

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

- Matthew Campbell — Pierce College Puyallup
- 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.

The 2005 and 2015 reports can be accessed on the State Board for Community and Technical Colleges' homepage at <https://www.sbctc.edu/colleges-staff/my-employment/best-part-time-faculty-employment-practices.aspx>.

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 though 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.
 - 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.

Appendix A

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.

Bates, 2017-2020 CBA

Section 7.5 Salary Guides 1. Salaries to be paid to College employees will be indicated on Salary Schedule, Appendix A. The first four steps of Appendix A may only be used for hourly, adjunct and substitute faculty.

- A. Annual: \$51,644
- B. Annual: \$52,541
- C. Annual: \$53,438
- D. Annual: \$54,335

7.5.3 Salary for Continuing Education, Apprenticeship and Part-time General Education (GenEd) Instructors

1. Employees teaching continuing education, apprenticeship and GenEd classes shall be paid as follows:
 - a. Full-time employees shall be paid at their regular hourly rate of pay for teaching continuing education and apprenticeship classes beyond their regular work assignment.
 - b. Other employees teaching continuing education, apprenticeship and GenEd classes shall be paid an hourly rate equivalent to no less than Step 1 on the salary schedule A.
 - c. Part-time GenEd faculty will be paid for one additional hour of work for every four (4) hours of instruction to compensate time spent grading and assessing student work assignments.
 - d. Employees teaching non-state supported FTE continuing education and apprenticeship classes funded through contract training or student funding, shall be paid at the rates established above unless a higher rate is negotiated, based upon established written criteria, with the immediate supervisor and approved by the SA.
 - e. Substitute employees will be paid substitute rate in accordance with salary schedules (\$32.14, Step 1). Employees who substitute will receive their regular rate of pay, or proration thereof for the hours worked as a substitute.

f. Employees who have been requested by the SA to cover a Career Training class in addition to their own shall be paid in accordance with the salary schedule

Clover Park Technical College, 2017-2020 CBA

Section 19.7 Workload, Compensation and Reimbursements

A. A faculty member hired into a full-time adjunct position shall receive a minimum annual salary of \$54,000, except that the employer may offer up to \$58,500 if the VPI determines this is appropriate because of prevailing market condition in the particular field and/or the applicant's exceptional level of education, experience, or expertise. The salary shall then be prorated for the quarter based on the assigned instructional days and including any in-service day which is scheduled for that quarter.

B. Except as provided below for "specific services" and "not otherwise specified," each part-time adjunct faculty member shall be compensated for instructional services at the Per Credit rate stated in Appendix I, depending on the type of services:

a. Certificated/professional-technical faculty: The total number of non-concurrent student-contract instructional hours for which the instructor is scheduled shall be divided by 16.5, and then that quotient shall be multiplied by the Per Credit rate.

b. General education (core academic subjects; ABE/ESL; required college success courses): The total number of non-concurrent credits for which the instructor is scheduled shall be multiplied by the Per Credit rate.

c. Specific services rates: A part-time adjunct faculty member who provides the following types of services, as directed by their dean or supervisor, shall be paid for these services at the hourly rates specific in Appendix I:

i. Counselors/advisers and librarians: For counseling/advising and library services, the Substitute rate;

ii. Curriculum development: For developing curriculum for new programs and/or new classes; the Curriculum Development rate;

iii. In-service: For attending in-service training provided by the College, the in-service rate;

iv. Online and distance learning: For providing online and distance learning instruction, the Online and Distance-Learning rate.

v. Substitute: For services as a temporary replacement for the continuing faculty member of record in a class (excluding online instruction), the Substitute rate.

vi. Not otherwise specified: For all services not otherwise specified, each part-time adjunct faculty member shall be paid at either the Substitute rate or another rate or stipend determined by the Employer after consultation with the UMG. C. Exceptions shall be agreed to in UMG.

Appendix I (effective 7-1-17)

Special Rates:

- Late-start stipend (annual rate): \$1,200 [21.4.D.2]

- In-service for full-time adjunct faculty is included in the prorated salary, per 21.4.C.
- Program Lead Stipend: Faculty serving in a program lead role to meet the requirements of accreditation and appointed by their dean to this role via contract will earn an annual stipend of \$500.

