to improve. These are commonly referred to as “ground leases.”

The State Board has authorized its Executive Director to approve ground leases for alternative financing authorized in the capital budget and the transferring of land to a public agency. The two innovative proposals in this item are off-budget projects involving private entities and are not covered by current delegations.

In accordance with State Board Policy 6.40.10, “for off-budget projects requiring ground leases, the State Board will review requests early in the development phase with final review and approval needed for ground leases prior to projects entering the later design and bid phase.”

Appendix D to chapter 6 of the State Board policy manual outlines the goals, process, and considerations for evaluating real property acquisitions for college use or the joint use of college facilities. While neither proposal explicitly has the college owning the improvements, this appendix provides a framework for evaluating the proposals. The policy and appendix are in Attachment A to this briefing. Here is an excerpt on the process:

The State Board will consider proposals brought to it by district boards of trustees on a case-by-case basis. In addition to the request of a local board and the recommendation of the State Director, the State Board will consider information and findings provided by the local board as required to make the proposal. Based on its analysis of those findings, the Board
The proposals are to be evaluated on specific criteria related to the following:

- The appropriateness of the facility or activity, its uses and its users, for the requesting college
- The appropriateness of the proposed facility or activity for the community
- The benefits and obligations of the college, or state, under the proposal
- Any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college
- The financial or programmatic advantages that would be gained by the college, or state

Seattle Central College and North Seattle College will address these categories for their specific proposals in a presentation as part of this briefing. See Attachment C.

In Attachment B, there is a comparison of the two proposals to the criteria in Appendix D of State Board policy 6.40.10. There are two significant differences in the proposals. Seattle Central is contemplating a ground lease for 33 years and North Seattle is planning on 50 years. In addition, Seattle Central has negotiated for their developer to pay prevailing wages for construction and North Seattle has not.

Prevailing wages are established by the Washington State Department of Labor and Industries for each trade and occupation employed in the performance of public work.

To be consistent with state law, the projects as proposed cannot constitute financing and cannot be public work. The colleges have worked with the Office of the Attorney General to make sure the projects do not trigger either of these conditions. The State Treasurer’s office agrees that the projects as proposed are not financing and as such do not require legislative authorization or approval from the State Financing Committee.

Potential questions

Does the Board require any changes to the projects or terms as a condition of its approval of the ground leases?

Recommendation/preferred result

State Board members may suggest modification to the college proposals as would allow the State Board to grant approval for the ground leases.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu
State Board Policy 6.40.10

The State Director is authorized to execute Certificates of Participation documents, including the ground lease, and to execute ground leases in general that are associated with previously-approved capital projects contained within the Capital Budget.

For off-budget projects requiring ground leases, the State Board will review requests early in the development phase with final review and approval needed for ground leases prior to projects entering the later design and bid phase.

Chapter 6 Appendix D — Real Property Acquisitions for College Use or the Joint Use of College Facilities

It is the purpose of the community and technical college system to offer thoroughly comprehensive programs that meet community and student needs through academic courses, occupational education and community services of an educational, cultural and recreational nature. The state and local boards administer the system in a manner that will encourage efficiency in operation and creativity and imagination in education, training and service to meet the needs of the community and students.

In RCW 28B.50.140 (4), the Community and Technical College Act provides that college boards of trustees under the approval and direction of the State Board may establish new facilities as community needs and interests demand, and may receive gifts of real property. The State Board is empowered to establish and administer criteria and procedures for the installation and expansion of all community and technical college facilities under RCW 28B.50.090 (8).

Although each college board has authority to receive and dispose of gifts of real and personal property without State Board involvement in RCW 28B.50.140 (8), the use of such property for college purposes involving capital construction and expansion of facilities requires State Board approval under RCW 28B.50.090 (8). Similarly, the State Board approves all rentals or leases of facilities, whether for college use or for use of college facilities by non-college agencies.

Goals: The community and technical college system has found itself unable to acquire sufficient capital funds to meet its needs. In order for the State Board to carry out its responsibilities, and to support the district boards of trustees in carrying out the purposes of the community and technical college system as set forth in RCW 28B.50 innovative means must be used to provide capital resources. Therefore, the State Board will:

1. Consider proposals from district boards of trustees for the receipt and use of gifts of real property including capital facilities for college purposes or for the joint use of college facilities,
2. Inform the appropriate state-level agencies of its intent to consider such proposals,
3. Approve such proposals as it may find to be consistent with state law and regulations,
4. Ensure proposed actions are in the best interests of the colleges, the community, the community and technical college system and the state, and
5. Ensure acquisitions are consistent with policies and practices of the State Treasurer.

Process: The State Board will consider proposals brought to it by district boards of trustees on a case-by-case basis. In addition to the request of a local board and the recommendation of the State Director, the State Board will consider information and findings provided by the local board as required to make the proposal. Based on its analysis of those findings, the Board will determine its conclusions. Based on its conclusions, the Board will act to approve or disapprove the proposal or it may suggest modifications to the proposal as would allow the State Board to grant approval.

Findings:

1. The appropriateness of the facility or activity, its uses and its users, for the requesting college will be evaluated against the following criteria:
a. The facility or activity should relate to the role, mission and purpose of the community and technical college system and the local college.
b. Program needs of importance to the college should be met by the proposed facility or activity.
c. The proposal should relate well to the strategic plan of the college.
d. The proposal should relate well to the master plan of the college.
e. The proposed uses of the facility or the means of accommodating the proposed activity should be clearly defined.
f. Those who would occupy or use the facility or take part in the proposed activity should be identified.
g. Alternatives that have been considered and investigated for meeting the college needs in other ways should be described, including the rationale for not pursuing the alternatives in preference to the proposal.

2. The appropriateness of the proposed facility or activity for the community will be evaluated against the following criteria:
   a. Community needs of importance would be met under the proposal.
   b. The nature of community support for the proposal is sufficient and has been appropriately identified and measured.
   c. The effect of the proposal on the local tax base, existing private or public enterprises or organizations in the community, and potential future enterprises or organizations has been realistically evaluated and reported.

3. The benefits and obligations of the college (the state) under this proposal will be evaluated against the following criteria:
   a. Contracts, agreements or other documentation that define the terms of this proposal are available for review.
   b. The ongoing obligations of the college (the state) under this proposal have been identified, and means for meeting those obligations have been verified.
   c. The annual expenditures that would be required of the college and the source(s) from which the college would acquire the funds necessary to make those expenditures have been identified and dedicated to this purpose.
   d. The control of the college (the state) over the proposed facility or activity has been identified with respect to:
      e. Types of use,
      f. Hours of use,
      g. Types of users,
      h. Characteristics of operation,
         i. Standards of maintenance,
         j. Determination of need for repair or renovation,
         k. Decisions about reuse and/or reconfiguration of the facility for the duration of the terms of the proposal, and
         l. Meeting of codes and desired quality levels of design, specification and construction within the terms of the acquisition/development.

4. For any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college, the following are required:
   a. The constructing entity and the college will agree on their respective limits of liability in the design and construction process.
   b. A ground lease will be executed by the State Board for state owned property assigned to the foundation or third party for the purpose of making capital improvements.
   c. All applicable codes will be met.
   d. Ten percent of maximum allowable construction costs (MACC) will be withheld for any claims.
   e. Prevailing wage rates will be paid.
   f. A performance bond shall be required, if deemed necessary, by the Executive Director and the office of the Attorney General.
   g. Any transfer of title to the college shall be free and clear of all encumbrances.
   h. The college will establish the program specifications of the facility.
i. The college will assure that the gift improvements are consistent with the campus master plan.

5. The financial or programmatic advantages that would be gained by the college (the state) have been identified.
   a. The duration of any agreement involving facility usage or responsibility has been identified.
   b. The process has been described by which the college has proceeded to develop this proposal in order to be assured that the most advantageous terms possible are included in the agreement, including such means as requesting proposals, holding public hearings and seeking expert financial and legal counsel.
   c. The means by which the proposal limits the risks of the college (the state) for liability and other loss, such as insurance coverage, performance bonds and shared costs of operation and maintenance have been identified.
   d. The financial responsibility of the parties to the proposal has been considered.

Conclusions:

The SBCTC will analyze its findings concerning the above criteria in light of state law and regulations, the role/mission/purpose of the community and technical college system and the requesting institution, and the apparent best interests of the college, the community, the system and the state. Acceptability of the general proposal will be evaluated by the SBCTC in light of the conclusions reached by the Board including but not limited to the following factors:

1. The program justification and benefit of the proposal to the college.
2. The costs and obligations of the college and the state, and how they relate to the benefits of the proposal for the college and the state.
3. The importance of the benefits of this proposal and the meeting of these needs, compared to the general operations of the institution and the full spectrum of needs or services that could or should be provided.
4. The realistic alternatives that exist for meeting these needs, and why should this proposal not be deferred in favor of any of those alternatives.
5. The information has been provided to state-level agencies concerning this proposal, and the responses that have been received from those agencies.
6. The best interests of the college, the community, the community and technical college system, the state.
7. The project financing does not violate the policies and practices of the State Treasurer.
8. Other relevant factors as may be identified by the State Board.

Final Approval: Following its evaluation of acceptability, the State Board will consider an action to approve, approve with modifications, or disapprove the proposal.
Comparison of the proposed ground leases to the criteria in Chapter 6 Appendix D of Policy 6.40.10 of the State Board Policy Manual:

<table>
<thead>
<tr>
<th></th>
<th>The appropriateness of the facility or activity, its uses and its users, for the requesting college will be evaluated against the following criteria:</th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The facility or activity should relate to the role, mission and purpose of the community and technical college system and the local college.</td>
<td>Providing housing to students can increase enrollment, retention and completion.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Program needs of importance to the college should be met by the proposed facility or activity.</td>
<td>Both colleges desire to provide their students with more housing options.</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>The proposal should relate well to the strategic plan of the college.</td>
<td>On-campus housing supports three primary goals in each college's master plan: student success; equity, diversity and inclusion; and organizational excellence.</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>The proposal should relate well to the master plan of the college.</td>
<td>Building student housing above the parking garage is part of 2018 update to Major Institution Master Plan and makes efficient use of scarce land on main campus.</td>
<td>The college will seek an amendment to the masterplan to allow for student housing on campus.</td>
</tr>
<tr>
<td>e</td>
<td>The proposed uses of the facility or the means of accommodating the proposed activity should be clearly defined.</td>
<td>Both proposals will provide students with more housing options.</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Those who would occupy or use the facility or take part in the proposed activity should be identified.</td>
<td>Proposal prioritizes occupancy for the college's students, other colleges, and the general public.</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Alternatives that have been considered and investigated for meeting the college needs in other ways should be described, including the rationale for not pursuing the alternatives in preference to the proposal.</td>
<td>Both colleges undertook a feasibility study to explore options to meet their student's housing needs.</td>
<td></td>
</tr>
</tbody>
</table>
### 2 The appropriateness of the proposed facility or activity for the community will be evaluated against the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Community needs of importance would be met under the proposal.</td>
<td>Both communities need more student housing options.</td>
</tr>
<tr>
<td>b</td>
<td>The nature of community support for the proposal is sufficient and has been appropriately identified and measured.</td>
<td>The college has received universal support for on-campus student housing to its Standing Advisory Committee for the Major Institution Master Plan, as well as with the local chamber of commerce and business, Capitol Hill Ecodistrict and other community groups. The campus and community are supportive of the college pursuing student housing. The student housing feasibility study and the request for proposals was shared with the campus and posted on the college web site. As plans progress, the campus and community will be informed and invited to share input.</td>
</tr>
<tr>
<td>c</td>
<td>The effect of the proposal on the local tax base, existing private or public enterprises or organizations in the community, and potential future enterprises or organizations has been realistically evaluated and reported.</td>
<td>Surrounding area has low apartment vacancy rate and high monthly rental costs. This assessment was done as part of the feasibility study.</td>
</tr>
</tbody>
</table>

### 3 The benefits and obligations of the college (the state) under this proposal will be evaluated against the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Contracts, agreements or other documentation that define the terms of this proposal are available for review.</td>
<td>Both colleges are negotiating with developers. The documents will be provided prior to State Board approval of the ground leases.</td>
</tr>
<tr>
<td>b</td>
<td>The ongoing obligations of the college (the state) under this proposal have been identified, and means for meeting those obligations have been verified.</td>
<td>Neither college will have any financial obligation under their specific proposal.</td>
</tr>
</tbody>
</table>
### 3 The benefits and obligations of the college (the state) under this proposal will be evaluated against the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>l</strong></td>
<td>Meeting of codes and desired quality levels of design, specification and construction within the terms of the acquisition/development.</td>
<td>Will comply with city of Seattle Building Code; design and quality standards of modern market-rate apartments.</td>
</tr>
</tbody>
</table>

### 4 For any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college, the following are required:

<table>
<thead>
<tr>
<th></th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>The constructing entity and the college will agree on their respective limits of liability in the design and construction process.</td>
<td>All liability for design and construction rests with 501c3 and its contracted developer and development team.</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>A ground lease will be executed by the State Board for state owned property assigned to the foundation or third party for the purpose of making capital improvements.</td>
<td>An air rights agreement will need to be ratified and executed by the State Board prior to financing.</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>All applicable codes will be met.</td>
<td>Yes.</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Ten percent of maximum allowable construction costs (MACC) will be withheld for any claims.</td>
<td>This is not applicable to either proposal.</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>Prevailing wage rates will be paid.</td>
<td>Yes.</td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>A performance bond shall be required, if deemed necessary, by the Executive Director and the Office of the Attorney General.</td>
<td>Developer will require a payment and performance bond of the General Contractor.</td>
</tr>
<tr>
<td><strong>g</strong></td>
<td>Any transfer of title to the college shall be free and clear of all encumbrances.</td>
<td>Transfer at payoff of bonds is a donation.</td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>The college will establish the program specifications of the facility.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The benefits and obligations of the college (the state) under this proposal will be evaluated against the following criteria:</td>
<td>Seattle Central</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>l</td>
<td>Meeting of codes and desired quality levels of design, specification and construction within the terms of the acquisition/development.</td>
<td>Will comply with city of Seattle Building Code; design and quality standards of modern market-rate apartments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>For any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college, the following are required:</th>
<th>Seattle Central</th>
<th>North Seattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The constructing entity and the college will agree on their respective limits of liability in the design and construction process.</td>
<td>All liability for design and construction rests with 501c3 and its contracted developer and development team.</td>
<td>All liability for design and construction rests with the developer.</td>
</tr>
<tr>
<td>b</td>
<td>A ground lease will be executed by the State Board for state owned property assigned to the foundation or third party for the purpose of making capital improvements.</td>
<td>An air rights agreement will need to be ratified and executed by the State Board prior to financing.</td>
<td>Yes.</td>
</tr>
<tr>
<td>c</td>
<td>All applicable codes will be met</td>
<td></td>
<td>Yes.</td>
</tr>
<tr>
<td>d</td>
<td>Ten percent of maximum allowable construction costs (MACC) will be withheld for any claims.</td>
<td>This is not applicable to either proposal.</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Prevailing wage rates will be paid.</td>
<td>Yes.</td>
<td>No.</td>
</tr>
<tr>
<td>f</td>
<td>A performance bond shall be required, if deemed necessary, by the Executive Director and the office of the Attorney General.</td>
<td>Developer will require a payment and performance bond of the General Contractor.</td>
<td>This has not been discussed with the office of the Attorney General yet.</td>
</tr>
<tr>
<td>g</td>
<td>Any transfer of title to the college shall be free and clear of all encumbrances.</td>
<td>Transfer at payoff of bonds is a donation.</td>
<td>There is no transfer of title.</td>
</tr>
<tr>
<td>h</td>
<td>The college will establish the program specifications of the facility.</td>
<td></td>
<td>Yes.</td>
</tr>
<tr>
<td>4</td>
<td>For any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college, the following are required:</td>
<td>Seattle Central</td>
<td>North Seattle</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>i</td>
<td>The college will assure that the gift improvements are consistent with the campus master plan.</td>
<td>Yes, the college's Master Plan was updated in 2018 to include student housing above the garage. The seismic improvements to the garage constitute a gift from the 501c3 to the college with the effect of extending the useful life of the garage. The college will retain ownership of the garage.</td>
<td>Yes.</td>
</tr>
<tr>
<td>5</td>
<td>The financial or programmatic advantages that would be gained by the college (the state) have been identified:</td>
<td>Seattle Central</td>
<td>North Seattle</td>
</tr>
<tr>
<td>a</td>
<td>The duration of any agreement involving facility usage or responsibility has been identified.</td>
<td>33 years.</td>
<td>50 years.</td>
</tr>
<tr>
<td></td>
<td>The financial or programmatic advantages that would be gained by the college (the state) have been identified:</td>
<td>Seattle Central</td>
<td>North Seattle</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>b</td>
<td>The process has been described by which the college has proceeded to develop this proposal in order to be assured that the most advantageous terms possible are included in the agreement, including such means as requesting proposals, holding public hearings and seeking expert financial and legal counsel.</td>
<td>The college used a national request for proposals to gather qualifications and select a development partner. The college also used national request for proposals to select a student housing demand consultant, as well as independent construction and owner's representative to validate the cost estimate and proposed timeline. The college retained a seismic engineering and design firm to validate garage load bearing capacity.</td>
<td>Yes.</td>
</tr>
<tr>
<td>c</td>
<td>The means by which the proposal limits the risks of the college (the state) for liability and other loss, such as insurance coverage, performance bonds and shared costs of operation and maintenance have been identified.</td>
<td>The developer will require a payment and performance bond of the General Contractor.</td>
<td>The developer will assume risks but the details have not yet been negotiated.</td>
</tr>
<tr>
<td>d</td>
<td>The financial responsibility of the parties to the proposal has been considered.</td>
<td></td>
<td>Yes.</td>
</tr>
</tbody>
</table>
Why Student Housing:

- In a nation-wide study, three-times as many students reported housing insecurity more than other issues.
- Students want on-campus housing; 150 students listed as homeless (35 Veterans). International students currently have fewer opportunities and are susceptible to abuse.
- Feasibility study completed, documents demand for student housing.
- Greater density occurring with planned arrival of light-rail and the Northgate Pedestrian Bridge.
- The community college competitive marketplace for students has greatly increased.