Special services rates for adjunct faculty and full-time faculty on moonlighting contracts:

- Per Credit rate: \$656.57
- Curriculum Development rate: \$26 per hour
- In-service rate: \$24 per hour
- Online and Distance Learning rate: Thirty (\$30) dollars per course credit for each student who is enrolled on the tenth day of the quarter, prorated over the remaining pay periods on the quarter following the submission of the tenth day reports.
- Substitute rate: \$30 per hour

Green River, 2018-2020 CBA

Appendix B. Adjunct Faculty Salary Schedule Effective Fall Quarter 2017

SECTION 1	LECTURE-TYPE	LAB-TYPE
LEVEL	CLASSES	CLASSES

Bachelor's Degree or Temporary Vocational Certificate:

A	67.80	57.62
B	69.57	59.13
C	71.32	60.64
D	73.12	62.15
E	74.88	63.65

Master's Degree or Above in Teaching Field or Five-Year Vocational Certificate:

A	71.17	60.50
B	72.97	62.01
C	74.74	63.54
D	76.49	65.02
E	78.30	66.54

Doctor's Degree:

A	74.60	63.39
B	76.34	64.90
C	78.12	66.40

D	79.87	67.90
E	81.66	69.41

Adjunct Librarians and Adjunct Counselors will be paid according to the following salary schedule:

LEVEL		HOURLY RATE
Master's Degree or Above in Teaching Field or Five-Year Vocational Certificate		
A		\$ 43.31
B	after 3 quarters of employment	\$ 45.33
C	after 6 quarters of employment	\$ 47.36
D	after 9 quarters of employment	\$ 49.38
E	after 12 quarters of employment	\$ 51.42
Doctoral Degree:		
A		\$ 45.69
B	after 3 quarters of employment	\$ 47.94
C	after 6 quarters of employment	\$ 49.74
D	after 9 quarters of employment	\$ 51.76
E	after 12 quarters of employment	\$ 53.78

Lower Columbia College, 2017-2020 CBA

901 ADJUNCT SALARIES

A. Step Placement

1. All adjuncts who have taught less-than 45 credits are compensated at Adjunct Step 1 rates established below for various teaching situations.
2. All adjuncts who have taught 45 or more credits are compensated at Adjunct Step 2 rates established below for a given teaching situation.
3. For Library Reference and Student Counseling assignments, adjuncts will receive one (1) credit equivalent for every 22 hours of work.
4. All adjunct faculty who have attained Affiliate Status under the previous contract by June 30, 2017, will be paid according to the Affiliate Rate Phase-out provision below.

B. Pay Rates

Regular College Courses (pre-college and college level, excluding field-based experience)

Lecture (Theory, 11 contact hours per credit) Instruction Rates
 Adjunct Step 1 \$47.28 per contact hour (\$520.08 per credit)
 Adjunct Step 2 \$53.46 per contact hour (\$588.06 per credit)

Lab (Guided Practice, 22 contact hours per credit) Instruction Rates
 Adjunct Step 1 \$36.23 per contact hour (\$797.06 per credit)
 Adjunct Step 2 \$39.82 per contact hour (\$876.04 per credit)

Basic Skills (ABE/ESL/HSC/CEO) Rates
 Adjunct Step 1 \$44.50 per hour (\$489.50 per credit)
 Adjunct Step 2 \$47.28 per hour (\$520.08 per credit)

Field-based Experience Instruction Rates (min. 33 student field hours per credit)
 Adjunct Steps 1, 2, & Affiliate \$26.55 per hour (\$876 per credit)

C. Affiliate Rate Phase-out
 All adjunct faculty who have attained Affiliate Status under the previous contract by June 30, 2017, will be paid at the following rates:

Regular Courses
 Affiliate Lecture Rate: \$63.55 per contact hour (\$699.05 per credit)
 Affiliate Lab Rate: \$47.37 per contact hour (\$1,042.14 per credit)

Basic Skills Courses
 Affiliate: \$51.00 per hour (\$561.00 per credit)

These rates will not be subject to Cost of Living Adjustments (COLAs) and other adjustments, and will remain in effect until Regular Course and Basic Skills Step 2 rates, through the application of COLAs or other negotiated adjustments, equal or exceed Affiliate rate values. At that point, the Adjunct Step 1 rate will be renamed the "Adjunct" rate, and the Adjunct Step 2 rate will be renamed the "Affiliate" rate.

D. Future Pay Increases

Any cost of living (COLA) adjustments or other special funding for adjuncts authorized by the Legislature of the State of Washington during the period of this contract will be applied as negotiated between the District and the LCCF AHE. Such negotiations shall normally take place during meetings for the distribution of funds as outlined in Article 502.

E. Determination of Compensation

For all Regular, Basic Skills, and Field-based Experience courses, the course session lecture (theory), lab (guided practice), and field-based experience (LCC practicum) contact hour type and value as defined by the LCC Master Course Plan File and established for a specific class section shall be used for the purpose of computing part-time compensation.

F. Exceptions to Article 901 (A) through (D) and compensation for special assignments shall be as follows:

1. The lecture rate will be applied to the Math Achievement Center and the BTEC Lab.

2. Adjunct Librarians will be compensated for Reference Librarian assignments at the Regular Course lab rates. Adjunct faculty teaching library or research-related credit courses will be paid according to rates established for Regular College Courses.
3. Adjunct Counselors will be compensated for Student Counseling Services at the Regular Course Lab rate. Adjunct faculty teaching courses related to Human Development or other similar personal development coursework will be paid according to rates established for Regular College Courses.
4. Compensation for academic employees teaching special apprenticeship courses will be at rates according to SBCTC guidelines for contracted apprenticeship courses.
5. Cooperative Education Instructor Coordinators shall be compensated at \$80.00 per student per quarter, except CDS instructor coordinators, who will be compensated at a rate of \$150.00 per student per quarter due to extra required duties.
6. Nursing clinical assignments will be paid at the Regular Course lab rate plus \$350.00 per clinical assignment for required clinical responsibilities.
7. Part-time faculty who substitute for other faculty as approved by the appropriate supervising administrator will be paid per hour at the rate for the course in which they are substituting.
8. The professional partner coordinator shall be compensated at the rate of \$750.00 per quarter.
9. Upon completion of duties, professional partners shall be paid at the rate of \$100.00 per quarter per adjunct faculty member assigned.
10. Academic employees who teach independent study shall be compensated at the quarterly rate of 45.00 per student per credit. The formula for calculating the percent of full time for independent study is available in the Office of Instruction upon request.
11. Academic employees advising in excess of 30 advisees in a given quarter will be compensated at the rate of \$20 per additional advisee.
12. Any compensation for special assignments not listed in 901 (D) shall be negotiated between the appropriate supervising administrator and the faculty member involved, subject to the approval of the Vice President of Instruction.

Walla Walla, 2016-2019 CBA

Section 38.4 Part-time, Moonlight/Overload Faculty Salary Schedule.

- A. This compensation is based on the course master which identifies the number of hours a class is scheduled to meet each quarter. This compensation covers all activities necessary to successfully offer this class, including but not limited to preparation time, teaching time, exam time, grading, consultation with students, etc.

- C. Overload pay for Cooperative Education will be paid at \$275 per Quarterly Student FTE (QFTE) generated rounded to the nearest .5 QFTE.

Yakima Valley, 2015-2018 CBA

Appendix C.1 Part-time Compensation Rate: As provided in Section 13.9 of this AGREEMENT, academic employees teaching at or below part-time threshold in a quarter shall receive a salary of six hundred thirty-four dollars (\$634) per “instructional unit.” Effective July 1, 2015, part-time employees shall receive a salary of \$653 per “instructional unit”. Effective July 1, 2016, part-time employees shall receive a salary of \$665 per “instructional unit.”

Counselors and librarians covered by this Appendix (see Section 13.9) shall use mode "e" in Appendix A to determine part-time compensation.

C.2 Additional Assignments: Part-time faculty members performing instructional duties in excess of a full-time load will be paid at the part-time faculty rate identified in Appendix C for assignments at or below the part-time threshold as defined in Article 11.2. Part-time faculty members performing instructionally related duties may also be compensated via stipends.

Appendix B

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 have the same access to employee benefits as provided to full-time faculty, proportionate to assigned workload where appropriate.

Lower Columbia College, 2017-2020 CBA

902 ADJUNCT LEAVE

902.1 Sick Leave.

A. Sick Leave Accrual

Faculty members employed on adjunct and/or quarterly contracts shall earn sick leave based on their contracted FTEF multiplied by seven (7) for each month they are in active teaching status. At no time shall the total hours of sick leave earned per month exceed seven (7) hours. Adjunct faculty shall accumulate such leave at the rate of one (1) day (prorated) for each calendar month during which they are employed for a contractual day. Adjunct faculty sick leave will accumulate from quarter to quarter.

The College will maintain an individual's sick leave balance for three years following active employment. Active employment for purposes of sick leave accrual for Adjunct Faculty is teaching at least one class every academic year.

Adjunct Faculty must petition for reinstatement of their accrued sick leave balance within three (3) years after leaving active employment with Lower Columbia College. Failure to petition for reinstatement of sick leave will result in the loss of any accrued sick leave balances.