**Advantages:**

- Supports the mission of NSC “Changing Lives through Education” and the core themes of “Advancing Student Success” and “Building a Sustainable Community”.
- Aligns with the goals of the Seattle Colleges Strategic Plan: Student Success; Equity, Diversity, Inclusion and Community; Organizational Excellence; Partnerships.
- Reduces the need for car and transit commutes to campus, convenient to the Northgate Link Light Rail and the planned Northgate development.
- Can increase student enrollment, retention and completion.
Financial Opportunity:

- SBCTC policies limit the ability of the college to build student housing without committing state funds or utilizing local funds.
- Private debt financing – no state nor college debt obligation, no impact to the state’s credit rating or bond capacity.
- Phase One – on the order of 150 beds; pilot and seek future growth opportunities.
- College leases to For-Profit Owner:
  - For-Profit develops the building, borrows the funds and manages the complex.
    - Objective for housing: Rotating availability for North Seattle College students, not an entitlement.
- Annual Income Stream to College – 20% of surplus cash flow; College uses funds to reduce rent for low-income and homeless students.
- Project would qualify for the Multi-Family Tax Exemption Program.

Advantages:

- Opportunity for college to provide on-campus student housing and help mitigate costs for homeless and low-income students.
- College does not carry the project risk.
## Projected Net Operating Income over the life of the lease

<table>
<thead>
<tr>
<th>Year</th>
<th>Effective Gross Income</th>
<th>Operating Expense (incl. ground rent)</th>
<th>NOI</th>
<th>Ground rent &amp; cash flow split to NSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,788,210</td>
<td>$895,027</td>
<td>$893,183</td>
<td>$76,876</td>
</tr>
<tr>
<td>2</td>
<td>$1,841,856</td>
<td>$921,878</td>
<td>$919,978</td>
<td>$82,235</td>
</tr>
<tr>
<td>3</td>
<td>$1,897,112</td>
<td>$949,534</td>
<td>$947,576</td>
<td>$87,755</td>
</tr>
<tr>
<td>4</td>
<td>$1,954,025</td>
<td>$976,020</td>
<td>$976,020</td>
<td>$93,441</td>
</tr>
<tr>
<td>5</td>
<td>$2,012,646</td>
<td>$1,007,361</td>
<td>$1,005,285</td>
<td>$99,297</td>
</tr>
<tr>
<td>6</td>
<td>$2,073,025</td>
<td>$1,037,582</td>
<td>$1,035,444</td>
<td>$105,328</td>
</tr>
<tr>
<td>7</td>
<td>$2,135,216</td>
<td>$1,068,709</td>
<td>$1,066,507</td>
<td>$111,541</td>
</tr>
<tr>
<td>8</td>
<td>$2,199,273</td>
<td>$1,100,771</td>
<td>$1,098,502</td>
<td>$117,940</td>
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<tr>
<td>9</td>
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<td>$1,133,794</td>
<td>$1,131,457</td>
<td>$124,531</td>
</tr>
<tr>
<td>10</td>
<td>$2,333,208</td>
<td>$1,167,808</td>
<td>$1,165,401</td>
<td>$131,320</td>
</tr>
<tr>
<td>11</td>
<td>$2,403,205</td>
<td>$1,202,642</td>
<td>$1,200,363</td>
<td>$138,312</td>
</tr>
<tr>
<td>12</td>
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<td>$1,236,374</td>
<td>$145,514</td>
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<td>13</td>
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<td>$1,276,095</td>
<td>$1,273,465</td>
<td>$152,933</td>
</tr>
<tr>
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<td>$1,314,378</td>
<td>$1,311,669</td>
<td>$160,573</td>
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<td>$1,351,019</td>
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<td>$176,550</td>
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<td>$1,433,296</td>
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<tr>
<td>18</td>
<td>$2,955,639</td>
<td>$1,479,344</td>
<td>$1,476,295</td>
<td>$193,499</td>
</tr>
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<td>19</td>
<td>$3,044,308</td>
<td>$1,523,724</td>
<td>$1,520,584</td>
<td>$202,356</td>
</tr>
<tr>
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<td>$1,569,436</td>
<td>$1,566,201</td>
<td>$211,480</td>
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<td>$1,613,187</td>
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<tr>
<td>22</td>
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<td>$1,665,014</td>
<td>$1,661,583</td>
<td>$230,556</td>
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Not State Financing

RCW 39.94.020 excludes from the definition of a financing contract “any nonrecourse financing contract or other obligation payable only from money or other property received from private sources and not payable from any public money or property.” The developer is a for-profit partnership and is not an affiliate of the college. Project will not rely upon a public agency for financing.
Desired Ground Lease Term

• Ground leases need to be longer than debt retirement timeline.
  o Provides lenders assurance of repayment, even if project income dips due to natural disaster or unforeseen market conditions.
• Longer control allows for re-financing project debt if interest rates drop dramatically and gives developer time to recoup the costs of investment.

• Developer requires 50 year ground lease:
  o 40 year ground lease required by lender, developer anticipates refinancing after 10 years.

Advantages:
  o Developer maintains and operates the housing.
  o Annual Income Stream to College - 20% of surplus cash flow; College uses funds to reduce rent for low-income and homeless students.
  o Allows project to go forward.
Not Public Work

This is not a public works project. "Public work ... means all work ... executed at the cost of the state or of any municipality”.

- No state money is involved, developer carries financial risk.
- Private debt financing – no state nor college debt obligation, no impact to the state’s credit rating or bond capacity.
Request For Exception to State Board Policy 6.40.10 D(4)
“Prevailing wage rates will be paid”

• Project is not a public work.
• Project is not owned or operated for college use; developer owns and operates the building and rents to students.
• Project will not be donated to the college.
• Developer to bear costs of developing and operating the building; College has “no skin in the game”.
• Proposed Prototype – no prevailing wage.
• Prevailing wage mandate a disadvantage to developer on similar projects; Developer will NOT proceed.

Advantages:
  o Annual income stream to college over the 50-year ground lease to help mitigate the costs of housing for low income and homeless students; length of construction paid at prevailing wage approximately 14 months.
  o Allows project to go forward.
Next Steps

• MOU to Seattle Board of Trustees for approval on March 14, 2019.
  - Approval of MOU allows for contract negotiations of Ground Lease and Development Agreement to begin.
  - College pursues amendment to Master Plan to incorporate Student Housing on campus.
• Student Housing Project presented at State Board Study Session on March 27, 2019
  - State Board provides feedback.
• College submits ground lease to State for Approval – May, 2019.
• Target occupancy after opening of the Northgate Link Light Rail in 2021.
On-Campus Student Housing
Development Concept

- Built atop parking garage
- 453 Beds
- 173 Units
- Primarily studios and 2-bedroom suites
- Self-financing project

- Dynamic Live/Learn Community
- Maintain competitiveness of intl. student program
- Reduce need for vehicle trips
- Improve student success thru stable housing
- Intermix intl and domestic
Aligned to Strategic & Master Plans

• **Student Success** – stable, secure housing contributes to retention and completion

• **Equity, Diversity and Inclusion** – intermixing intl. & domestic students fosters global citizenship

• **Organizational Excellence** – making efficient use of scarce land; providing supplemental income to college over time, reduce trip generation, promoting use of campus facilities in evening hours

• **Included in 2018 update to MIMP**
Why Should We Do It?

• Expiring master lease on inadequate facility
  – P3 model eliminates financial risks to college
  – Operational responsibility shifts to professional mgmt
• Documented shortage of nearby housing & demand from our students for this style of housing
  – Central houses only 6% of its intl students enrollment
• Flexibility in pricing and floor plans meets the needs of a broader spectrum on our enrollment (ex. single vs double occupancy)
• Also updates garage to new seismic codes
Our Development Partner

- Hanover Pacific, LLC
- Specializes in on-campus housing
  - Western University of Health Sciences & City of Pomona
  - Claremont Graduate University
  - University of La Verne
- City of San Francisco & Unified School District
  - Advisor on development concept
Seattle Central’s Role

Seattle Central

501c3

Hanover Pacific

Host Agreement
- Ground Lease
- Cooperation Agmt.

Development Agmt.

Financing Agmts.

Underwriter

Design Team

HP leads development team, contracts w genl contractor

501c3 engages both underwriter & property manager

Property Manager

General Contractor

seattlecentral.edu
Key Considerations

- Height & bulk of bldg will be consistent with new apt. complexes across street; conforms to city zoning & neighborhood character
- No recourse to state guarantees, project is self-financing & zero cost turnover of improvements to college once debt retired
- College(s) is sole beneficiary for income net of operations, reserves and repairs
- 3rd Party validation thru feasibility studies
P3 Advantage / Benefits

• Developers have the institutional knowledge/capacity which college does not
• No requirement for college master lease or lease-up guarantee
• Ability to use GC/CM and guaranteed maximum cost contracting
• No state role in financing, but college receives distribution of any future profits
• Property manager handles student applications, rent collections and most human relations challenges in operating housing
Not State Financing

RCW 39.94.020 excludes from the definition of a financing contract “any nonrecourse financing contract or other obligation payable only from money or other property received from private sources and not payable from any public money or property.” The 501c3 and developer are not an affiliate of the college. Project will not rely upon a public agency to underwrite or issue the bonds.

Construction bonds solely rely upon rents collected from students (i.e. private sources) for their repayment and are secured only by those rents.

There is no lease agreement of the finished projects. The Treasurer’s four-part test of what constitutes a financing contract does not apply, therefore, as Seattle Central and North Seattle are not entering into any lease of bed or facilities. No public funds flow from the college.
Not Public Work

• These are not public works projects. "Public work … means all work … executed at the cost of the state or of any municipality"
  – No state money is involved
  – College receives improvements to garage at no charge
Desired Ground Lease Term

• Ground leases need to be longer than debt retirement timeline
  – Provides bondholders assurance of repayment, even if project income dips due to natural disaster or unforeseen market conditions
• Longer control allows for re-financing project debt if interest rates drop dramatically
• 32 year debt allows for more affordable housing rents because annual debt service requirement is lower
Timeline – Seattle Central

- Target occupancy date of 9/1/2022
- Approval of MOU now to allow for pre-development work to be contracted
  - Desire to vest permits with Seattle DCI quickly
  - Construction cost inflation at 5% annually
- College and developer enter into pre-development agreement
  - Allows for engaging financing partners
  - Exchange drafts of air rights lease and financing agmts w input from bond underwriters
  - All agmts must come back before District 6 trustees for approval before execution
STUDY SESSION ITEM

March 27, 2019

Tab 4

Best employment practices for part-time faculty

Brief Description

On March 23, 2017, the State Board adopted Resolution 17-03-22, intending to improve student outcomes through continued support of the best practice principles for the employment of part-time/adjunct faculty. The resolution stated, in part, “. . . the State Board shall convene and facilitate a workgroup that includes faculty, faculty union representatives and college administrators to draft collective bargaining language reflecting the best practice principles that local bargainers may use in their negotiations.”

Working with stakeholder groups, the workgroup was established in July 2017 and conducted its first meeting in August 2017. The workgroup reviewed language in faculty collective bargaining agreements to compile a library of existing contract language representing each of the principles identified in the the resolution. The resulting report retains these principles and adds an eleventh related to equity, diversity, and inclusion.

Continued progress on implementation of the best practices will primarily occur through local bargaining. These examples are offered as references or starting points for local labor and management bargainers.

How does this item link to the State Board’s 2018-19 priorities?

Improving salaries and working conditions helps retain and attract the talent needed to improve outcomes for students, businesses and our state economy. This investment in resources provides a learning environment that meets the education needs of our students and provides a workforce that addresses employment trends in our business communities.

The increased focus on equity and inclusion helps diversify staff, leading to more success for students of color.

Background information and analysis

Part-time instructors bring unique skills and expertise into workforce preparation and academic classrooms. Employing part-time instructors allows colleges to offer more classes, when and where students need them and the ability to respond to emerging student, community and business needs.

Employment Statistics. Based upon 2018 fall quarter data:
There are 5,028 state funded part-time faculty (headcount). They teach 45 percent of the system’s effort in state funded courses (Full-time Equivalent Faculty), a decrease of one percent from fall 2017.
• Part-time faculty teach:
  o 68 percent of Basic Education for Adults courses
  o 39 percent of Business and Commerce courses
  o 31 percent of Business Administration courses
  o 37 percent of Information Technology courses
  o 45 percent of Developmental Education courses
  o 64 percent of Health and Physical Education courses
  o 43 percent of Health Science courses
  o 52 percent of Humanities courses
  o 30 percent of Mathematics courses
  o 30 percent of Mechanical & Engineering courses
  o 40 percent of Natural Science courses
  o 45 percent of Occupational Support courses
  o 47 percent of Public Support courses
  o 41 percent of Science courses
  o 46 percent of Social Science courses

• Part-time faculty teach:
  o 39 percent of the daytime, on-campus courses
  o 72 percent of the evening, on-campus courses
  o 59 percent of the daytime, off-campus courses
  o 76 percent of the evening, off-campus courses

• 37 percent of state funded part-time faculty (headcount) teach one-third or less of a full-time teaching load; 24 percent teach between one-third and two-thirds of a full-time teaching load and 39 percent teach two-thirds or more of a full-time teaching load.

• 56 percent of part-time instructors participate in retirement benefits and 46 percent receive employer paid health care benefits.

• The median age of system part-time instructors is 50; 15 percent are people of color and 61 percent are female. (The median age of full-time faculty is 51; 17 percent are people of color and 53 percent are female.)

Background on the Best Practice Principles: The 1996 Legislature adopted provisions requiring the State Board to convene a Taskforce to identify the best practices related to part-time faculty compensation and working conditions. A Taskforce was established, the best practices identified, and recommendations were made to the college districts, State Board and Legislature.

Legislation in 2005 required the State Board to re-convene a Taskforce that would review and update the best part-time faculty employment practices and make recommendations to the State Board. Representatives to the Taskforce were requested from and appointed by the stakeholder groups identified in the legislation. They included State Board members, full- and part-time faculty, trustees, and presidents. Taskforce members met regularly from summer through fall 2005 - focusing on understanding the assignment, reviewing data and the 1996 report, and updating the principles.

As directed by the legislation, members of the Taskforce focused solely on part-time faculty issues with the intent of identifying overarching principles that represent the best practice in a given
employment area. The legislation required the Taskforce to submit its findings to the State Board and other interested parties by December 1, 2005. Attachment C is the report submitted to the State Board and the Legislature in December 2005.

Since adoption of the best practice principles in 2005, State Board staff has surveyed the colleges twice, (2007 and 2015), to update awareness of the best employment practices and to share ideas on their local application. Attachment B includes survey results and lists actions taken by the system to support the best practice principles at the system or state-wide level.

Through adoption of Resolution 17-03-22, the State Board re-committed its support for the ten best practice principles - listed below.

1. **Salary.** Part-time instructors should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work.

2. **Benefit Participation.** Eligible part-time faculty should receive all state mandated benefits, and college provided employee benefits proportionate to those received by full-time faculty.

3. **Faculty Mix.** The ratio of full- to part-time faculty at each college district should be based upon program and student need. The funding necessary to improve services to students through increasing courses taught by full-time faculty should be provided by the Legislature.

4. **Initial Recruitment and Selection.** Part-time faculty should be selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty.

5. **Job Security.** Upon successfully completing a review period, regularly employed part-time faculty should achieve a form of job security.

6. **Performance Review.** Part-time faculty should be evaluated using comparable criteria, standards and procedures which are applied to evaluate full-time faculty.

7. **Professional Development.** Colleges should assist part-time faculty to identify and address their development needs in ways which are accessible and affordable.

8. **Support Services.** Part-time faculty should be treated with the same professionalism as full-time faculty and provided the necessary support services to do their jobs.

9. **Communications.** Part-time faculty should be afforded easy access to communications from the college and have the means to communicate with the college community.

10. **Best Practices Report.** The best practice principles should be used in making state and local decisions and agreements affecting part-time faculty. The “Part-Time Faculty Best Practices Report” will be published and distributed to all college presidents, human resources directors, trustees, and local faculty union presidents. At least annually, each college should conduct a review of their actions related to achievement of these best practices.
Potential questions

- What is the State Board’s role in encouraging college districts to use the best practice report in decisions effecting part-time faculty?

- Are there additional actions the State Board should take to encourage local application of the best practice principles?

Recommendation/preferred result

The intent of the report is to provide the Board members with a better understanding of employment issues related to part-time faculty. Faculty and administrator members from the Task Force will join state board staff to make a presentation to the Board on their recommendations. Through the review of the best part-time faculty employment practices, State Board members will also have the opportunity to discuss part-time faculty working conditions and the State Board’s role and authority to influence.

In addition to sharing the results of their work, the workgroup recommends the State Board take action at their May 2019 meeting to add a best practice principle addressing equity, diversity and inclusion. The workgroup proposed the following description:

Best Practices Principle 10: Equity, Diversity, and Inclusion. The Washington Community and Technical Colleges are committed to advancing inclusive excellence by promoting equitable policies and practices to dismantle systemic barriers created by oppression, power, and privilege in order to build and sustain institutions that ensure students’ success and honor the unique identity and lived experiences of our diverse community.

If approved, the “Best Practices Report” (Attachment A) principle would become Best Practices Principle 11.

Policy Manual Change Yes ☐ No ☒

Prepared by: Ed McCallister, director of human resources
360.704.4350, emccallister@sbctc.edu
2019 BEST EMPLOYMENT PRACTICES FOR
PART-TIME/ADJUNCT FACULTY

Resolution 17-03-22
Workgroup Report
March 2019

On March 23, 2017 the State Board approved and adopted Resolution 17-03-22 to improve student outcomes through continued support of the best practice principles affecting the employment of part-time/adjunct faculty. The resolution stated, in part, “... the State Board shall convene and facilitate a workgroup that includes faculty, faculty union representatives and college administrators to draft collective bargaining language reflecting the best practice principles that local bargainers may use in their negotiations.”