B. Sick Leave Use

Adjunct Faculty are entitled to use their accrued sick leave for bereavement as defined in Article 705 and for emergency, family, medical, and disability purposes consistent with WAC 296-130. Sick leave will only be taken during the duration of a current adjunct contract.

C. Sick Leave Transferability

Adjunct Faculty may transfer sick leave balances from another Washington State public community and/or technical college when Lower Columbia College becomes the sole employer. Adjunct Faculty must petition to transfer their sick leave balance during the 3rd quarter following the initial first two quarters in which Lower Columbia College has been their sole employer.

If simultaneously employed at another Washington State public community and/or technical college, the respective campus' negotiated agreement will apply.

D. Sick Leave Buy-Back

1. Pursuant to RCW 28B.50.553, in January of the year following any year in which a minimum of sixty (60) compensable days of sick leave is accrued, and each January thereafter, any adjunct faculty may, upon written request, receive remuneration for unused compensable leave accumulated in the previous calendar year at a rate equal to one (1) day's monetary compensation of the employee for each four (4) full days of accrued compensable leave in excess of sixty (60) days. Sick leave for which compensation has been received shall be deducted from the accrued compensatory balance at the rate of four (4) days for every one (1) day's pay.

2. Adjunct faculty, at the time of separation from State service due to retirement on account of age or physical disability, or the estate of a deceased eligible employee, may participate in sick leave buy out or VEBA compensation consistent with applicable statutory requirements and District procedure.

902.2 Shared Leave

Adjunct Faculty may participate in Lower Columbia College's shared leave program.

902.3 Family Medical Leave Act (FMLA)

For purposes of establishing eligibility under the Family Medical Leave Act, adjunct faculty are required to work at least fifty percent of a full load for the three previous consecutive quarters with Lower Columbia College.

902.4 Jury Duty

Adjunct Faculty shall be granted leave of absence with pay to serve on jury duty, as trial witnesses, or to exercise other subpoenaed civil duties. Employees will be allowed to retain any compensation paid to them for their jury duty service. Employees shall reimburse the Employer for compensation received for all other civil duty, exclusive of expenses incurred.

902.5 Personal Leave

Adjunct academic employees shall have four (4) days of personal leave available from July 1 through June 30. No more than (2) days may be used per quarter. The faculty member using the leave is responsible for making adequate arrangements for covering the course material for a given leave day. This article does not affect the terms of the adjunct's employment appointment.

Pierce College, 2016-2019 CBA

Section 11.12: Sick Leave

A. Adjunct faculty start accruing sick leave beginning the first consecutive quarter (term) of employment at the district. The rate of accrual is the same as full-time faculty, except sick leave is prorated depending upon the percentage of full-time. Sick leave is used at the same rate as given.

D. Transferability

[There are four subsections, but #1 most closely aligns here with regard to "state mandated"]

1. Adjunct faculty may transfer accrued leave to any state agency, any educational service district, any school district, or any other institution of higher education as allowed in accordance with RCW 28B.50.551 in a manner that is consistent with the procedure for transfer agreed among the community and technical colleges in Washington State.

Section 11.13: Shared Leave

Adjunct faculty, who accrue sick leave, may participate in the shared leave program as administered by the district.

Section 11.14: Sick Leave Cash-Out (Attendance Incentive Program)

Adjunct faculty may participate in the sick leave cash-out program as administered by the district. Upon retirement, faculty election to participate in the VEBA program may require that the cash-out be placed in a trust account for medical expenses. [See Section 9.5.]

There is additional guidance with regard to benefits within the “leveling” language, which grants additional benefits, ranging from business cards to expanded teaching loads to course priority to professional development resources/\$\$, with added benefits at each higher level (assistant, associate, senior). The language does not, however, directly reference proportionality, so interpretation would be complex at best and subjective to some extent, with regard to alignment with full-time faculty benefits.

There may be additional language in the benefits section that refer to “faculty” without distinction of full-time/adjunct. I am seeking clarification with regard to whether this is language that is intended to be inclusive; in some cases it seems to be, but not all.

Seattle Colleges District, 2017-2020 CBA

Article 6.12 Faculty Identification Cards

The administration will issue faculty identification cards to all full-time faculty and part-time faculty on the part-time priority hiring list. Faculty identification cards will be issued to other part-time faculty upon request.

Shoreline Community College, 2016-2019 CBA

SECTION E. General Benefits

1. Parking shall be provided for all academic employees during the term of their assignments.
2. All academic employees shall contribute through payroll deduction to OASI (Social Security).
3. Reimbursement for travel, approved in advance by the appropriate Unit Administrator or required by the work assignment, shall be provided by the Employer. If College transportation is not available, the academic employee shall be reimbursed at the standard travel rate for the use of the academic employee’s personal vehicle or public transportation used.
4. The Employer shall contribute the maximum amount authorized and funded for allowable retirement plans for which the applicable eligibility standards are met.
5. The Employer shall contribute up to the maximum amount authorized and funded by law and the Public Employees Benefits Board of the Washington State Health Care Authority for allowable group insurance plans for each eligible academic employee. Academic employees shall have the opportunity to self-pay such contributions during leaves without pay if permitted under applicable regulations of the Health Care Authority. All premiums in excess of the amount funded by the State Legislature shall be borne by the academic employee.

6. All academic employees shall be granted personal leave as outlined in Article XIV (Leaves) Section B, and Section F.1.b. of this article.
7. Sick leave buy-out provisions for all academic employees shall be in accordance with College policy.
8. Technology.
 - a. All academic employees should be provided the basic configuration, as follows: telephone, voice mail, computer, e-mail, internet access, and printer access. Health and safety needs such as workstations designed to minimize workplace injuries and in accordance with OSHA/WISHA standards, should be considered part of the basic configuration.
 - b. All faculty shall be provided support in the use of the above technology.
9. The classrooms and other work spaces used by academic employees shall be safe and, to the extent fiscally possible within the budget of the College, maintained and supplied in a manner appropriate to the performance of assigned work.

Appendix C

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.).

Olympic College, 2016-2020 CBA

MOU we signed in 2013;

Appendix K

Full-time Faculty Affirmation

The undersigned parties mutually affirm that the students of Olympic College will benefit most from the highest practical percentage of faculty members employed in full-time appointments. In addition, we affirm that the work of the College is best served by an ample cadre of full-time faculty, whose duties extend beyond the core of classroom teaching, including shared governance and tenure committees. To that end, the parties agree that efforts will be made on an ongoing basis to monitor and improve the ratio of full-time faculty to part-time faculty.

The optimum balance will provide flexibility for scheduling and the benefit of special talents that adjunct faculty provide as well as increasing the number and diversity of full-time faculty. These factors are beneficial to the education of our students and the ability of the College to provide a robust schedule of offerings for our students.

Seattle Colleges District, 2017-2020 CBA

Appendix E - Enhanced Hiring of Full-time Tenured Faculty

E.1 - Additional full-time faculty positions

Effective July 1, 2017, the District will add additional tenure track positions at the colleges as follows:

2017-18 - 3 positions

2018-19 - 6 positions

2019-20 - 6 positions

E.2 - Annual Review

The District will have discretion as to which college and which programs these positions will be added. These positions will be new positions (not replacements). Annually, at the Winter Agreement Management meeting, the District and AFT will review the baseline number of the full-time positions across the District.

Appendix D

Best Practice 4: Initial Recruitment & 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.

Lower Columbia College CBA - 2017-2020

(Adjunct hiring is located in the scheduling practices article)

409 SCHEDULING PRACTICES

It is the intent of the LCCF AHE and the District to establish fair and consistent practices for the development of the schedule, base workload, and the assignment of overload and adjunct courses. Base load, overload, and adjunct assignments are subject to the approval of the appropriate supervising administrator. All parties are encouraged to work collaboratively to allow for fair and timely schedule development.

409.1 Department Procedures

The following guidelines shall be used by all departments:

A. A draft schedule will be provided by the Office of Instruction for revision by the department. Department chairs will assist with the notification of department members regarding the availability of the draft schedule and facilitate as necessary its review and proposed modification.

B. Faculty members are highly encouraged to discuss with their peers potential and desired teaching assignments. In situations where scheduling compromises are not able to be reached, faculty members will be given the opportunity to indicate which courses they prefer to teach in the following order:

1. Tenured, probationary, and full-time temporary faculty, in that order, will indicate which courses that they propose to teach as part of their regular teaching load, as well as any overloads they propose to teach.
2. Affiliate adjunct faculty members will indicate which classes they propose to teach from the remaining unassigned sections.
3. Regular adjunct faculty members will indicate which classes they propose to teach from the remaining unassigned sections.

C. The department chair will ensure the completion and submission of the draft schedule with all revisions and proposed assignments of full-time, affiliate, and regular adjunct faculty to the appropriate supervising administrator or designee in the Office of Instruction. Any course sections unfilled and having no recommendations for adjunct faculty by the department shall be specifically identified.

409.2 Final Assignment

A. The appropriate supervising administrator reviews the schedule and, in consultation with the department chair and affected faculty, makes adjustments to the schedule and faculty assignments. In exigent circumstances, the supervising administrator may make changes without consultation but still must notify the department chair and affected faculty about such changes as soon as possible.