To establish the workgroup, the facilitator from the State Board for Community and Technical Colleges contacted chairs from college commissions and points of contact for unions representing part-time faculty — listed below.

- Human Resource Management Commission
- Instruction Commission
- Business Affairs Commission
- Karen Strickland, AFT Washington, AFL-CIO
- Wendy Rader-Konofalski, Washington Education Association

The workgroup membership was finalized in July 2017.

The Best Practices Workgroup, in meeting the conditions in SBCTC Resolution 17-03-22, met from August of 2017 to Fall of 2018, to review and recommend draft language as a resource for possible use in contract negotiations throughout the state. The Workgroup recognizes the limitations of what is contained in the report when considering the economic, demographic, and cultural differences of colleges in all regions of the state, and therefore acknowledge that these differences will be considered when negotiating contracts. The Workgroup further acknowledges that we all share the common goal of improving the employment conditions for adjunct faculty throughout the state and recognize that such improvement will have a positive impact on student retention and success.

Participants
Administrative Services/Business Officers
- Nolan Wheeler — Lower Columbia College
- Steve Ward — Centralia College

Instruction
- Matt Campbell — Pierce Puyallup College
- Mary Garguile — Olympic College
Human Resources
- Camilla Glatt — Columbia Basin College
- Marshall Sampson — Green River College

WEA representatives
- James Peyton — Highline College
- Tobi Rosenberg — Bellevue College
- Carla Nacarato-Sinclair — Spokane Colleges

AFT-Washington Representatives
- Annette Stofer — Seattle Colleges
- Antonia Bennie-George — Green River College
- DuValle Daniel — Shoreline College
- Mike Boggess — Pierce College

Facilitator
- Ed McCallister — State Board for Community and Technical Colleges

Background
The 1996 Legislature adopted provisions requiring an audit of part-time faculty compensation and employment practices and the identification of “best practices” related to part-time faculty employment. A taskforce was established, the best practices listed, and recommendations made to the college districts, State Board, and Legislature. Updates were reported in 1997 and 1998.

The 2005 Legislature renewed its commitment to understand and improve part-time instructors’ working conditions by directing the State Board for Community and Technical Colleges to convene a taskforce to review and update the best employment practices report completed by the 1996 taskforce. The taskforce recommended 10 best practice principles related to adjunct employment subsequently endorsed by the State Board through its approval of Resolution 05-12-33.

In 2015, faculty labor representatives requested updated information on the best practice principles. After several conversations, it was decided to collect data on the application of the 10 Best Practice Principles. This data was collected through a survey administered by the State Board for Community and Technical Colleges (SBCTC). 21 of 30 college districts responded to a survey administered in spring of 2015. The information was inserted into a report submitted by SBCTC staff to the State Board.


Process
Initially there was some misunderstanding on the scope and level of detail going into the report. Upon clarification of Resolution 17-03-22 by SBCTC and Union leadership, the workgroup focused their attention on reviewing existing contract language from faculty collective bargaining agreements, and identifying current contract language that the workgroup felt represented the intent and/or spirit of the 10 Best Practices.

The 10 best employment practice principles established in the 2005 report served as the framework when researching the collective bargaining language. The statements of those practices, and their top-level definitions remained unchanged in this report.

In this document, the workgroup proposes an 11th best employment practice principle to address equity, diversity, and inclusion.

The information provided in this report does not constitute binding contract language. It is offered as examples of good or “best” practices related to employment of part-time faculty. Decisions on use or modification to the principles or the language considered best employment practices for adjunct faculty are made locally by negotiation.

Report language receiving disagreement, but recommended by the union group, is provided in a minority report document.

Best Employment Principles

Best Practice 1: Salary. Part-time faculty should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work.

Description: Similarly qualified instructors should be paid the same rate when performing the same work. This recommendation also recognizes the instructional and non-instructional components of an instructor’s workload. Decisions on work assignments, the monetary value of those assignments and the relative value of education/experience occur through local bargaining. Note: It is recognized that meaningful progress on this practice is dependent upon receipt of additional funding.

Consideration:
Part-time faculty should be paid at the same rate for performing the same work as full-time faculty. Non-instructional work, such as office hours and program support, is often not paid to part-time faculty. Part-timers who hope to continue their employment or to become full-time employees are reluctant to ask to be paid for such work. Continued disregard for part-time faculty salary may have already begun resulting in the loss of the most qualified employees who cannot afford to make a career in higher education.

Recommendations for the Legislature:

- Link the part-time pay schedule to the full-time pay schedule.
- Increase part-time salary funding to an amount based on equal pay for equal work, including increment systems that recognize education and experience.
- The Legislature must re-establish its pre-recession commitment to bringing parity to faculty wages via a progressive funding formula based on the full-time pay schedule.
● The Legislature must re-establish its pre-recession commitment to fund new full-time positions.

Recommendations to the College Districts and SBCTC:
● Link the part-time pay schedule to the full-time schedule.
● Set meaningful goals to achieve pay parity.
● Redouble the effort to work with faculty to lobby the Legislature to fund increases to part-time faculty wages.

Recommendations to Local Negotiators:
● Increase part-time salaries, including increment systems that recognize education and experience, with local funds to an amount based on equal pay for equal work via a progressive funding formula based on the full-time pay schedule.
● Include a parity clause that specifies the college’s commitment to address inequities in faculty pay.
● Contribute local funds to achieve pay parity.
● Parity Compensation should include both instructional and non-instructional work including, but not limited to:
  ○ Office hours
  ○ Department, division, and college-wide meetings
  ○ Orientation
  ○ Governance
  ○ Professional development
● Ensure eligibility for part-timers for all Service Awards.
● Establish clear initial placement criteria.

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix A

Best Practice 2: Benefit Participation. Eligible Part-time faculty should receive all state mandated benefits, and college provided employee benefits proportionate to those received by full-time faculty.

Description: As college and state employees, part-time instructors should have the same access to employee benefits as provided to full-time faculty, proportionate to assigned workload where appropriate. Examples include participation in retirement plans, health and leave benefits, tuition waivers, dependent care and other state or locally defined employment based benefits.

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix B

Best Practice 3: Faculty Mix. The ratio of full- to part-time faculty at each college district should be based upon program and student need. The funding necessary to improve services to students through increasing courses taught by full-time faculty should be provided by the Legislature.
Description: A strong core of full-time faculty is essential to maintaining a high quality educational environment. The lower salaries paid to part-time instructors allow college districts to offer additional courses to meet state enrollment demands at the funding level provided by the Legislature. While the learning experience is comparable to that offered by full-time instructors, over-reliance on part-time instructors affects the level of support services afforded to students and increases the non-instructional responsibilities assigned to full-time instructors (i.e., advising, review and development of curricula and programs, accreditation review and maintenance, faculty hiring and evaluation, governance, etc.).

Consideration:
All students deserve access to the best educational outcomes.

Recommendations for the Legislature:
- The state legislature should provide funding to achieve an appropriate statewide and local full time/part time faculty ratio, informed by regional, state, and national research.
- The Legislature should re-establish its pre-recession commitment to fund new full-time positions in order to improve the ratio of full- to part-time faculty discontinued in 2009 with the lapsing of SB 6578.

Recommendations to the College System:
- Set meaningful goals regarding full-time to part-time faculty ratio, to support student success and community needs.

Recommendations to Local Negotiators:
- Review research addressing the impact of over-reliance on part-time faculty on student success and retention, to inform decision making about appropriate levels of full- and part-time faculty staffing.

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix C

**Best Practice 4: Initial Recruitment and Selection.** Part-time faculty should be initially selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty.

Description: One of the first steps taken to ensure a high quality learning experience occurs in teacher selection. The recruitment and selection process contributes to the goal of having a highly qualified faculty who support and reflect our diverse students and communities. The initial selection of part-time instructors should be undertaken with attention comparable to that taken in the selection of full-time instructors.

Recommendations to Local Negotiators:
Faculty qualifications/credentials, both for full-time and part-time faculty, are largely set by WAC 131-16-080 through 091.
- Develop a job-based screening process that applies the same or similar criteria used in hiring faculty.
● Contracts specify minimum qualifications for all faculty. Part-time faculty would meet the same minimum qualifications as full-time faculty except when approved for unusual cases.

● Encourage screening committees

● When possible, avoid last minute hiring of part-time instructors

● Include diversity, equity and inclusion language in position descriptions and recruitment announcements

● For larger departments that hire part-time faculty more often, maintaining a pool of qualified candidates for a specified period of time can minimize the likelihood of having to hire underqualified candidates due to last-minute hiring.

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix D

**Best Practice 5: Job Security.** *Upon successfully completing a review period, regularly employed part-time faculty should achieve a form of job security.*

**Description:** Most part-time instructors are employed on quarter-to-quarter contracts that provide college districts the flexibility needed to adjust to evolving student and community needs. However, a number of part-time instructors teach the same classes at the same college, quarter-after-quarter. The limited employer commitment translates into personal planning difficulties for, and a limited commitment by the instructor — resulting in insecurity and turnover.

**Consideration:**

The majority of community and technical colleges (CTC) faculty are long-term temporary employees. In the name of providing the colleges the flexibility to address fluctuations in enrollment, there has evolved a state of contingency among CTC faculty, who serve for five, ten, twenty, and more years with no job security. State Board research shows that contingency is deleterious to student success.

Although some colleges have implemented the use of annual or multi-annual contracts whereby designated part-time faculty members are awarded multi-quarter contracts, these contracts have significant shortfalls.

**Recommendations for the Legislature:**

● The Legislature should re-establish its pre-recession commitment to fund new full-time positions in order to improve the ratio of full- to part-time faculty discontinued in 2009 with the lapsing of SB 6578.

**Recommendations to the College System:**

● Set meaningful goals.

● Increase the number of district full-time positions.

● Redouble the effort to work with faculty to lobby the Legislature to fund increases in the full-time to part-time faculty mix.
Recommendations to Local Negotiators:

- Consider a system that acknowledges faculty performance in the assignment of courses and continued employment.

Best Practice Language from Collective Bargaining Agreements:

Provided in Appendix E

**Best Practice 6: Performance Review.** *Part-time faculty should be evaluated using comparable criteria, standards, and procedures which are applied to evaluate full-time faculty.*

**Description:** Colleges use performance evaluations to ensure instructional quality and to provide feedback to instructors. While all colleges have some form of evaluation process applicable to part-time instructors, many rely on anonymous student evaluations.

**Consideration:**

Over-reliance on student evaluations provides incomplete feedback and may prompt instructors to set less challenging class requirements to avoid the impact low student evaluations may have on future reemployment. A heavy focus on student evaluations can contribute to grade inflation and potentially cause rehiring to be based more on popularity than teaching quality. Student evaluations alone provide no clear information to the part-time faculty member on how to improve and what to prioritize. Published formal academic research shows that student evaluation ratings are often biased against women and people of color.

**Recommendations to Local Negotiators:**

- Performance reviews require a clearly defined job description and performance expectations that are consistently communicated to part-time faculty.
- Contract language serves to clarify the process, content, and intent of the review process for part-time faculty.
- Evaluations must be fairly and equitably applied.
- The evaluation process must be clear, complete, and communicated to part-time faculty in advance of an evaluation.
- A good evaluation process will be based on multiple indices of performance, employ established criteria, be collected at regular intervals, and provide for timely formative and summative feedback.
- New hires need early evaluations with clear, timely feedback within their first term of hire.
- Process considerations could include elements such as:
  - Initial timing and ongoing frequency of evaluations
  - The types of evaluation — self-evaluation, student evaluation, peer evaluation, administrative evaluation, small group evaluations, etc.
  - Clear differentiation between administrative evaluation and peer observation/mentoring
  - How the types of evaluation may vary according to instructional mode (e.g. face-to-face, online, hybrid)
○ How the types of evaluation may vary according to faculty role (e.g. Faculty Librarians, or Counselors)
○ Any differences in the evaluation processes according to differences in part-time faculty status (e.g. priority, longevity, tiers, credits, programs)
○ Any differences in the evaluation processes for full-time faculty teaching overloads on part-time contracts
○ Who receives the evaluation results, when, and in what form
○ What is retained, where, and for how long
○ How the evaluation results are communicated back to the part-time faculty in a timely manner
○ The weight of evaluations in rehiring
○ How evaluations are included in any regular professional development planning or in promotion processes
○ When improvement plans will be considered and how plan expectations and timelines will be determined, communicated, and monitored
○ Appeal process if a part-time faculty member is denied improved status or pay due to evaluation results

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix F

Best Practice 7: Professional Development. Colleges should assist part-time faculty to identify and address their development needs in ways which are accessible and affordable.

Description: Continued professional development, in the instructor’s field and in teaching, translates directly into greater success for students and the instructor.

Consideration:
Limited funding for professional development activities affects all instructors but generally has a greater impact on part-time instructor participation.

Recommendations for the Legislature:
● Provide designated professional development funds for all faculty.

Recommendations to Local Negotiators:
● Continue to develop, fund, and/or expand training opportunities in ways that are accessible and motivate part-time instructor participation.
● Assist part-time instructors to create a professional development plan.
● Through negotiations and in accordance with state law, provide access to professional leave on a comparable basis to full-time instructors.
● Involve part-time instructors in the planning of professional development activities and schedule events at various times and places.
● Assign experienced instructors as mentors to newly hired part-time faculty.
Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix G

**Best Practice 8: Support Services.** *Part-time faculty should be treated with the same professionalism as full-time faculty and provided the necessary support services to do their jobs.*

**Description:** Support services include access to computers, telephone/voicemail, clerical support, copying, office space, storage space, parking, etc. Due to space and cost limitations, part-time instructors are often required to share office facilities (office space, telephones, and computers). Enhancing an instructor’s ability to store and retrieve teaching related materials on-site eases difficulties in transporting materials, saves time, creates continuity and enhances instruction.

**Recommendations to the College System:**
- Add value to part time faculty office space in the capital project scoring process.

**Recommendations to Local Negotiators:**
- For part-time faculty, resources are needed to complete work effectively and to protect student privacy.
- Areas of support to consider include:
  - Staff support, including administrative and technology
  - Orientation
  - Information about FERPA, ADA compliance, safety and security
  - Access to services and facilities off-campus and in non-business hours
  - Parking
  - Work space, secure storage space
  - A reasonable schedule, including a limit on the span of work hours in a day
  - A timeline to activate and deactivate access to technology resources and facilities

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix H

**Best Practice 9: Communications.** *Part-time faculty should be afforded easy access to communications from the college and have the means to communicate with the college community.*

**Description:** Good and consistent communication ensures part-time instructors are aware of college policies, practices and expectations. It also helps instructors feel included and connected to the college community. Due to the variety of part-time instructor work patterns and locations, use of a variety of communication tools will ensure the information reaches its audience.

**Consideration:**
In accordance with Chapter 41.56 RCW the employer must provide the Union reasonable access to new employees of the bargaining unit.
Recommendations to Local Negotiators:

Consider the following for improved communications as appropriate:

- Provide letters of intent or appointment prior to the start of classes to allow for adequate preparation time.
- Invite and make aware when compensation is available to part-time instructors for attendance at college events such as opening day ceremonies, divisional meetings, professional development activities and/or graduation.
- Hold paid orientation sessions for part-time faculty, and make orientation materials available online.
- Hold meetings specifically for part-time faculty about issues that concern them.
- Provide part-time instructors information about full-time position openings within their college districts.
- Develop information sharing tools that ensure online, off-site, and evening part-time instructors have access to the same information available to instructors who teach on campus during the day.
- Include part-time faculty in voting on division/department decisions, such as, but not limited to, choosing department chairs, deans, and coordinators, as well as policies and practices adopted for internal use.
- Assigned mailboxes and mail delivery.
- Assigned email account, access to the intranet and listservs, and a phone extension and voicemail that is accessible without a physical phone.
- List part-time faculty in the college directory.

Best Practice Language from Collective Bargaining Agreements:

Provided in Appendix I

Best Practices Principle 10: Equity, Diversity, and Inclusion. The Washington Community and Technical Colleges are committed to advancing inclusive excellence by promoting equitable policies and practices to dismantle systemic barriers created by oppression, power, and privilege in order to build and sustain institutions that ensure students’ success and honor the unique identity and lived experiences of our diverse community.

Description: In order to uphold this commitment, colleges and faculty are encouraged to commit to practices that promote equity, diversity, and inclusion in all aspects of recruitment, hiring, and retention of part-time adjunct faculty. The recently published text, 17 Steps in the Hiring Process: Potential Barriers and Best Practices (DEHPD, 2018) offers examples of practices that could be incorporated for each stage of the process, recruitment, retention, and professional development. Colleges are further encouraged to provide opportunities for all adjunct faculty to engage in institutional/system-wide Equity, Diversity, and Inclusion (EDI) work and to receive support for professional development in areas such as culturally inclusive pedagogies and universal design principles.

Recommendations to Local Negotiators:

- Establish a principle of inclusive excellence and use it as a filter through which decisions are made in all areas.
- Provide inclusive excellence training and educational opportunities at colleges to increase knowledge, awareness and skills as well as cultural competencies.
● Identify and eliminate barriers to increasing the diversity of the faculty pool and hires.
● Avoid rushed and unstructured recruitment processes which often result in hiring the most readily available, most easily recruitable, and the least likely to come from a diverse selection of candidates.
● Apply recruitment practices described in *17 Steps in the Hiring Process* when operationalizing Best Practice 4, “Part-time faculty should be initially selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty.”
● Research and assess the diversity of faculty on each college campus.
● Implement retention strategies such as mentoring programs, affinity groups, resources, and professional development.

Best Practice Language from Collective Bargaining Agreements:

Provided in Appendix J

**Best Practice 11: Best Practices Report.** *The best practice principles should be used in making state and local decisions and agreements affecting part-time faculty. The "Best Practices for Part-time/Adjunct Faculty Report" will be published and distributed to all college presidents, human resources directors, trustees, and local faculty union presidents. At least annually, each college should conduct a review of their actions related to achievement of these best practices.*

**Description:** In SB 5087, the Legislature recognized that improvement has been made since the initial work of the 1996 best practices taskforce and that additional progress needs to be made. Distribution of these recommendations and an annual review will help “institutionalize,” update and bring focus to part-time faculty issues.

**Recommendations to Local Negotiators:**

● Create a best practices committee to develop and oversee implementation strategies.

**Recommendations to the State Board:**

● Continue posting the principles on SBCTC web site.
● Promote awareness of best practice (BP) principles and annual results.
  ○ Include BP principles with commission meetings (WACTC, HRMC, BAC, etc.)
  ○ Include State Board and ACT. Get on agendas.
  ○ Make this an agenda item for new president and vice president orientations
  ○ Keep faculty associations (FACTC, AFT, WEA, etc.) updated
● Create a workgroup to re-design the 2015 survey with metrics necessary to solicit data on progress of BP principles implementation.
  ○ Comprised of:
    ■ Administration
    ■ Faculty, including part-time employees
    ■ Institutional research
  ○ Complete the online reporting tool that tracks improvements.
    ■ After each collective bargaining agreement is finalized
    ■ Updated annually
● Establish schedule and process to update BP principles
● Produce and distribute BP principles report prior to:
  ○ February of each biennium.
  ○ Report submitted
  ○ WACTC Commission assess budgetary ask.

Best Practice Language from Collective Bargaining Agreements:
Provided in Appendix K

Conclusion
This report provides examples of existing contract language representing each of the previously identified 10 best part-time faculty employment practices and adds an eleventh best practice related to equity, diversity, and inclusion. Continued progress on implementation of the best practices will primarily occur through local bargaining. These examples are offered as references or starting points for local labor and management bargainers.

The report and supplemental document is being submitted to the State Board for consideration. Representatives of the workgroup are available to attend a State Board meeting to answer questions.
Background: A state law adopted in 2005 required the State Board to convene a constituency taskforce to review and update the best part-time faculty employment practices identified in 1998 study. During its December 2005 meeting, the State Board adopted ten principles identified as best practices, based upon recommendations from that system taskforce. The principles were purposely broad, allowing for local negotiators to develop and implement specific practices that fit the local situation and culture.

This report updates the application of those principles. Twenty-one of thirty college districts responded to a survey administered in spring 2015. Each of the ten principles identified by the 2005 taskforce is listed below. A brief description (taken from the 2005 report) follows along with the applicable survey questions and responses. If provided, additional comment information is included.

More information on the 2005 taskforce and practices is available on the State Board’s website. The information in this update is intended to encourage local collective bargaining negotiators to review and identify practices that improve part-time faculty working conditions and increase student success.

Best Practice 1: Salary. Part-time faculty should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work.

Description: Similarly qualified instructors should be paid the same rate when performing the same work. This recommendation also recognizes the instructional and non-instructional components of an instructor’s workload. Decisions on work assignments, the monetary value of those assignments and the relative value of education/experience occur through local bargaining.

Q1: Although the State has not provided salary increase funds since 2009\(^1\), have you increased part-time faculty salaries using local resources to recognize effort outside of the classroom? (21 Responses)
Q2: Have you negotiated a part-time faculty salary schedule? (21 Responses)
Q3: If you have a part-time faculty salary schedule, how do instructors advance? (12 Responses)

- Longevity/Seniority
- Professional Development
- Credits taught
- Combination of above

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\(^1\) Data was collected prior to legislative action providing for salary increases during the 2015-2017 biennium.
**Best Practice 2: Benefit Participation.** Eligible Part-time faculty should receive all state mandated benefits, and college provided employee benefits proportionate to those received by full-time faculty.

*Description:* As college and state employees, part-time instructors should have the same access to employee benefits as provided to full-time faculty, proportionate to assigned workload where appropriate. Examples of state mandated benefits include retirement plans, health and leave benefits and the dependent care program. Locally defined employment based benefits may include parking, professional leave and tuition waivers.

**Q4:** If you provide some locally defined and provided benefits, please list. (i.e., paid meeting attendance, access to Professional Development funds, tuition waiver, etc.)

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paid for meeting attendance; provided access to professional development funds.</td>
</tr>
<tr>
<td>2</td>
<td>Currently negotiating additional compensation for additional part time faculty assignments.</td>
</tr>
<tr>
<td>3</td>
<td>Paid for meetings; provided tuition waiver and access to professional development funds.</td>
</tr>
<tr>
<td>4</td>
<td>Paid for meeting attendance, access to professional development funds, tuition waivers.</td>
</tr>
<tr>
<td>5</td>
<td>Professional Development Funds; paid for select meeting attendance.</td>
</tr>
<tr>
<td>6</td>
<td>Adjuncts receive additional pay when required to participate in meetings, serve on committees, advising students. Adjuncts also qualify for professional development and tuition waiver, if they are teaching at least 50% in the current quarter.</td>
</tr>
<tr>
<td>7</td>
<td>Paid for meeting attendance, curriculum development, extended studies, employee educational benefit plan.</td>
</tr>
<tr>
<td>8</td>
<td>Tuition waiver, professional development and other case-by-case benefits, especially for those at or over 50% full time equivalence.</td>
</tr>
<tr>
<td>9</td>
<td>Paid for meeting attendance at the non-instructional rate. If benefits eligible, access to tuition waivers.</td>
</tr>
<tr>
<td>10</td>
<td>Paid for meeting attendance; access to professional development funds; tuition waiver once qualified for health benefits.</td>
</tr>
<tr>
<td>11</td>
<td>Paid for meeting attendance, in-service training. Part-time faculty are eligible for professional development funds.</td>
</tr>
<tr>
<td>13</td>
<td>Paid for orientation and department meetings; tuition waiver for those benefits eligible and continuing education classes for all (free); advising stipend of $2,000 annually; access to professional development funds and compensation for participation in structured programs; free wellness classes (all employees); reduced parking rates; reduced bus pass; bereavement leave; pro rata personal day per quarter; option to do college in the high school with stipend; senior associate status after completion specific of tasks.</td>
</tr>
<tr>
<td>14</td>
<td>Paid for some meeting attendance; access to tuition waivers and professional development funds.</td>
</tr>
<tr>
<td>15</td>
<td>Professional development funds; 100 slots for increased professional responsibilities with pay; tuition waivers.</td>
</tr>
<tr>
<td>16</td>
<td>Access to some professional development funds; some meeting attendance is paid.</td>
</tr>
<tr>
<td>17</td>
<td>Access to professional development funds; Employee Tuition Payment Program for part-time instructors over 50%; Payment for office hours for instructors over 50%; Payment for mandatory training attendance.</td>
</tr>
</tbody>
</table>
**Best Practice 3: Faculty Mix.** The ratio of full- to part-time faculty at each college district should be based upon program and student need. The funding necessary to improve services to students through increasing courses taught by full-time faculty should be provided by the Legislature.

**Description:** There are a variety of program- or student-driven reasons for employing part-time instructors, including accessing special industry expertise, offering courses at community extension sites or in the evening, and responding to emerging industry or community needs. However, a strong core of full-time faculty is essential to maintaining a high quality educational environment. The lower salaries paid to part-time instructors allow college districts to offer additional courses to meet state enrollment demands at the funding level provided by the Legislature. While the classroom experience is comparable to that offered by full-time instructors, over-reliance on part-time instructors affects the level of support services afforded to students and increases the non-instructional responsibilities assigned to full-time instructors (i.e., advising, review and development of curricula and programs, accreditation review and maintenance, faculty hiring and evaluation, governance, etc.).

**Q5:** Have you had local conversations (discussion/negotiations with faculty, unions, trustees, administrators) concerning the mix of full-time and part-time faculty? (21 Responses)

**Q6:** Have you a policy or process that’s applied when determining how faculty positions will be filled? (21 Responses)

<table>
<thead>
<tr>
<th>#</th>
<th>If Yes, please describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Based on review of program needs.</td>
</tr>
<tr>
<td>3</td>
<td>Case-by-case, based on the needs of the college.</td>
</tr>
<tr>
<td>4</td>
<td>Administration and faculty work together to establish program needs and criteria for position.</td>
</tr>
<tr>
<td>5</td>
<td>A job description for the position shall be written and recommended by the Division Chair and Appropriate Dean, who shall submit it to the Vice President of Instruction and the Office of Human Resources.</td>
</tr>
<tr>
<td>6</td>
<td>Recommendation by Deans &amp; VPI, based upon evaluation of program needs.</td>
</tr>
<tr>
<td>7</td>
<td>Review occurs through Personnel Request Form, which is completed and approved by President with VP and Dean input.</td>
</tr>
<tr>
<td>8</td>
<td>Division Chairs receive feedback from their areas and do a ranking system as a group. VP for Instruction, Dean for Instruction, Dean for Workforce Education have ability to propose other ranking rationale before going to cabinet for approval.</td>
</tr>
<tr>
<td>9</td>
<td>Reviewed with Instructional council and department chairs; priorities set in a 4 year planning document based upon needs and growth potential; the recommendations are then forwarded to cabinet for evaluation with budget projections.</td>
</tr>
<tr>
<td>10</td>
<td>Process involves analysis of program staffing and enrollment trends to identify areas most in need of FT faculty positions. New positions are ranked in order of priority and go through college’s planning and budgeting process for approval.</td>
</tr>
<tr>
<td>11</td>
<td>Search Committee makes a recommendation to the VPI.</td>
</tr>
<tr>
<td>12</td>
<td>Departmental prioritization of vacancies that is then considered in college prioritization. Annually contracted positions are filled competitively; part time positions are not filled through competitive process.</td>
</tr>
<tr>
<td>13</td>
<td>Our Instructional Council reviews requests for faculty positions and prioritizes the needs and submits recommendations to the VP of Instruction and the President.</td>
</tr>
</tbody>
</table>
Q7: To mitigate perceived impacts of reliance on part-time faculty, this district . . . (Check all that apply) (18 Responses)

- Opening/promotes learning labs
- Pays for office hours
- Compensation for advising
- Promotes availability of full-time faculty
- Compensation for updating curriculum

<table>
<thead>
<tr>
<th>#</th>
<th>Other, please describe (i.e., tutoring centers, pay for meeting attendance, professional development on teaching, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay for attending meetings; ability to attend workshops on campus.</td>
</tr>
<tr>
<td>2</td>
<td>Pay for meeting attendance, professional development.</td>
</tr>
<tr>
<td>3</td>
<td>Professional development funds specifically allocated for part-time faculty use - meeting attendance/select, program review and curriculum development.</td>
</tr>
<tr>
<td>4</td>
<td>Professional development and special project stipends, per hour rate for non-instructional assignments including meeting attendance.</td>
</tr>
<tr>
<td>5</td>
<td>Part-time faculty are used to supplement the tutoring center &amp; assist where full-time faculty are at capacity.</td>
</tr>
<tr>
<td>6</td>
<td>Tutoring centers; paid for meeting attendance and professional development.</td>
</tr>
<tr>
<td>7</td>
<td>Tutoring centers; part-time faculty orientation and quarter long cohort training; all other professional development options.</td>
</tr>
<tr>
<td>8</td>
<td>Tutoring centers; Pay for some meeting attendance and offer professional development opportunities.</td>
</tr>
<tr>
<td>9</td>
<td>Part-time faculty are hired as department coordinators; tutor, paid for certain meetings, offered professional development opportunities, and can apply for Increased professional responsibilities, priority hire faculty can become paid peer observers.</td>
</tr>
<tr>
<td>10</td>
<td>Learning labs and tutoring center. May offer pay for meeting attendance and some professional development for part-time instructors.</td>
</tr>
<tr>
<td>11</td>
<td>Hires part time faculty to work in learning labs; pays part-time faculty to be engaged in new initiative implementations; hires part-time faculty in coordinator roles.</td>
</tr>
</tbody>
</table>

**Best Practice 4: Initial Recruitment and Selection.** Part-time faculty should be initially selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty.

**Description:** One of the first steps taken to ensure a high quality classroom experience occurs in teacher selection. The initial selection of part-time instructors should be undertaken with attention comparable to that taken in the selection of full-time instructors.

Q8: When initially filling faculty positions, do you apply similar qualification criteria to full and part-time faculty? (21 Responses)
Q9: Do you have a formalized screening and/or hiring process that’s typically applied when filling part-time teaching opportunities? (21 Responses)

- Advertising
- HR qualification screening
- Subject matter screening
- Preliminary interview
- Advertising
- Final interview
- Reference screening

<table>
<thead>
<tr>
<th>#</th>
<th>Other steps, please describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background check.</td>
</tr>
<tr>
<td>2</td>
<td>Typical hiring process, however, if it is a last minute hire the process will be substantially modified.</td>
</tr>
<tr>
<td>3</td>
<td>Advertising, HR qualification screening, additional interviews (all as needed).</td>
</tr>
<tr>
<td>4</td>
<td>Department review of qualifications &amp; authorization to teach (subject to administrative review).</td>
</tr>
<tr>
<td>5</td>
<td>Criminal background check.</td>
</tr>
<tr>
<td>6</td>
<td>Adopted a policy for hiring part-time instructors but process remains less formal than for a full-time instructor.</td>
</tr>
<tr>
<td>7</td>
<td>Require transcripts.</td>
</tr>
</tbody>
</table>

Q11: If circumstances require the last-minute hiring of a part-time instructor, does your district provide any special assistance, tools, evaluation or feedback? (21 Responses)

| 1  | Provide assistance and orientation with classroom technology (i.e., Canvas).                  |
| 2  | Informal orientation and mentoring.                                                          |
| 3  | Specialized divisional assistance.                                                          |
| 4  | Review orientation packet, mentoring, evaluation and feedback.                              |
| 5  | Deans offer assistance/resources as needed.                                                  |
| 6  | Dean and/or full-time instructors assist with course preparation, setting outcomes, etc.      |
| 7  | Orientation and student evaluations.                                                        |
| 8  | Special orientation; assign mentor.                                                         |
| 9  | Orientation for part-time faculty and mentoring along with the faculty handbook.             |
| 10 | Best practices and boilerplate syllabi training. Mentoring assignment. Formal evaluation including feedback/counseling sessions. |
| 11 | Orientation, mentor relationships, and student evaluations.                                  |
| 12 | 30-45 minute orientation, shown around various areas of the college (classrooms, service center), shown the intranet and directed where to get I.D. badge; in class evaluation and feedback done by the dean. |
| 13 | Orientation, student evaluations. We do this regardless of whether or not it is a last minute hire. |
Best Practice 5: Job Security. Upon successfully completing a review period, regularly employed part-time faculty should achieve a form of job security.

Description: Most part-time instructors are employed on quarter-to-quarter contracts that provide college districts the flexibility needed to adjust to evolving student and community needs. However, a number of part-time instructors teach the same classes at the same college, quarter-after-quarter. The limited employer commitment, translates into personal planning difficulties for and a limited commitment by the instructor – resulting in insecurity and turnover.

Q12: Do you provide some part-time instructors, meeting certain criteria, a locally defined form of assurance of continued employment beyond the current quarter? (21 Responses)

Q13: If you responded “Yes” above, check all that apply. (17 Responses)

- Multi quarter contracts
- Annual contracts
- Seniority-based assignments
- Priority hiring based on seniority
- “Associate” or “Affiliate” designation
- Early notification of contract renewal
- Posting name in class schedule
- Routine provision of reasonable assurance

<table>
<thead>
<tr>
<th>#</th>
<th>Other/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Associate Status.</td>
</tr>
<tr>
<td>2</td>
<td>Attempt to have the majority of part-time faculty contracts mailed out prior to the start of the quarter; Affiliate faculty status currently in the union contract.</td>
</tr>
<tr>
<td>3</td>
<td>Confirmation letter with a general quarter for the upcoming quarter.</td>
</tr>
<tr>
<td>4</td>
<td>Notification to teach next quarter goes out to faculty member one week prior to the end of current quarter.</td>
</tr>
<tr>
<td>5</td>
<td>Longevity salary schedule step if 50% or more for 9 of last 12 quarters. Associate 1 step/status if 50% are more for 18 of last 21 quarters, with good faith conditional assurance of continuing contracts that academic year. Associate 2 step/status if 50% or more for 27 of last 30 quarters with good faith conditional assurance of continuing contracts that academic year. Reasonable assurance of contract renewal for next fiscal year for all Associate.</td>
</tr>
<tr>
<td>6</td>
<td>After three years of a mentored performance review process, the part time instructor can earn Senior Associate status. That status guarantees .666 load annually; extra compensation up to $1,500 per quarter and preferred assignments over other part time faculty.</td>
</tr>
<tr>
<td>7</td>
<td>Faculty can attain priority hire status which provides a guaranteed percentage of load each quarter and a guaranteed contract unless notified 30 days prior to the end of the current quarter that the guarantee is being cancelled.</td>
</tr>
<tr>
<td>8</td>
<td>We provide special designation, annual contracts, and early notification (June) for part time faculty awarded Associate status.</td>
</tr>
</tbody>
</table>

Q 14: Do you provide letters of intent or appointment notices prior to the start of classes? (21 Responses)
Best Practice 6: Performance Review. Part-time faculty should be evaluated using comparable criteria, standards and procedures which are applied to evaluate full-time faculty.

Description: Colleges use performance evaluations to ensure instructional quality and to provide feedback to instructors. While all colleges have some form of evaluation process applicable to part-time instructors, many rely on anonymous student evaluations.