B. It is the responsibility of the appropriate supervising administrator to ensure that unassigned course sections are filled, and he or she will take the actions necessary to do so. Collaboration between the supervising administrator, the department chair, and the department faculty is generally expected.

C. If the appropriate supervising administrator chooses to advertise the adjunct position, action will be initiated through normal college procedures with the Human Resources Department. Faculty from the department should be included in the interviewing/selection process. In exigent circumstances, the appropriate supervising administrator may need to make a hiring decision in a timely manner that could preclude affording the department the opportunity for input in the hiring decision for the adjunct position.

D. Once the appropriate supervising administrator has reviewed and finalized the schedule, it will be made available for faculty to review for errors before being sent for final publication. Any concerns with the schedule identified by faculty are to be taken directly to the appropriate supervising administrator.

Olympic College, 2016-2020 CBA

12.3. Part-time Faculty Hiring/Screening Procedures.

1. Part-time faculty applications shall be screened by an ad hoc Screening Committee consisting of the appropriate Dean or Associate Dean and one full-time faculty from the discipline or division. In circumstances when a rapid decision about hiring an applicant is required or when full-time faculty in the discipline or division are not under contract and/or not available, the appropriate Dean or Associate Dean will notify the Association President via email, then interview applicants and make the hiring decision. The Dean or Associate Dean will share with full-time discipline faculty information about the adjunct hired and the circumstances that required a quick decision.
2. Any time one or more newly created or existing part-time academic employee positions are expected to be filled, each position will be advertised.
3. Academic employees who serve on screening committees during other than the regular academic year shall be compensated for committee work at the Professional Hourly Rate for hours not otherwise compensated.

Tacoma Community College, 2017-2020 CBA

8.42 Part-Time Academic Employees

Part-time academic employees will be hired by the management supervisor granted hiring authority by the college. When such positions will be advertised or publicly listed, a job description will be developed in consultation with the department or program chair (if an appropriate chair exists). The management supervisor or chair will review appropriate applications. Interviews may be conducted if necessary or appropriate. The management supervisor will consult with the faculty department or program chair when such chair is available prior to making final hiring decisions. For part-time corrections academic employees: Whenever a part-time corrections academic position is to be filled, job criteria will be developed utilizing job descriptions whenever applicable. The management supervisor will review all applications and may interview those applicants who appear to be qualified for the position. The management supervisor will forward the hiring recommendations to the supervising dean for final approval.

Appendix E

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.

Edmonds Community College, 2016-2019 CBA

2.3 Definitions of Academic Employee Job Types

f. Associate Appointments

Associate, assurance of employment. An annual appointment offered to a part-time academic employee at a minimum FTE level granted by the Executive Vice President for Instruction or his/her designee. The College will attempt to hire part-time assurance faculty at an FTEF of .5 or greater.

Senior Associate Appointment. An appointment offered to Associate Faculty at Step B with an ongoing status at a minimum .5 FTE or as close as practical to earn benefits.

Thirty-three (33) additional special assignment hours will be assigned quarterly for office hours and other student contact duties. A minimum percentage, normally 80 percent, of the student contact hours will be held on campus. In consultation with the dean and the department head, other duties including participation in meetings and committees may be substituted for up to 20 percent of student contact hours. Associate faculty with senior status have the right to replace associate academic employees in the same department.

Senior status is ongoing but dependent on satisfactory performance as determined by the Executive Vice President for Instruction and the dean consistent with criteria outlined in 2.3.5.

Any break in employment must be approved by the dean in writing. Failure to do so will be considered sufficient grounds to end senior status.

The College agrees to appoint the maximum number of senior associate faculty consistent with the needs of the College. The number of senior associate faculty appointed each year will be brought to the Contract Administration Committee for discussion.

7.1.2 Part-Time Contract Period. An academic contract length for a part-time academic employee shall normally be one (1) instructional quarter unless as specifically indicated otherwise in the individual contract. The College will offer assurance of employment to at least ten (10) part-time academic employees for one complete academic year.

Seattle Colleges District, 2017-2020 CBA

10.7 Priority Hiring List

A. Part-time faculty who have been employed at an average of 50% time or more for nine (9) of the last twelve (12) quarters (excluding Summer Quarter), and who have satisfactorily completed the evaluation process in 6.10 shall be placed upon a department/division priority employment list.