Q15: If you have a priority hiring process, do you have a process for removing poor performers? (14 Responses)

<table>
<thead>
<tr>
<th></th>
<th>If Yes, briefly describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contract non-renewal.</td>
</tr>
<tr>
<td>2</td>
<td>Performance evaluation.</td>
</tr>
<tr>
<td>3</td>
<td>Contract non-renewal.</td>
</tr>
<tr>
<td>4</td>
<td>Initially handled at the Dean level with assistance from HR.</td>
</tr>
<tr>
<td>5</td>
<td>Due process during the term of the quarterly employment contract.</td>
</tr>
<tr>
<td>6</td>
<td>Dean meets with faculty; nonrenewal if no improvement.</td>
</tr>
<tr>
<td>7</td>
<td>Discussion with Dean; non-renewal of quarterly contract if no improvement.</td>
</tr>
<tr>
<td>8</td>
<td>Loss of status when there is unsatisfactory performance or misconduct and when an instructor fails to give 15 days-notice of non-availability 3 times.</td>
</tr>
</tbody>
</table>

Q16: If a class is canceled, do you provide compensation (salary, stipend, etc.) for the instructor’s preparation work? (21 Responses)

<table>
<thead>
<tr>
<th></th>
<th>If &quot;Yes,&quot; please describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>71.43%</td>
</tr>
<tr>
<td>2</td>
<td>28.57%</td>
</tr>
</tbody>
</table>
1. Compensation is based on when the class was cancelled.
2. Varies depending on the cancellation lead time to the class start date.
3. Provide a stipend.
4. Some compensation for classes cancelled too late.
5. When it is a new class, requiring curriculum development, the instructor receives some pay. If it’s an existing class, we do not pay for instructor’s prep work if the class does not run.
6. If class canceled for non-illness, faculty may use three pre-approved paid leave days per contract, allowing them to receive regular salary amount for three days.
7. Compensation is provided only for late cancellations; $120 without 3 working days’ notice, and actual hours or $120 - whichever is higher - if the instructor meets the first class.
8. $150 if there's less than a week's notice.
9. We pay a $50 cancellation fee.
10. We provide a stipend if the class is cancelled within five days of the start of the quarter.
11. 8% of salary if cancelled under a week prior to start of quarter.

Q17: Do you have a performance evaluation process for part-time instructors? (21 Responses)

<table>
<thead>
<tr>
<th>Yes</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Q18: If you responded “Yes” to Q17, check all that apply. (21 Responses)

- Student Evaluations
- Department Coordinator Evaluations 14.29%
- Division Chair Evaluations 42.86%
- Self Evaluations 28.57%
- Peer Evaluations 19.05%
- Group Evaluations
- Mentor Review/Feedback 19.05%
- Evaluations occur on periodic basis 76.19%
- 23.81%
Other evaluations.

3. Dean evaluations.

4. Dean and student evaluations occur each of the first three quarters and then one per academic year thereafter.

5. Evaluation completed as part of a 5 year professional development plan.

Q19: For part-time instructors who receive poor evaluations, do you have processes in place to help address areas needing improvement? (21 Responses)

<table>
<thead>
<tr>
<th>#</th>
<th>If &quot;Yes,&quot; please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with Division Administrator to identify options for improvement.</td>
</tr>
<tr>
<td>2</td>
<td>Counseling and/or corrective action plan developed by the supervisor in collaboration with the instructor.</td>
</tr>
<tr>
<td>3</td>
<td>Mentoring, Evaluations and Feedback.</td>
</tr>
<tr>
<td>4</td>
<td>Deans work with faculty.</td>
</tr>
<tr>
<td>5</td>
<td>Feedback and suggestions for improvement, followed by additional evaluation(s).</td>
</tr>
<tr>
<td>6</td>
<td>Meeting at the Dean level.</td>
</tr>
<tr>
<td>7</td>
<td>Discussions with Department/Division Chair to identify areas needing improvement.</td>
</tr>
<tr>
<td>8</td>
<td>Coaching by professional partner (mentor) and supervising administrator.</td>
</tr>
<tr>
<td>9</td>
<td>Varies, but can include mentorship, training.</td>
</tr>
<tr>
<td>10</td>
<td>Optional assistance available from associate dean of teaching and learning via cohort program.</td>
</tr>
<tr>
<td>11</td>
<td>Conversations with Dean, Division Chair, and/or Mentor.</td>
</tr>
<tr>
<td>12</td>
<td>The dean will meet with the instructor and address areas of concern and outline plan to improve.</td>
</tr>
<tr>
<td>13</td>
<td>Work with faculty mentors and peer observers.</td>
</tr>
<tr>
<td>14</td>
<td>Informally, the dean will mentor the instructor, view the class and offer feedback.</td>
</tr>
<tr>
<td>15</td>
<td>Associate dean meets with instructor and mentors.</td>
</tr>
</tbody>
</table>
Q20: If you have programs or processes in place (i.e., mentor program, “senior teacher” program, etc.) to help instructors improve teaching efforts, please describe: (9 Responses)

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional activities offered to all faculty.</td>
</tr>
<tr>
<td>2</td>
<td>Professional development referrals to identified opportunities outside the college.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty are assigned mentors to help with delivery of instruction.</td>
</tr>
<tr>
<td>4</td>
<td>Mentor program with tenure track faculty.</td>
</tr>
<tr>
<td>5</td>
<td>Informal mentor program.</td>
</tr>
<tr>
<td>6</td>
<td>Professional partner program provides mentoring, evaluation and feedback for a minimum of two quarters for adjuncts without previous teaching experience.</td>
</tr>
<tr>
<td>7</td>
<td>We have a variety of programs. Implementation is dependent upon circumstances.</td>
</tr>
<tr>
<td>8</td>
<td>We recently implemented a mentor program.</td>
</tr>
<tr>
<td>9</td>
<td>Dean will meet with instructor to do mentoring, view the class and offer feedback. These are not formal processes.</td>
</tr>
</tbody>
</table>

Q21: Do you have recognition/awards programs applicable to part-time instructors? (20 Responses)

Yes 60.00%
No 40.00%

Q22: If you responded "Yes" above, check all that apply. (13 Responses)

Program applies to all faculty 100.00%
Program applies only to part-time faculty 53.85%
Program provides a cash award or gift certificate 61.54%
Program provides a “certificate of achievement” type award 38.46%
Program promotes winner’s achievement 30.77%
Additional program not described above
<table>
<thead>
<tr>
<th>#</th>
<th>Additional program not described above:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department and college recognition based on individual cases.</td>
</tr>
<tr>
<td>2</td>
<td>Longevity certificates 5, 10, 15, 20, 25 years....</td>
</tr>
<tr>
<td>3</td>
<td>Gifts at 20, 25, 30, 35, etc. (i.e., pen/pencil sets, clocks, portfolios).</td>
</tr>
<tr>
<td>4</td>
<td>Local partner provides cash award to one full-time and one part-time instructor. Part-time faculty are eligible for Excellence Award, which includes a cash award and parking pass.</td>
</tr>
</tbody>
</table>

Q23: Do you terminate or not renew contracts with part-time instructors who poorly perform? (21 Responses)

![Yes: 100.00%](image)

Best Practice 7: Professional Development. Colleges should assist part-time faculty to identify and address their development needs in ways which are accessible and affordable.

Description: Continued professional development, in the instructor’s field and in teaching, translates directly into greater success in the classroom for students and the instructor.

Q24: Do you have professional development programs in place applicable to part-time instructors? (21 Responses)

![Yes: 90.48%, No: 9.52%](image)
Q25: If you answered "Yes" above, check all that apply. (19 Responses)

- Program applies to all faculty **73.68%**
- Have program specific to part-time faculty **26.32%**
- Program applies to all faculty but has specific elements for part-time **21.05%**
- Part-time instructors have access to training funds like full-time faculty **47.37%**
- Specific funds are earmarked for part-time faculty **15.79%**
- Professional development plans are developed for some part-time **47.37%**
- Specific activities for part-time faculty development **36.84%**
- Part-time instructors are involved in planning development activities **36.84%**
- Have a mentor or peer program for part-time instructors **31.58%**
- Other, please describe: **15.79%**

Q26: Do part-time instructors have access to your professional leave (sabbatical) program? (21 Responses)

- Yes **4.76%**
- No **95.24%**

# If Yes, is it paid leave? If so, please describe:
1. Provided on the same basis as that for full-time faculty.

Q27: Are development activities scheduled at times and places easily accessible to part-time instructors? (18 Responses)
Q28: If you have a supervisor/peer evaluation process, does it include a section addressing professional development needs? (19 Responses)

Best Practice 8: Support Services. Part-time faculty should be treated with the same professionalism as full-time faculty and provided the necessary support services to do their jobs.

Description: Support services include access to computers, telephone/voicemail, clerical support, copying, office space, storage space, parking, etc. Due to space and cost limitations, part-time instructors are often required to share office facilities (office space, telephones, and computers). Enhancing an instructor’s ability to store and retrieve teaching related materials on-site eases difficulties in transporting materials, saves time, creates continuity and enhances instruction.
Q29: Are part-time instructors provided access to office space? (21 Responses)

Yes: 100.00%
No: 0%

Q30: Is confidential meeting space available that allows part-time instructors to meet privately with a student? (21 Responses)

Yes: 100.00%
No: 0%
Q31: Check all that apply - Part-time instructors have ... (21 Responses)

<table>
<thead>
<tr>
<th>Access to computers</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual e-mail accounts</td>
<td>100.00%</td>
</tr>
<tr>
<td>Access to a phone</td>
<td>95.24%</td>
</tr>
<tr>
<td>Individual voice mail accounts</td>
<td>80.95%</td>
</tr>
<tr>
<td>Shared voice mail accounts</td>
<td>23.81%</td>
</tr>
<tr>
<td>Access to secure storage (i.e., locker)</td>
<td>76.19%</td>
</tr>
<tr>
<td>Clerical support the same or similar to full-time faculty</td>
<td>76.19%</td>
</tr>
<tr>
<td>Access to copy services</td>
<td>95.24%</td>
</tr>
<tr>
<td>Access to Other support services</td>
<td>23.81%</td>
</tr>
</tbody>
</table>

Best Practice 9: Communications. Part-time faculty should be afforded easy access to communications from the college and have the means to communicate with the college community.

Description: Good and consistent communication ensures part-time instructors are aware of college policies, practices and expectations. It also helps instructors feel included in and connected to the college community. Due to the variety of part-time instructor work patterns and locations, use of a variety of communication tools will ensure the information reaches its audience.
Q32: Check all that apply (21 Responses)

- Part-time instructors are invited to college-wide events: 100.00%
- Part-time instructors are invited to division meetings: 85.71%
- Meetings are held periodically for part-time faculty: 28.57%
- Part-time faculty have access to college communications via e-mail accounts: 100.00%
- College newsletters are routinely sent to part-time faculty: 95.24%
- Additional communication strategies exist to ensure week-end and evening faculty receive communications: 23.81%
- Specific communications have been developed for part-time faculty: 38.10%
- Part-time instructors are paid to attend certain functions: 57.14%

**Best Practice 10: Best Practices Report.** The best practice principles should be used in making state and local decisions and agreements affecting part-time faculty. The “Part-Time Faculty Best Practices Report” will be published and distributed to all college presidents, human resources directors, trustees, and local faculty union presidents. At least annually, each college should conduct a review of their actions related to achievement of these best practices.

Description: In SB 5087, the Legislature recognized that improvement has been made since the initial work of the 1996 best practices Taskforce and that additional progress needs to be made. Distribution of these recommendations and an annual review will help “institutionalize,” update and bring focus to part-time faculty issues.
Q33: *Does faculty leadership have a copy of the Best Practice Recommendations? (21 Responses)*

- Yes: 14.29%
- No: 9.52%
- Do not know: 76.19%

Q34: *Has the Best Practice report referenced in your CBA or in negotiations? (21 Responses)*

- Yes: 9.52%
- No: 90.48%

Q35: *Have you or the local faculty union established a committee charged with addressing part-time faculty issues or best practice implementation strategies? (21 Responses)*

- Yes: 28.57%
- No: 71.43%
**Q36:** Describe a particular program or practice that you believe represents your institution’s best effort to address the needs of your part-time instructors not mentioned in your responses. (10 Responses)

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New faculty institute.</td>
</tr>
<tr>
<td>2</td>
<td>We provide our adjuncts with office space, phones, computers, desks and access to all of the resources available to our full-time faculty.</td>
</tr>
<tr>
<td>3</td>
<td>We are in the process of creating a more robust part-time faculty quarterly orientation.</td>
</tr>
<tr>
<td>4</td>
<td>Adjunct faculty advisory committee and a dean are committed to all transfer adjuncts so that they receive the same information and are treated the same fashion.</td>
</tr>
<tr>
<td>5</td>
<td>Deans work closely with individual departments to provide consistency and quality by having full-time faculty coordinate curriculum and outcomes closely with part-time faculty. Student success is tracked and measured for all part-time faculty in the same way it is for full-time faculty.</td>
</tr>
<tr>
<td>6</td>
<td>Included in the Collective Bargaining Agreement and advocated by the faculty and negotiation team.</td>
</tr>
<tr>
<td>7</td>
<td>Professional development fund for adjuncts; professional partner; adjunct salary schedule.</td>
</tr>
<tr>
<td>8</td>
<td>Increased professional responsibilities provides those selected with an increase closest to $1,000 in their base salary. Also our “Priority Hire Status” affords greater security.</td>
</tr>
<tr>
<td>9</td>
<td>5 star consortium is collaborating on part-time faculty onboarding and on-going training processes.</td>
</tr>
<tr>
<td>10</td>
<td>Adjunct faculty salaries were enhanced during our last session of collective bargaining. Adjunct positions that are deemed &quot;hard to fill&quot; receive a higher rate.</td>
</tr>
</tbody>
</table>
2005 Best Employment Practices For Part-time Faculty

Taskforce Report and Recommendations

I. Participants

American Federation of Teachers - Washington: Phil Jack, Sandra Schroeder, Margaret West
(Alternates: Sonnia Dailey, Wendy Rader-Konofalski, Annette Stofer)

Washington Education Association: Gerald K. Barrish, Mike Dodge, Ruth Windhover
(Alternate: Gary King)

Trustees: Steve Koch, Helen Malone

Presidents: Linda Kaminski, Mark Palek

State Board Representatives: Jim Bricker, Al Link

State Board Staff Support: John Boesenberg, Deborah Frazier, Mary Alice Grobins, Susan Wanager

Regular Contributor: Daniel Jacoby

II. Background

Part-time instructors bring unique skills and expertise into workforce preparation and academic classrooms. Employing part-time instructors allows colleges to offer more classes, when and where students need them and the ability to respond to emerging student, community and business needs. However, low salary levels, variable working conditions and over-reliance on part-time faculty have contributed to staffing concerns in Washington State and nationally - as colleges and universities absorb greater numbers of students without appropriate funding.

Responding to this concern, the 1996 Legislature adopted provisions requiring an audit of part-time faculty compensation and employment practices and the identification of “best practices” related to part-time faculty employment. A Taskforce was established, the best practices listed and recommendations made to the college districts, State Board and Legislature. Updates were reported in 1997 and 1998.

Through adoption of Engrossed Senate Bill 5087, the 2005 Legislature renewed its commitment to understand and improve part-time instructors working conditions by directing the State Board for Community and Technical Colleges to convene a taskforce to review and update the best employment practices report completed by a 1996 Taskforce. Specifically, the legislation directed:

In performing the review and update of the audit, the task force shall focus on the employment of part-time faculty, and shall include the following issues in its deliberations: Salary issues,
provision of health and retirement benefits, the implications of increased reliance on part-time rather than full-time faculty, the implications of workload definitions, and tangible and intangible ways to recognize the professional stature of part-time faculty.

The task force shall report its findings to the state board, local governing boards, and other interested parties by December 1, 2005. The report shall include recommendations on a review of the status of the set of best practices principles for the colleges to follow in their employment of part-time faculty developed in 1996. The state board for community and technical colleges shall adopt and periodically update a set of best practices principles for colleges in the community and technical college system to follow in their employment of part-time faculty. The board shall use the best practices principles in the development of each biennial operating budget request. The board shall encourage and, to the extent possible, require each local governing board to adopt, revise, and implement the principles.

Representatives to the Taskforce were requested from and appointed by the stakeholder groups identified in the legislation. Taskforce members met regularly from summer through fall 2005 - focusing on understanding the assignment, reviewing data and the 1996 report, and updating the principles. This report summarizes the Taskforce findings and recommendations.

Early in their deliberations, Taskforce members developed a shared understanding of the assignment: To develop the best part-time faculty employment principles. These overarching principles serve as a guide to local collective bargaining negotiators, state board members, trustees and Legislators as they make decisions and agreements affecting instructors’ work lives.

As the Taskforce approached its assignment, members recognized that:

- **Recommendations affecting salary, benefit participation, “faculty mix” or other high cost reforms require support and action by the Legislature, State Board or other overseeing state agencies.** Insufficient funding coupled with rising student enrollments have evolved into an over-reliance on a low paid, part-time teaching workforce. Reversing this trend requires significant funding.

- **Solutions affecting salary schedules and working conditions are subject to local collective bargaining and decision making.** Identifying local influences, prioritizing and developing strategies to address desired changes are more effectively accomplished through local college decision making. Through local negotiations, strategies implementing the principles will inevitably differ between colleges.

- **Improvements in salaries, benefit participation and working conditions have occurred since the 1996 survey and report.** While more needs to be done, the report should recognize improvements.

**III. Best Employment Principles**

This section lists and describes the “best practice principles” identified by the Taskforce. Many of these principles are in place, in some locally defined form, at one of more college districts. Improvements made since the 1996 study, considerations and implementation strategies are also noted.
**Best Practice 1: Salary.** Part-time faculty should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work.

**Description:** Similarly qualified instructors should be paid the same rate when performing the same work. This recommendation also recognizes the instructional and non-instructional components of an instructor’s workload. Decisions on work assignments, the monetary value of those assignments and the relative value of education/experience occur through local bargaining.

**Progress:**
Improving part-time faculty salaries has been and continues to be a top priority for the two-year college system and the Legislature has shown a commitment to equity funding.

The Legislature appropriated and/or authorized expenditure of $36.1 million of additional funds to increase part-time faculty salaries during past four biennia (since 1996).

Part-time salaries have increased over 37% since 1998.

**Consideration:**
Chronic under funding of the system has resulted in an over-reliance on lower salaried part-time faculty. Part-time instructors are currently paid, on weighted average, 57% (FY 2004) of the full-time faculty average salary.

**Recommendations to the Legislature:**
Increase salary funding to an amount based on the presumption that all students are taught by instructors paid the full-time faculty rate. This requires significant funding (approximately $115.5 million for the first biennium) and a commitment by stakeholders to continue strong, effective and determined advocacy for this goal.

**Recommendations to Local Negotiators:**
Though collective bargaining, develop part-time faculty pay rates and/or schedules comparable to full-time rates/schedules, including increment systems that recognize education and experience.

Based on funding improvements and through collective bargaining, develop pay rates for additional assignments made to part-time instructors, such as curriculum development, participation in college governance, office hours and/or student advising.

Take full advantage of funding or other legislative options made available to benefit part-time faculty.

**Best Practice 2: Benefit Participation.** Eligible Part-time faculty should receive all state mandated benefits, and college provided employee benefits proportionate to those received by full-time faculty.

**Description:** As college and state employees, part-time instructors should have the same access to employee benefits as provided to full-time faculty, proportionate to assigned workload where appropriate. Examples include participation in retirement plans, health and leave benefits, dependent care and other state or locally defined employment based benefits.
Progress:
Since 1996, there have been significant improvements in the rate and maintenance of part-time instructor participation in:

- **Retirement Plan Benefits** – The eligibility threshold for participation in the State Board sponsored retirement plan was lowered in 1999 from 80% to 50% of full-time.
- **Health benefits** – Participation in health care benefits care have increased through workload calculations and have been extended to summer.
- **Sick leave** – Part-time instructors earn sick leave at a rate proportionate to their workload and are eligible to participate in the Attendance Incentive and Shared Leave programs.
- **Pay dates** – Through local bargaining, part-time instructors can receive paychecks on the same dates as full-time instructors.

**Consideration:**
Agreements have been made through collective bargaining that do not provide for sick leave accumulations to the fullest extent allowed by law.

Uneven part-time instructor work patterns sometimes result in the loss of health care benefits – even for career part-time instructors.

**Recommendation to the Legislature and Health Care Authority:**
Establish a principle and provide funding that allows career part-time instructors’ to average workload accumulated over an academic year to maintain participation in health care benefits.

**Recommendations to Local Negotiators:**
Review sick leave and pay date options and negotiate solutions that provide these benefits to part-time instructors on a basis comparable to full-time instructors.

Consider maintenance of established benefit eligibility in making workload assignments to part-time instructors.

**Best Practice 3: Faculty Mix.** The ratio of full- to part-time faculty at each college district should be based upon program and student need. The funding necessary to improve services to students through increasing courses taught by full-time faculty should be provided by the Legislature.

**Description:** There are a variety of program- or student-driven reasons for employing part-time instructors, including accessing special industry expertise, offering courses at community extension sites or in the evening, and responding to emerging industry or community needs. However, a strong core of full-time faculty is essential to maintaining a high quality educational environment. The lower salaries paid to part-time instructors allow college districts to offer additional courses to meet state enrollment demands at the funding level provided by the Legislature. While the classroom experience is comparable to that offered by full-time instructors, over-reliance on part-time instructors affects the level of support services afforded to students and increases the non-instructional responsibilities assigned to full-time instructors (i.e., advising, review and development of curricula and programs, accreditation review and maintenance, faculty hiring and evaluation, governance, etc.).
Progress:
The two-year college system studied the ratio of full- to part-time faculty in 2001 and determined that, if funded by the Legislature, the college districts would add 361 full-time instructors – increasing the percent of courses taught by full-time instructors by 12%. A budget request to begin this conversion was developed and submitted to the Legislature.

Through collective bargaining or Trustee policy, faculty mix issues have been considered at several college districts when determining course assignments and staffing levels.

Consideration:
The lack of legislative funding for the faculty “mix” issue has stymied any improvement in the ratio of part- to full-time faculty.

Recommendation to the Legislature:
Provide quality funding to improve the ratio of full- to part-time faculty.

Recommendations to the College System:
Continue requesting funds to increase the percentage of courses taught by full-time instructors. Stakeholders should actively support this request.

Continue requesting special funding for new positions in high-demand fields that require a full-time position to attract and retain instructors from industry.

Recommendation to Local Negotiators:
Consider student and program needs and the goals established as part of the 2001 study in making teaching assignments.

When possible, increase the percentage of courses taught by full-time instructors consistent with College District goals identified in the Faculty Mix Study.

Review research addressing the impact of over-reliance on part-time faculty on student success and retention to inform decision making about appropriate levels of full- and part-time faculty staffing.

_Best Practice 4: Initial Recruitment and Selection. Part-time faculty should be initially selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty._

_Description:_ One of the first steps taken to ensure a high quality classroom experience occurs in teacher selection. The initial selection of part-time instructors should be undertaken with attention comparable to that taken in the selection of full-time instructors.

_Progress:_
Through a web based job bank, part-time instructors may review full- and part-time teaching opportunities in their field of expertise and post contact information to receive job announcements in their areas of interest.
Consideration:
Last minute or emergency hiring of part-time instructors, while not always avoidable, affect the classroom experience for students – as the instructor becomes familiar with the curriculum, text book and develops lesson plans while conducting classes.

Recommendations to Local Negotiators:
When possible, avoid emergency hiring of part-time instructors.

If circumstances do not allow for a structured selection process, implement a more rigorous evaluation and feedback process during the instructor’s first quarter of employment.

Develop a job-based screening process that applies the same or similar criteria used in hiring full-time faculty.

**Best Practice 5: Job Security. Upon successfully completing a review period, regularly employed part-time faculty should achieve a form of job security.**

Description: Most part-time instructors are employed on quarter-to-quarter contracts that provide college districts the flexibility needed to adjust to evolving student and community needs. However, a number of part-time instructors teach the same classes at the same college, quarter-after-quarter. The limited employer commitment, translates into personal planning difficulties for and a limited commitment by the instructor – resulting in insecurity and turnover.

Progress:
Through local bargaining, several college districts have developed forms of job security applicable to a part-time instructors meeting certain locally defined criteria, including multi-quarter or annual contracts and priority hiring systems.

Consideration:
While there appears to be a core of part-time instructors that regularly teach, college districts are reluctant to commit to employment beyond one quarter – citing fluctuating enrollments, difficulty in tracking instructor work patterns and a need to retain flexibility.

Recommendations for Local Negotiators:
Develop tracking systems that accurately capture part-time instructor work patterns.

Review part-time instructor work patterns to identify instructors with a history of re-appointments and consider providing early, multi-quarter or annual appointment contracts.

Develop a review process and period that assesses the competence of part-time instructors and, if passed, confers an enhanced status that provides a greater level of job security through multi-quarter contracts, priority hiring lists, right of first refusal, designation as “Associate Faculty,” etc. A structured review process resulting in enhanced job security and improved teaching/accountability, also removes any stigma related to being selected through a process less rigorous than applied to full-time instructors. In addition to specifying criteria for inclusion, the negotiated system may address how names are removed for non-performance.
Through collective bargaining, develop provisions that compensate, through a salary or stipend payment, the preparation work completed by a part-time instructor whose class is canceled just prior to or after a quarter begins.

Include the names of part-time instructors, who have passed a review process, in quarterly class schedules.

**Best Practice 6: Performance Review.** *Part-time faculty should be evaluated using comparable criteria, standards and procedures which are applied to evaluate full-time faculty.*

**Description:** Colleges use performance evaluations to ensure instructional quality and to provide feedback to instructors. While all colleges have some form of evaluation process applicable to part-time instructors, many rely on anonymous student evaluations.

**Progress:** Through bargaining, agreements have been reached to provide some form of evaluation and feedback process ranging from reliance on student evaluations to elaborate processes that include mentors, self evaluations and committee evaluations.

**Considerations:** Reliance solely on student evaluations may cause instructors to set less challenging class requirements to avoid the impact low student evaluations may have on future reemployment – potentially making rehiring more based on popularity than teaching quality. In addition, student evaluations provide limited feedback and no guidance on how to improve.

**Recommendations to Local Negotiators:**
If student evaluations are relied upon, create broader criteria for use in re-hiring decisions.

Use multiple indexes of performance in periodic reviews, including self evaluation, peer evaluation, small group evaluations, etc.

Mentor or separate from employment part-time instructors who do not successfully complete the review process or who receive poor evaluations.

Include part-time instructors who have successfully completed the review process and exhibit teaching excellence in teaching awards available to full-time faculty.

**Best Practice 7: Professional Development.** *Colleges should assist part-time faculty to identify and address their development needs in ways which are accessible and affordable.*

**Description:** Continued professional development, in the instructor’s field and in teaching, translates directly into greater success in the classroom for students and the instructor.

**Progress:** Part-time instructors participate in the fee waiver program available to State employees on the same basis as full-time instructors.
Since the 1996 study and through local decision making, part-time instructors may have access to a variety of training opportunities and funds, participate in the development of faculty training opportunities, and receive pay for participating in training.

Consideration:
Limited funding for professional development activities affects all instructors but has a greater impact on part-time instructor participation.

Recommendations to Local Negotiators:
Continue to develop, fund and/or expand training opportunities in ways that are accessible and motivate part-time instructor participation.

Assist part-time instructors receiving multiple quarter or ongoing contracts to create a professional development plan.

Through negotiations and in accordance with state law, provide access to professional leave on a comparable basis to full-time instructors.

Involve part-time instructors in the planning of professional development activities and schedule events at times and places that part-time faculty could conveniently attend.

Assign experienced part-time instructors as peer reviewers to newly hired part-time faculty.

**Best Practice 8: Support Services.** Part-time faculty should be treated with the same professionalism as full-time faculty and provided the necessary support services to do their jobs.

**Description:** Support services include access to computers, telephone/voicemail, clerical support, copying, office space, storage space, parking, etc. Due to space and cost limitations, part-time instructors are often required to share office facilities (office space, telephones, and computers). Enhancing an instructor’s ability to store and retrieve teaching related materials on-site eases difficulties in transporting materials, saves time, creates continuity and enhances instruction.

**Progress:**
Since the 1996 study, colleges report improvements to part-time instructor access of college support services, including shared office space, e-mail/voicemail accounts, clerical support, etc.

Parking is available on same terms as for full-time faculty.

**Consideration:**
While there are many new buildings on college campuses, office space remains limited, causing more part-time instructors to share space and affecting their ability to have private student conferences.

**Recommendations to Local Negotiators:**
Provide part-time instructors access to office or conference space that affords the ability to confer with students in a way that protects the student’s privacy.
Access to college provided computers and the ability to have password protected storage of teaching related documents helps instructors stay connected and eases the burden of transporting.

Provide part-time instructors access to secure storage for student files and classroom related materials.

**Best Practice 9: Communications.** Part-time faculty should be afforded easy access to communications from the college and have the means to communicate with the college community.

**Description:** Good and consistent communication ensures part-time instructors are aware of college policies, practices and expectations. It also helps instructors feel included in and connected to the college community. Due to the variety of part-time instructor work patterns and locations, use of a variety of communication tools will ensure the information reaches its audience.

**Progress:**
Colleges have developed a variety of information sharing tools specifically designed for part-time instructors, including handbooks, policy and benefit notices, orientations and e-mail accounts.

Part-time instructors have assigned mailboxes and/or receive mail delivery that in many cases is comparable to that provided to full-time instructors.

**Consideration:**
While improvements have been made, part-time instructors still experience difficulty in receiving college communications and services – especially during evening and weekend classes.

**Recommendations to Local Negotiators:**
Provide letters of intent or appointment prior to the start of classes to allow for adequate preparation time.

Invite and compensate part-time instructors’ attendance at college events such as opening day ceremonies, divisional meetings, professional development activities and/or graduation.

Hold meetings specifically for part-time faculty about issues that concern them.

Provide part-time instructors information about full-time position openings within their college districts.

Develop information sharing tools that ensures off-site and evening part-time instructors have access to the same information available to instructors who teach on campus during the day.

**Best Practice 10: Best Practices Report.** The best practice principles should be used in making state and local decisions and agreements affecting part-time faculty. The “Part-Time Faculty Best Practices Report” will be published and distributed to all college presidents, human resources directors, trustees, and local faculty union presidents. At least annually, each college should conduct a review of their actions related to achievement of these best practices.

**Description:** In SB 5087, the Legislature recognized that improvement has been made since the initial work of the 1996 best practices Taskforce and that additional progress needs to be made. Distribution of
these recommendations and an annual review will help “institutionalize,” update and bring focus to part-
time faculty issues.

**Recommendations to the State Board:**
Post the principles on your web site.

Create an online reporting tool that tracks improvements made each year.

**Recommendation to Local Negotiators:**
Create a Best Practices committee to develop and oversee implementation strategies.

**IV. Conclusion**

Steps to address issues caused by reliance on a low paid, part-time teaching workforce are time
consuming and require a long-term commitment by the state colleges, unions and Legislature.  While
Washington State has been a national leader in the improvement of part-time faculty salaries and working
conditions, significantly more needs to be done.
CONSENT ITEM (RESOLUTION 19-03-11)

March 28, 2019
Tab 5a

Columbia Basin College — local capital expenditure authority increase for dental hygiene instruction relocation

Brief Description
Columbia Basin College is seeking approval to spend up to an additional $542,000 in local funds for dental hygiene program improvements in the Medical Science Center at the Richland campus.

How does this item link to the State Board’s 2018-19 priorities?
This project supports enrollments and completions by providing modern campus facilities.

Background information and analysis
State Board resolution 18-06-24 authorized Columbia Basin College to spend up to $3,750,000 in local funds to renovate the Medical Science Center fourth floor for the dental hygiene program. Construction bids indicate a total project cost of $4,292,000 resulting in a need for an additional $542,000 to complete the project as designed.

Columbia Basin College’s Board of Trustees approved this request for additional local funds on March 11, 2019.

Potential questions
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result
Staff recommends approval of Resolution 19-03-11 giving Columbia Basin College authority to spend up to an additional $542,000 in local funds toward the Medical Science Center fourth floor dental hygiene program renovations.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
A resolution relating to Columbia Basin College’s request to use up to an additional $542,000 in local funds for dental hygiene program improvements in the Medical Science Center at the Richland campus

WHEREAS, the college received approval to spend up to $3,750,000 in State Board resolution 18-06-24; and

WHEREAS, construction bids indicate a total project cost of $4,292,000; and

WHEREAS, additional funds of $542,000 are needed to complete the project as designed; and

WHEREAS, Columbia Basin College’s Board of Trustees approved this request for additional local funds on March 11, 2019; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to an additional $542,000 in local funds toward the Medical Science Center fourth floor dental hygiene program renovations.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 3/28/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-03-12)

March 28, 2019
Tab 5b

Spokane Community College — local capital expenditure authority for Lair building remodel

Brief Description
Spokane Community College is seeking approval to spend up to $1,150,000 in local funds for improvements and renovation of current department spaces as well as student and conference areas.

How does this item link to the State Board’s 2018-19 priorities?
This project supports enrollments and completions by providing current and relevant facilities.

Background information and analysis
The Lair building currently houses departments and programs that support the underserved student population. Improved visibility and efficiencies have been identified that will provide a better student experience. Common spaces for student and conference areas are also in need of modernization.

Community Colleges of Spokane’s chief financial officer, under delegated authority from the Community Colleges of Spokane Board of Trustees, approved this request on February 22, 2019.

Potential questions
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result
Staff recommends approval of Resolution 19-03-12 giving Spokane Community College authority to spend up to $1,150,000 in local funds toward Lair building renovations.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-03-12

A resolution relating to Spokane Community College’s request to use up to $1,150,000 in local funds to renovate the Lair building

WHEREAS, the Lair building currently houses departments and programs that support underserved students. It is also a primary gathering space for students and conferences; and

WHEREAS, the college has identified improvements and efficiencies that will provide a better student experience; and

WHEREAS, Community Colleges of Spokane’s chief financial officer, under delegated authority from the Community Colleges of Spokane Board of Trustees approved this request on February 22, 2019; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to $1,150,000 in local funds for Lair building renovations.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 3/28/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                  Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-03-13)

March 28, 2019
Tab 5c

Centralia College — property acquisition, 308 Centralia College Boulevard in Centralia, Washington

Brief Description
Centralia College seeks to purchase the property located at 308 Centralia College Boulevard in Centralia, Washington for approximately $41,000. The property will be used for parking in the short-term and outdoor activities for Health and Wellness programs in the long-range plans.

How does this item link to the State Board’s 2018-19 priorities?
This project supports enrollments and completions by providing expanded campus facilities.

Background information and analysis
Centralia College has identified surrounding neighborhood properties in their 2017 master plan. Strategic property acquisition is an ongoing activity as parcels become available. The property at 308 Centralia College Boulevard consists of a 0.06 acre vacant lot.

If approved, the property will be used for campus parking. Future plans include outdoor activities for the Health and Wellness programs. A map showing the property relative to the existing campus and a list of recent acquisitions are in Attachment A.

The total cost to purchase is estimated to be $41,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on January 14, 2019. The college has delegated authority for the acquisition from the Department of Enterprise Services.

Potential questions
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result
Staff recommends approval of Resolution 19-03-13 giving Centralia College authority to spend up to $41,000 in local funds toward the acquisition of 308 Centralia College Boulevard in Centralia, Washington.