B. Such priority shall be consistent with previous percentage workload assignments up to and including 2/3 load for all faculty (except for 78% load for assignments based on a mix of 15 and 18 hour loads and 75% in Intensive English Language Programs) and shall provide a right of first refusal for any divisional/departmental assignments on their qualifying list with the exception of Summer Quarter assignments or assignments required to maintain a full-load for full-time faculty. If a course assigned by the unit administrator is subsequently cancelled or reassigned, the faculty member maintains a right of first refusal, defined below.

This consistent workload assignment is guaranteed for the following quarter (except Summer Quarter) unless the PH faculty member is notified in writing no later than 30 calendar days prior to the end of the current quarter (except Fall Quarter, for which the faculty will be notified by the last day of Summer Quarter). If a faculty member's workload varied from quarter to quarter during his/her qualifying period so as to not average a normally available workload percentage, the consistent workload shall be rounded to the nearest available workload. When the consistent workload falls halfway between the nearest available workloads, it shall be rounded up. Fifty percent (50%) will be used as the minimum guaranteed workload percentage for assignment purposes. In order to maintain a guaranteed load, the unit administrator may assign the PH faculty member, if qualified, courses not on his/her qualifying list and/or non-teaching duties.

The qualifying list shall include courses taught within the twelve (12) quarter qualifying period and can be modified as follows: any course taught in three separate quarters during the previous three years before ratification or subsequent to establishment of the original qualifying list, shall be added to the list by the unit administrator; courses may be deleted from the list by review with the unit administrator based on evaluations.

PH faculty will be informed about the division/department scheduling process and may provide input to that process. In the event that priority claims within a division exceed assignments available within that division, the priority shall be based upon the total contact hours taught within the division; the individual with the highest number having the greatest priority.

Definition: Right of First Refusal: Right of first refusal is an agreement for each quarter that provides PHL faculty the right to meet their consistent workload by requesting classes from their qualifying list before non-PHL part-time faculty. If a class assigned to a PHL faculty is cancelled or reassigned, that PHL faculty shall have their guaranteed workload met by either (1) being offered two options of classes that she/he is qualified to teach or by (2) being assigned non-teaching duties.

C. The establishment of a priority-hiring list does not confer on part-time faculty a vested right to continued employment or to renewal of employment, nor to an expectation of such employment. However, in the event the District elects to hire part-time faculty in any given quarter, a part-time faculty member on such a list shall have the right of first refusal to carry out assignments for which he or she qualifies under this section.

D. Priority Hire List Removal

1. PHL faculty may be removed from the list in the event of unsatisfactory evaluation or misconduct after a performance improvement plan has been implemented and found unsuccessful. PHL faculty may also be removed from the list for the third instance of failing to notify the unit administrator 15 days prior to the beginning of the next quarter that they are unable to teach that quarter (provided that they have agreed to their assignment prior to the 15 days).

Removal shall be initiated by a letter from the appropriate vice president to the faculty member informing him or her of unsatisfactory performance. This letter shall detail the reason or reasons and shall set the time and date for an informal meeting between the affected individual, the unit administrator, and the vice president. This meeting shall be held within ten (10) working days of receipt of the above-referenced letter. The part-time faculty member will be given the opportunity at this meeting to present oral and written materials and to discuss in detail the question of performance. The faculty member shall have the right to AFT representation.

2. The vice president shall issue in writing his or her decision to the affected PHL faculty within ten (10) working days of the meeting. The affected faculty member shall be deemed to have accepted this decision unless written notice of appeal is received by the applicable campus president within ten (10) working days from receipt of the vice president's decision.

3. The president shall set the date for an informal hearing within fifteen (15) working days of receipt of the appeal. The president shall conduct such informal hearing in accordance with the provisions of RCW 34.05 as now or hereafter amended. At this hearing both the affected part-time faculty member and the vice president or designee shall be given opportunity to present oral and written materials regarding the part-time faculty member's performance. The president's decision, which is final for all purposes and is not grievable nor arbitrable, shall be issued within ten (10) working days of completion of the hearing process. The effective date of removal from the part-time hiring employment list shall be ten (10) working days after receipt of the vice president's decision or upon the president's decision if appealed to the president.

E. Individuals who have not taught for four (4) continuous quarters (excluding Summer Quarter, substituting and guest lecturing) or have given notice of resignation shall be dropped from the part-time priority hiring list and accumulated hours will be forfeited. It will be necessary to re-establish eligibility by meeting the 50% average assignment for nine (9) of the next twelve (12) quarters and with satisfactory evaluations as in 10.7a.

F. The District shall update and publish the priority hiring list quarterly for each division and department and for counseling and the library. Copies of such lists shall be forwarded to the AFT President.