Policy Manual Change

Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
Recent Acquisitions:

A Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties. Resolution 14-09-52

B 816 Centralia College Blvd, Centralia
Parcel Number 000844000000
Resolution 13-10-50

C 814 Centralia College Blvd, Centralia
Parcel Number 000843000000
Resolution 13-02-02

D 832 Centralia College Blvd, Centralia
Parcel Number 000842000000
Resolution 12-10-43

E 808 Centralia College Blvd, Centralia
Parcel Number 000840000000
Resolution 13-02-02

F 402 S King St, Centralia
Parcel Number 000628000000
Resolution 12-10-43

G 916 WPear St, Centralia
Parcel Number 000688003000
Resolution 14-10-62

H 405 S Iron Street, Centralia
Parcel Number 000688003000
Resolution 14-12-74

I 115 S Washington Ave, Centralia
Parcel Number 000134003000
Resolution 15-09-35

J Off map, ~216 S Gold St, Centralia
Parcel Number 003527000000
was exchanged for K
Resolution 15-10-52

K ~385 S Cedar St, Centralia
Parcel Numbers 000799000000 & 000798002000
Resolution 15-10-52

L 709 Centralia College Blvd, Centralia
Parcel Number 000133000100
Resolution 15-10-52

M 110 S King St, Centralia
Parcel Number 000128000000
Resolution 15-10-52

N 717 Centralia College Blvd, Centralia
Parcel Number 000131000000
Resolution 16-03-17

O 112 S King St, Centralia
Parcel Number 000129000000
Resolution 15-10-52

P 114 S King St, Centralia
Parcel Number 000130000000
Resolution 16-05-10

Q 123 S Washington St, Centralia
Parcel Number 000134002000
Resolution 16-05-10

R 920 West Pear St, Centralia
Parcel Number 000688002000
Resolution 16-11-15

S 918 West Walnut St, Centralia
Parcel Number 000797000000
Resolution 16-11-15

T 0 West Walnut St, Centralia
Parcel Number 000798003003
Resolution 16-11-15

U 810 Centralia College Blvd, Centralia
Parcel Number 000841000000
Resolution 17-01-03

V 216 S Iron Street, Centralia
Parcel Number 000206000000
Resolution 17-05-24

W 402 S Oak Street, Centralia
Parcel Number 000459000000
Resolution 17-05-24

X 401 South Oak Street, Centralia
Parcel Number 000496000000
Resolution 17-06-38

Y 405 South Oak Street, Centralia
Parcel Number 000497000000
Resolution 17-06-38

Z 214 South Iron Street, Centralia
Parcel Number 000202002000
Resolution 17-09-50

AA 207 South Silver Street, Centralia
Parcel Number 000119000000
Resolution 18-02-05

AB 409 South Oak Street, Centralia
Parcel Number 000498000000
Resolution 18-05-14

AC 211 South Silver St, Centralia
Parcel Number 000202000000
Resolution 18-06-26

AD 311 West Walnut St, Centralia
Parcel Number 000208001000
Resolution 18-06-27

AE 215 South Silver St, Centralia
Parcel Number 000205000000
Resolution 18-12-50

AF 411 South King St, Centralia
Parcel Number 000674000000
Resolution 18-12-50

AG 209 South Iron St, Centralia
Parcel Number 000395000000
Resolution 20-00-00

AH 226 South Rock St, Centralia
Parcel Number 000492000000
Resolution 20-00-00
A resolution relating to Centralia College’s request to use up to $41,000 in local funds to purchase the property at 308 Centralia College Boulevard in Centralia, Washington

WHEREAS, the college has identified surrounding neighborhood properties in the campus 2017 master plan; and

WHEREAS, the purchase of the property will provide campus parking in the short-term and outdoor activities for Health and Wellness program in the long-range plans; and

WHEREAS, all future operation, maintenance, repairs or renovations will be paid from local funds; and

WHEREAS, the total estimated cost to purchase the property is $41,000; and

WHEREAS, Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees approved this request on January 14, 2019; and

WHEREAS, Centralia College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $41,000 in local funds for the purchase of the property located at 308 Centralia College Boulevard in Centralia, Washington.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 3/28/2019

Attest

____________________________________
Jan Yoshiwara, secretary

____________________________________
Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-03-14)

March 28, 2019
Tab 5d

Centralia College — local capital expenditure authority for campus pedestrian improvements

Brief Description
Centralia College is seeking approval to spend up to $559,000 in local funds for pedestrian improvements along Walnut and Washington Streets as well as other exterior circulation areas.

How does this item link to the State Board’s 2018-19 priorities?
This project supports enrollments and completions by providing safe and convenient pedestrian access.

Background information and analysis
Centralia College is underway with campus pedestrian improvements currently funded with a state appropriation of $567,000 in project 30001368. Construction bids exceeded estimated costs increasing the total project to $1,126,000. These improvements are consistent with the current master plan.

Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on October 31, 2018.

Potential questions
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result
Staff recommends approval of Resolution 19-03-14 giving Centralia College authority to spend up to $559,000 in local funds toward pedestrian circulation improvements along Walnut and Washington Streets and other exterior circulation areas.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Centralia College’s request to use up to $559,000 in local funds to make pedestrian improvements

WHEREAS, the college has identified pedestrian improvements along Walnut and Washington Streets as well as other exterior circulation areas in the current master plan; and

WHEREAS, the college is currently underway with a state appropriation of $567,000 in project 30001368 for these pedestrian improvements; and

WHEREAS, construction bids indicate a total project cost of $1,126,000; and

WHEREAS, Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees approved this request on October 31, 2018; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $559,000 in local funds for pedestrian circulation improvements along Walnut and Washington Streets and other exterior circulation areas.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 3/28/2019

Attest

Jan Yoshiwara, secretary

Anne Fennessy, chair
STATE BOARD MEETING MINUTES

State Board for Community and Technical Colleges, Olympia
Business Meeting: Thursday, February 7 // 8:30 a.m. to 12:30 p.m.

Board members
Anne Fennessy, chair // Wayne Martin, vice chair // Jay Reich // Carol Landa McVicker Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason
Jan Yoshiwara, executive director // Beth Gordon, executive assistant


Call to order and adoption of agenda
Chair Anne Fennessy called the meeting to order at 8:30 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its February 7, 2019, regular meeting agenda.

Approval of consent agenda (Resolutions 19-02-01 to 19-02-04)
- a. South Puget Sound CC, increase for Lacey 3 renovations
  Resolution 19-02-01
- b. Property from Department of Natural Resources
  Resolution 19-02-02
- c. Centralia College, property acquisition, 209 S. Iron, 226 S. Rock
  Resolution 19-02-03
- d. Columbia Basin College, property acquisition, St. Andrews Loop
  Resolution 19-02-04
- e. December 6, 2018, State Board Meeting Minutes
  Motion: Moved by Wayne Martin, seconded by Jay Reich, and unanimously approved by the Board the adoption of its February 7, 2019, consent agenda.

Salary Study Task Force – Update on regional pay
A 2018 budget proviso required the State Board to hire a consultant to study and provide analysis on the comparability of employee salaries. This includes whether employees working in high cost areas should receive additional pay (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018, and a final report by October 1, 2018.

Consistent with the proviso, data was developed and used to support a competitive pay budget proposal intended to be the first step in closing the salary gap for college system faculty and exempt employees. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. Regional pay has been a focal point of college system discussion throughout the study timeframe because distributing salary increase funds by geographic location represents a significant departure from past practice.
During this meeting, the Board will received an update on college system regional pay discussions and the presidents’ (WACTC) recommendation on the issue. Board members will discussed the possibility of amending the 2019-21 operating budget request to include regional pay and provided direction to staff.

**Motion:** Moved by Jay Reich and seconded by Fred Whang and unanimously approved by the Board that the Board confirms their position to support across-the-board faculty salary increases, but their position of support assumes full state funding and not an unfounded college liability as a part of a salary increase.

The Board also noted that they would entertain discussion of additional salary increase proposals in high cost areas if fully funded.

**Applied Baccalaureate Degree Approvals (Resolutions 19-02-07 to 19-02-10)**

**Clark College – BAS in Cybersecurity**
Clark College proposes the development of a Bachelor of Applied Science degree in Cybersecurity beginning fall 2019 to meet the high demand in the local area for qualified information technology workers with bachelor’s degrees. Graduates of this degree program may work as network and computer systems administrators, network data communication analysts, information security analysts, or computer support specialists. The proposed BAS degree will provide graduates with a deep technical foundation in both cybersecurity and network management topics, such as virtualization, cloud computing, mobile device management, storage area networks, information assurance, forensics, threat analysis, and vulnerability assessment. In addition to a strong technical foundation, graduates will have gained extensive experience working in teams, making presentations, and documenting the configuration of servers and networking equipment. This proposed degree would be Clark College’s fourth applied baccalaureate degree.

**Motion:** Moved by Ben Bagherpour, seconded by Wayne Martin, and unanimously approved by the Board the adoption resolution 19-02-07 approving the Clark College Bachelor of Applied Science degree in Cybersecurity.

**Clover Park Technical College – BAS in Interior Design**
Clover Park Technical College proposes a Bachelor of Applied Science in Interior Design beginning fall quarter 2019. The applied baccalaureate degree will serve Clover Park’s place-bound, working adults needing a four-year degree to progress in their field. Increasingly, employers in industry are expecting tomorrow’s workforce to begin entry-level positions with a bachelor’s degree specifically in interior design, particularly larger architecture/design firms and those focusing on commercial design. Hospitality, residential, kitchen and bath, and sustainable design are just a few of the many paths an interior designer may pursue. The proposed degree would be Clover Park Technical College’s second applied baccalaureate degree.

**Motion:** Moved by Phyllis Gutierrez Kenney, seconded by Jay Reich, and unanimously approved by the Board the adoption resolution 19-02-08 approving the Clover Park Technical College Bachelor of Applied Science in Interior Design.

**Highline College – BAS in Integrated Design**
Highline College proposes a Bachelor of Applied Science degree in Integrated Design beginning fall 2019. The Integrated Design applied baccalaureate degree will combine different design approaches, practices and techniques while using creative and cutting-edge technology and prepare
students for jobs that incorporate creativity and technology. The degree is built off of applied science degrees in drafting design, interior design, multimedia design, visual communications, web design, mobile technology expert, and online marketing and social media expert. The proposed BAS in Integrated Design will prepare students to work in a wide range of design firms and innovative businesses while supporting a workforce that reflects the ethnic diversity of South King County. This proposed degree would be Highline College’s sixth applied baccalaureate degree.

Motion: Moved by Fred Whang, seconded by Chelsea Mason, and unanimously approved by the Board the adoption resolution 19-02-09 approving the Highline College Bachelor of Applied Science in Integrated Design.

Pierce College – BAS in Applied Business Management
Pierce College is proposing a Bachelor of Applied Science Applied Business Management degree beginning fall 2019. The degree would provide an affordable, work-compatible, mostly online baccalaureate option for place-bound working adults who have an associate degree in professional-technical areas such as applied business. The applied baccalaureate degree is also designed for diverse student populations who have not historically benefitted from or had ready access to traditional bachelor pathways particularly working professionals, adults with young children, and others in need of the flexibility not readily offered by traditional classroom formats. Local trends in Pierce County show that business-related positions requiring a bachelor’s degree are in demand particularly those in marketing, sales, human resources, and project management. This proposed degree would be Pierce College’s fourth applied baccalaureate degree.

Motion: Moved by Ben Bagherpour, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption resolution 19-02-10 approving the Pierce College Bachelor of Applied Science Applied Business Management.

Open Public Comment
There were no requests to make public comment.

Chair Report and Board Member Discussion
Chair Fennessy reported on:

• College Promise Day
• Regional Pay
• Legislative meetings
• 100th BAS – Followed by cake celebration.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of February 7, 2019, at 12:30 p.m. The State Board will hold its next meeting on March 27-28, 2019, at the State Board office in Olympia.

Jan Yoshiwara, secretary  Anne Fennessy, chair
REGULAR ITEM

March 28, 2019
Tab 6

Guided Pathways and Student Achievement Initiative Update

Brief Description
This presentation provides an overview and summary of the student outcome milestones that comprise the community and technical college's performance-based funding system and the Student Achievement Initiative. The overview includes a brief history of the Student Achievement Initiative, the policy focus shifts that have led to changes in the milestones, and a five-year trend analysis of the outcomes at the system level. Colleges showing growth in each area are also highlighted. The outcomes analysis disaggregated by key student populations in alignment with the Board's priorities is also discussed.

How does this item link to the State Board's 2018-19 Priorities?
In 2017, the State Board established the five priority focus areas of advocacy, enrollment, completion, equity, and, ctcLink. In 2018, Career Connect Washington was added as a sixth priority area. The Student Achievement Initiative is the assessment framework for the Boards' student success goals and Guided Pathways is the comprehensive redesign framework for technical and adaptive interventions at the colleges. The Student Achievement Initiative emphasizes student momentum for college success by both building college readiness (such as basic skills gains and completion of developmental education) and earning college credits, including college math and English. In this way, the Student Achievement Initiative captures critical educational gains made by all students, from those who come in the least prepared to those who are college ready. This progressive continuum of points recognizes the system’s strategic goal of increased educational attainment for all residents by supporting the key milestones that students make along the way to completion, as well as completion. Guided Pathways provides evidence-based intervention strategies to address momentum losses and equity gaps in order to improve and diversify completions in Washington.

(See Attachment A: Update presentation)

Background information and analysis
The Student Achievement Initiative is the performance-based funding system for the community and technical colleges. It has been in place since 2006 and underwent reviews in 2012 and 2016. The reviews were consistent with national experts' recommendations for continuous evaluation of performance-based funding systems to ensure that its overall goals and principles are being met and to incorporate best practices. In each review, a system-wide group of stakeholders came together to evaluate the goals and principles behind Student Achievement Initiative and analyze data to ensure the outcomes were aligned with those priorities.

In the 2012 review (Student Achievement Initiative 2.0), the focus on completions was raised in response to the growing national spotlight on higher education outcomes through the Completion Agenda. However, to
meet the policy goals of supporting historically underserved students, extra incentives were placed on students who begin in basic skills and precollege to not create a disincentive for serving these students’ long path ahead of them to completion. Another area of increased focus was the second year of college, with new milestones added for retention and moving along a specific pathway (45 credits) towards an academic transfer or professional-technical degree program.

In the 2016 review (Student Achievement Initiative 3.0), new guiding principles were established that reflected a focus on college-level work leading to degree and certificate attainment and closing the equity gap for historically underserved students. The review included an analysis of student outcomes with the goal of identifying group differences and how revisions might aid student populations who are falling behind. The results reiterated that basic education students, low-income, and historically underserved students of color (American Indian, Black/African American, Hispanic, and Pacific Islander) were underrepresented in college level attainment and in degree completions. The exception was in certificate attainment, in which students of color are overrepresented.

Based on that analysis, the Student Achievement Initiative framework was revised to emphasize success in transitioning from basic skills and precollege to college-level, college English/Communication attainment, and retention and completion for historically underserved students. These changes included additional weighting of the milestones for the first 15 college-level credits and degree and apprenticeship attainment, a new six credit transition milestone for basic education students, a de-emphasis on precollege course completion and a new emphasis on English/Communication college-level attainment. The draft new framework and milestones were tested to ensure the new equity principle was being met. The analysis revealed a conflict between the new emphasis on college-level milestones and the focus on underserved students to where colleges with high numbers of the best prepared students (primarily dual enrollment/Running Start) were benefitting the most from the changes. As a result, all dual enrollment and other non-state funded students were removed from the Student Achievement Initiative framework to create more parity for colleges with a greater share of underprepared students.

The 2016 revisions to the Student Achievement Initiative milestones became effective as of the 2017-18 year. The following section provides a five-year summary of the key milestone areas from Student Achievement Initiative 2.0 and highlights the new focus areas of completion and equity going forward in Student Achievement Initiative 3.0.

**Basic education for adults transition**

The focus on basic education student transition into college-level courses has increased significantly since the first inception of the Student Achievement Initiative. Major policy changes over time, such as new requirements in the Workforce Innovation Opportunity Act legislation, has made transition one of the most critical success metrics for the population. Each revision of the Student Achievement Initiative has reflected the importance of this metric by creating targeted focus areas within the framework. In 2012, a greater incentive was placed on supporting basic education for adult students through to college-level by giving an extra achievement point for each milestone they achieve beyond basic skills. This emphasis remained in the 2016 revision and a new transition point was added for the first six college-level credits. This aligned with the federal “Ability to Benefit” policy which allows students without a high school diploma to receive financial aid.

The percentage of basic education students who move on to further precollege and college coursework has increased about three percentage points over the past five years. The increase has happened while the overall number of students enrolled in basic skills coursework has decreased from about 51,000 in 2013-14 to
47,800 in 2017-18, or six percent. Colleges showing the highest growth in this metric include Skagit Valley College, Spokane Community Colleges, and Centralia College.

Under the Strategic Enrollment Taskforce and Guided Pathways work, the basic education for adults group has implemented many strategies, trainings, and communications focused on increasing the transition rate (to include the focus on Ability to Benefit). Higher transition rates mean higher enrollment numbers and more specifically, more students from underserved backgrounds. With this intentional focus, this percentage is expected to rise over the course of the next few years.

**Precollege to college-level transition**

The precollege component of the community and technical college system has undergone the most transformative reform over the past 10 years with the Student Achievement Initiative. Multiple studies have demonstrated the challenges associated with long precollege course sequences and students’ ability to continue successfully through to college credits. Colleges have implemented significant changes in this area by revising placement practices, offering accelerated/competency-based course models, shortening their precollege sequences, and providing college-level courses with supports (co-requisite). These efforts can be considered the earliest work of the Guided Pathways efforts and was a major factor in the pilot college selection process for the College Spark Washington grants. As a result of this work, significantly fewer students each year are enrolling in precollege math and English. Therefore the definitions of the precollege milestones within the Student Achievement Initiative has also changed over time to reflect the new realities of the precollege education experience. The best metric to understand progression is the number and percentage of precollege students who successfully complete the associated college-level course within two years.

In precollege English, enrollment has declined a total of 40 percent over the past five years. This is due, in part, to colleges shortening the precollege sequence from an average of 2.5 classes to 2.2. The percentage of students completing their precollege sequence has remained flat over that period, at about 64 percent. The percentage completing precollege and college-level English has increased from 31 to 36 percent since 2013-14. Colleges showing the most growth in this area over the past five years include: Clover Park Technical College, Seattle North and South Colleges, South Puget Sound Community College, Whatcom Community College, and Wenatchee Valley College.

Precollege math shows a similar declining enrollment pattern and the average number of precollege courses dropped from 3.4 in 2013-14 to 2.9 in 2017-18. The percentage of students who successfully complete precollege math has increased significantly (10 percentage points) as has the number of precollege students going on to complete their college-level math requirement (five percentage points). While the system-wide percentage of students completing college-level math has only increased two percent over the past five years (14 to 16 percent), the population coming from precollege has contributed significantly to that. This represents a positive reflection of colleges’ efforts in reforming precollege education to move students more quickly through to college-level and increasing overall attainment. Colleges showing the most growth in this area over the past five years include: Clover Park Technical College, Big Bend Community College, Spokane Community Colleges, and Centralia College.

**Second year retention and 45 credits in a pathway**

As a result of the 2012 review, a new milestone for completing 45 credits of coursework in either a professional-technical (workforce) or academic transfer pathway was added to the Student Achievement Initiative framework. A retention point was added to also put greater emphasis on the second year of college.
Evaluation of student progression in these two areas over the past five years indicates a small change of about one percent more students completing the 45 credit milestone.

One key difference is there has been a significant shift in the type of 45 credit milestone achieved. In 2013-14, academic transfer and professional-technical pathways each made up about 50 percent of all 45 credit milestones achieved. In 2017-18, that had shifted to 57 percent academic transfer. A significant portion of this increase is due to a large increase in Running Start students taking more credits progressively each year. In 2013-14, Running Start made up 11 percent of the 45 credit milestones earned, while in 2017-18 this increased to 18 percent. In 2013-14, 19 percent of all Running Start students achieved the milestone, which increased to 23 percent in 2017-18.

This pattern reinforces the findings from the 2016 review which showed the most prepared students were continuing to demonstrate positive gains. To keep a close eye on the equity gap, it is critical to continue to disaggregate these kinds of outcomes to see how changes in student success policy might be impacting the students in the focus populations.

**Credential completion**

Similar to the pattern in 45 credit attainment, the overall total number of credential completions counted within the Student Achievement Initiative has remained relatively consistent over the past five years, increasing by two percent. However, there has been a marked shift in the highest credential earned. Applied baccalaureate degrees grew exponentially over this time period and are starting to comprise a greater proportion of all credentials earned (three percent in 2017-18). Academic transfer associate degrees increased 16 percent while certificates and professional-technical associate degrees decreased (29 and nine percent, respectively). As noted in the previous section, increases in Running Start enrollments play a role in the rise in academic transfer degrees as many more of those students are staying through completion. Colleges showing the highest level of growth (25 percent) in degrees as the highest credential earned over the past five years include: Cascadia College, Grays Harbor College, Pierce District, and Skagit Valley College.

There are also different patterns in the type of credential earned when comparing race and ethnicity between the years 2013-14 and 2017-18. Asian students increased credential production in all areas except certificates. These students make up the largest proportion of their credentials of baccalaureate (four percent) and academic transfer degrees (60 percent) compared to other race/ethnicities.

Black/African American students have increased in baccalaureate and academic transfer degrees. The number of certificates dropped significantly, although as a proportion of all credentials these students have the highest for certificates at 22 percent. There was a marginal decrease in the number of professional technical degrees earned.

American Indian/Alaska Native students increased credential attainment in all areas except certificates where there was an 11 percent decline. Hispanic students represent the fastest growing population in the system, which is reflected in large increases in all credential types and is the only group to also increase in certificates (nine percent). The proportion of types of credentials for Hispanic students did not change substantially between 2013-14 and 2017-18, with just a few percentage point differences in each category.

Pacific Islander students represent the smallest population and consequently credentials, but showed significant growth in academic transfer and professional-technical degree programs. Certificates declined 34 percent and make up just 16 percent of all credentials for this group in 2017-18, down from 31 percent in
2013-14. Pacific Islander students earn very few applied baccalaureate degrees each year, which is an area for future attention.

White students comprise the largest overall number of credential completions at over 20,000 in 2017-18. These students increased in applied baccalaureate degrees and academic transfer degrees and declined in professional-technical and certificates (33 percent from 2013-14 to 2017-18). White students continue to outperform students in every other race and ethnicity category for credentials completed per enrollment. The significant completion efficiency by Running Start students contributes to this finding, as nearly 75 percent of these students identify as white.

**Potential questions**

- The metrics in this presentation focus on college credit attainment, credential completions, and closing the equity gap are the key student success areas going forward. Are there other metrics or information the Board would like to consider?

**Recommendation/preferred result**

State Board members share thoughts and feedback on the presentation.

Policy Manual Change Yes ☐ No ☒

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Student Achievement Initiative Update

State Board meeting
March 28, 2019

Darby Kaikkonen, Policy Research Director

Background of Student Achievement Initiative

- First attempt in 1997 as a budget proviso, discontinued after legislature did not renew in 2002-03 biennium due to budget cuts
- Next attempt in 2006 when Student Achievement Initiative was adopted as board policy (SAI 1.0)
- Community College Research Center (CCRC) review and 2012 internal study led to increased focus on progress and completions in milestone metrics, focus on basic skills students, and significant changes in funding model design
- 2015 allocation model redesign incorporated performance funding recommended design principles to make performance part of state funding formula and increased amount from one to five percent.
- 5-year review took place in 2016-17 leading to SAI 3.0. Key changes were increased focus on college-level milestones leading to degree and certificate completion and closing the equity gap.
5-year summary of student achievement milestones

Student Achievement Initiative 2.0

Current or prior basic education students transitioning beyond basic skills

Summary:
- The percentage of basic education students who move on to further precollege and college coursework has increased about three percentage points over the past five years.
- The increase has happened while the overall number of students enrolled in basic skills coursework has decreased from about 51,000 in 2013-14 to 47,800 in 2017-18, or six percent.
Precollege to college-level English

Summary:
- Enrollment in precollege English has declined a total of 40 percent over the past five years. This, in part, is due to colleges shortening the precollege sequence from an average of 2.5 classes to 2.2.
- The percentage of students completing their precollege sequence has remained flat over that period, at about 64 percent. The percentage completing precollege and college-level English has increased from 31 to 36 percent since 2013-14.

Precollege to college-level math

Summary:
- Precollege math shows a similar declining enrollment pattern to English; the average number of precollege courses dropped from 3.4 in 2013-14 to 2.9 in 2017-18.
- The percentage of students who successfully complete precollege math has increased significantly (10 percentage points) as has the number of students going on to complete their college-level math requirement (5 percentage points).
45 credit milestone in pathways

Summary:
- Overall retention rates from one year to the next have not changed significantly over time.
- Percentage of students earning the 45 credit milestone has not changed either; however, the type of pathway has shifted towards more academic transfer.
- This shift is due in large part to more Running Start students and this group earning more credits.

Credential completions: Highest attainment

Summary:
- The overall total number of credentials counted within SAI has increased two percent over the past five years.
- There has been a marked shift in the highest credential earned. Applied baccalaureate degrees grew exponentially over this time period and comprised three percent of all credentials in 17-18.
- Academic transfer associate degrees increased 16 percent.
- Professional-technical associate degrees decreased 9 percent.
- Certificates decreased 29 percent.
Credential completions: Completions per-student

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<th>% change</th>
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<tr>
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<td>1.9</td>
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Summary:
- All groups have increased in credential completions per enrollment over the past five years, with Hispanic students showing the largest percentage increase of the race/ethnic groups. White students have the highest completion per enrollment rate.
- Running Start students have significantly increased this rate, which contributes to the high rate for white students.

Credential completions: Race and ethnicity summary

- Asian students increased credential production in all areas except certificates. These students make up the largest proportion of their credentials of baccalaureate (four percent) and academic transfer degrees (60 percent) compared to other race/ethnicities.
- Black/African American students have increased in baccalaureate and academic transfer. Although their number of certificates dropped significantly, these students have the highest proportion of all credentials at 22 percent.
- American Indian/Alaska Native students increased in all areas except certificates where there was an 11 percent decline in 2017-18.
- Hispanic students represent the fastest growing population in the system, which is reflected in large increases in all credential types and only the only group to also increase in certificates (9 percent).
- Pacific Islander students represent the smallest population and consequently credentials but showed significant growth in academic transfer and professional-technical degree programs. Certificates declined 34 percent and make up just 16 percent of all credentials for this group in 2017-18, down from 31 percent in 2013-14. Pacific Islander students earn very few applied baccalaureate degrees each year, which is an area for future attention.
- White students earn the largest overall number of credential completions at over 20,000 in 2017-18. These students increased in applied baccalaureate degrees and academic transfer degrees and declined in professional-technical and certificates (33 percent 2017-18).
Summary of findings and areas to focus next

- Basic education student transitions to college are growing slowly and the rate is low. This is a key target population for increased enrollment and particularly for underserved students of color.
- Colleges have made significant changes in precollege course placement processes and delivery, resulting in more students completing college-level courses. The next evolution of this work is alignment with basic education and into programs of study within the guided pathways framework.
- College-level math attainment for all students is relatively low but has increased 2 percent over the past five years.
- Retention rates to a second year in a degree program have not changed significantly for all student groups.
- Dual enrollment students are staying longer in the community college, taking more credits, and completing associate degrees. While this is a good outcome for this population, the impact of the changes in SAI 3.0 creates a conflict with the new equity principle. As a result, dual enrollment students are removed from performance funding outcomes to give more focus to underserved populations.
- There are differences in type of credential completion by race and ethnicity. The large increase in Running Start student enrollment, credit attainment, and academic transfer degrees awarded contributes to white students showing greater completion efficiency than other groups.
- Students identifying as Pacific Islander make up a small portion of total student enrollment and minimal baccalaureate degree earners.
- Students identifying as Hispanic are the fastest growing demographic population. They are highly likely to begin education in basic skills and are therefore a key focus population for each SAI milestone all the way to completion.
Guided Pathways

Kristi Wellington-Baker, Student Success Center Director/ Guided Pathways Lead

“Equity-mindedness emphasizes institutional responsibility to create equity and enable practitioners to focus on what they can do to close equity gaps.”

~Lindsey Malcom-Piqueux & Estela Mara Bensimon 2017
GUIDED PATHWAYS VISION

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress and educational and career attainment.

GUIDED PATHWAYS MISSION

Create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.
2018-19 Collective Priorities & Strategies
Scaling Guided Pathways

1) Strengthen mapping of transfer pathways

2) Find ways to help all new students explore career/colleges interests and develop a full-program plan by end of quarter 2

3) Integrate and contextualize academic support in field-linked math pathways to enable students to pass college math in one year

4) Institutionalize focus on equity

1) Baccalaureate convening & Transfer 2.0

2) Statewide Meta-major inventory & Career discernment capacity building

3) Math Pathways collaborative; Integration Summit

4) Guided Pathways Advisory Council, Adaptive Leadership Capacity building
Skagit Valley College – Guided Pathways

Dr. Claire Penaido, Vice President of Student Services
Dr. Kenny Lawson, Vice President of Instruction

Yakima Valley College – Guided Pathways

Tomás Ybarra, Vice President of Instruction and Student Service
Thank you!

Questions?

Tomás Ybarra, Yakima Valley College Vice President of Instruction and Student Services
Claire Penaido, Skagit Valley Vice President of Student Services
Kenny Lawson, Skagit Valley Vice President of Instruction
Darby Kaikkonen, Policy Research Director
Kristi Wellington-Baker, Director of Student Success Center
Budget Proposals and Revenue Forecast Update

Brief Description
The 2019 Legislature is expected to begin its budget process in late March. This year the Legislature is developing a budget for the 2019-21 biennium (July 1, 2019 through June 30, 2020). Typically, biennial budgets are not released until after the March revenue forecast, which is scheduled for March 20, 2019. This year the House of Representatives is scheduled to be the first chamber to release budget proposals. The Senate Ways and Means Committee will follow with its proposals shortly thereafter. At the time of this writing, the official March Revenue Forecast and legislative budgets are not available. During this item, we will summarize the revenue forecast and provide an update on the operating and capital budgets.

How does this item link to the State Board’s 2018-19 priorities?
Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system’s operation. State resources provide the means to make progress on our goals. The Board has identified college system priorities as Long-Term Advocacy, Equity, Completions, Enrollments, Career Connect Washington, and ctcLink success.

Background information and analysis
The biennial budget process began officially last September when the State Board for Community and Technical Colleges (SBCTC) and all other state agencies and institutions of higher education, submitted their budget proposals to the Governor and Legislature. In the operating budget, SBCTC requested approximately $190 million in new policy investments and approximately $627 million in capital appropriations. Governor Inslee’s biennial budget proposals were released December 13, with $175 million in additional operating funding and $338 million in capital for our system. These proposals were dependent on new laws that would generate $3.7 billion in additional revenue for the state.

Since the 2019 Legislative Session began, the chairs of the House Appropriations Committee, House Capital Committee, and the Senate Ways and Means Committee have been preparing to release their budget proposals. Legislative budget writers have worked with members and staff to review agency requests, the Governor’s proposal and new operating budget policies.

The March Revenue Forecast, provided by the Washington State Economic and Revenue Forecast Council, is the last projection of revenue collections for the 2019-21 biennium prior to the Legislative budget process. It provides budget writers with the revenue “ceiling” they can count on under current law. Due to Washington’s balanced budget requirements, if the Legislature wishes to spend more than expected revenue collections provide, they must pass new laws to increase taxes or other forms of revenue. Governor Inslee’s biennial budget proposal includes $4 billion in revenue increases.

Preliminary information from the Economic Revenue Forecast Council’s Economic Review on March 7, 2019, indicate:
• The preliminary economic forecast for Washington is similar to the November forecast
• While the labor market continues to be strong, wage growth and inflation remain moderate
• Revenue collections since the November forecast are 2.9% higher than expected

Potential questions
• How does the March revenue forecast impact budget writers in the Legislature?
• If available, what do the legislative biennial budgets provide for the community and technical college system?

Staff Recommendation
No staff recommendation needed at this time.

Next Steps
The legislative budget proposals are expected to be heard during the last week of March or in early April. Staff will provide briefings to the Board through email and the Joint Legislative Committee conference calls. The Legislative session is scheduled to end on April 28, 2019. The State Board meets on May 1-2, 2019 and June 26-27, 2019. Colleges will be anxious to receive budget allocation information as quickly as possible so they can finalize their FY 2020 budgets before the end of the academic year.

Policy Manual Change Yes ☐ No ☒

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Wayne (360) 704-4382, wdoty@sbctc.edu
REGULAR ITEM

March 28, 2019
Tab 8

Legislative Update

Brief Description
The board will be updated on 2019 legislative priorities and emerging issues.

How does this item link to the State Board’s 2018-19 priorities?
Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion. The 2019 Operating Budget request as well as two bill proposals for review, address access and student success.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis
The primary focus entering the 2019 legislative session is the college system’s operating and capital budget requests.

**Operating Budget**
With a focus on competitive compensation for college faculty and staff, funding for Guided Pathways, and programming for high demand workforce needs, the operating budget request provides much needed services to our students and enhance Washington’s community and technical college system’s ability to respond to ever growing and ever changing employer demands in their regions around the state.

**Capital Budget**
The Capital Budget request provides students with high-quality classroom and lab space and places for educational support so they can achieve their goals. Our college system faces a backlog of needed projects which funding of the 2019 request to the legislature would greatly reduce. Overall, the list will fund 37 major projects at 29 colleges and minor projects needed at all 34 colleges.
Policy Issues
Statuses are current at the time of this agenda writing on March 19.

State Board Request Legislation

- **HB 1715**, Removing school districts’ ability to withhold grades and transcripts of students.
  - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student’s grades or transcripts, that fine or fee will not be required to be paid.
  - **Status**: Passed House - Referred to Senate Early Learning & K-12 Education

- **SB 5113 and HB 1714**, Concerning community and technical colleges awarding high school diplomas.
  - A community or technical college may issue a high school diploma or certificate at the time a student receives an Associate’s Degree if the student does not already have a high school diploma. This would apply to students age 16 and older.
  - **Status**: Both bills passed - HB 1714 had a hearing on March 14 in Senate Higher Education & Workforce Development

Other issues in the 2019 legislative session for discussion:

- **SB 5327**, Expanding career connected learning opportunities.
  - Establishes coordinators to develop and expand opportunities for academic credit for career launch programs at institutions of higher education.
  - Creates a competitive grant program to support regional networks and program intermediaries in expanding career connected learning opportunities.
  - **Status**: Passed Senate. Hearing in House College & Workforce Committee 3/19

- **SB 5393** Establishing a statewide free college program by changing the state need grant to the Washington college promise scholarship.
  - **Status**: Passed Senate. Hearing in House College & Workforce Committee 3/19

- **HB 1973** Access and affordability for dual credit programs.
  - Fees and Books for Running Start and College in the High School students paid for College Bound Scholars.
  - Fees and Books for Running Start and College in the High School students waived by the legislature – subject to appropriation.
  - **Status**: Passed the House. Hearing in Senate Higher Education Committee 3/19

- **SB 5800** Support for homeless students
  - Similar to SB 6262 from 2018, this bill provides additional services for homeless students at colleges and universities.
  - **Status**: Passed Senate. Referred to House Committee on College & Workforce Development. Hearing in House College & Workforce Committee 3/19

- **HB 1702**, Online Educational Resources/Low Cost college materials
  - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than $50.
  - **Status**: Passed House. Referred for public hearing in the Senate Committee on Higher Education & Workforce Development. Hearing on 3/14
Legislative Interns

Two community and technical college students were selected to serve as Legislative Interns at the State Board office for the 2019 winter academic quarter. They have been working with our Legislative, Communications, and Student Services departments. The Legislative Interns will participate in the meeting to share highlights and learnings from their internship.

- Mustapha Samateh, Edmonds Community College
- Kristina Pogosian, Tacoma Community College

Potential questions
- Does the State Board have feedback or questions about progress towards meeting system wide legislative goals?

Recommendation/preferred result
The State Board is asked to provide feedback on current legislative advocacy efforts.

Policy Manual Change Yes ☐ No ☒

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