Shoreline Community College, 2016-2019 CBA

ARTICLE XXII: PRIORITY ASSOCIATE FACULTY

Associate Faculty who have been employed at an average of fifty percent (50%) time or more for twelve (12) of the last fifteen (15) consecutive quarters (excluding summer quarter), and who have satisfactorily completed one (1) faculty evaluation during the final three (3) quarters of their qualifying period shall be placed on a department/division priority employment list and receive a minimum fifty percent (50%) load assignment per quarter, excluding summer, subject to the conditions described in this article. Assignments shall be made by the Unit Administrator with consideration given to each faculty member's stated preferences and shall be based on qualifying course lists. Course lists shall be created by the faculty from the relevant department(s).

SECTION C. Load and Process for Class Assignment

2. Class Assignments

- b. After all contractual load obligations have been met, additional available classes shall first be offered to Priority Associates for up to one hundred percent (100%) load.

SECTION D. Class Cancellation

If assigned classes are canceled due to enrollment:

1. Priority Associates' loads may be met by assigning classes that would otherwise be assigned to non-Priority Associate Faculty. If a class assigned to a Priority Associate Faculty is canceled or reassigned (to fill a full-time faculty workload), that Priority Associate Faculty shall have a guaranteed minimum 50% workload for one (1) quarter.
2. The guaranteed minimum 50% workload may be met in the following ways:
 - a. Being offered two (2) options of classes from the qualifying course list;
 - b. Being reassigned a class assigned to a non-priority associate up to and including two (2) weeks prior to first instructional day;
 - c. Being assigned to teach a low enrolled (for the purposes of this section, defined as sixty percent (60%) or less than the established class cap) class for the quarter; or,

- d. Being assigned non-teaching duties. The intent is that when possible, any non-teaching assignment will not conflict with other prior obligations of the faculty.
3. In the event the guaranteed one (1) quarter workload cannot be met in the above ways, the Priority Associate shall be paid for the full assigned load for one (1) quarter only.
 4. Two (2) or more consecutive quarters (not including summer quarter) involving class cancellations due to enrollment or reassignments (to fill a full-time faculty workload) will not qualify the Priority Associate faculty member for reassigned classes, work or payment for a guaranteed minimum assigned load.

SECTION F. Loss of Priority Status

2. Priority Associate List Removal.

- a. Priority Associate faculty may be removed from the list in the event of a documented pattern of complaints when an improvement plan has been implemented and found unsuccessful.
- b. Priority Associate faculty may be removed from the list in the event of an unsatisfactory evaluation when an improvement plan has been implemented and found unsuccessful.

The following is an example of language that explicitly acknowledges the contingent basis of adjunct work:

Section 17.3 Limitations of Adjunct Employment. Employment in an adjunct position or combination of such positions is temporary, non-continuous, and shall not be considered a career path to annually-contracted or full-time faculty positions with the College.

Appendix F

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.

Bellevue College, 2014-2017 CBA

ARTICLE 24 - PART-TIME FACULTY REVIEW AND EVALUATION

24.3. Areas of Part-Time Faculty Performance Review and Evaluation. Part-time faculty performance review shall consist of a review of assigned responsibilities in accordance with Appendix B, as appropriate. Evaluation will be based on these responsibilities and, in the case of faculty at the Lecturer I or Lecturer II rank, those additional responsibilities described in Section 13.2

24.4 Process and Procedures

25.4.1 Part-time faculty member performance reviews will be conducted during the second (2nd) quarter and fifth (5th) quarter of employment (excluding Summer Quarter) and every four (4) years thereafter. Performance review reports will be completed and shared with the faculty member during the subsequent quarter. Part-time faculty will receive mentoring and informal feedback regarding performance from the appropriate program chair or designee during the first (1st) quarter of employment.

24.4.2 The part-time faculty performance review process will be supervised by the appropriate dean. The dean may, in collaboration with the program chair (if any), designate responsibility for the performance review to the program chair or director, other faculty members in the program, or if necessary, faculty from outside the program. Reviews may be conducted by full-time faculty or, in the case of the part-time faculty member's first two (2) reviews, Lecturer II's.

24.4.3 The decision not to offer a subsequent assignment to a part-time faculty member because of deficiencies outlined in the performance review process is the sole decision of the dean and/or appropriate vice president. Completion of performance reviews or the failure to complete performance reviews does not provide any promise or expectation of continued employment beyond the part time faculty member's most recent faculty appointment.

24.4.4 Each part-time faculty member's performance review will include, at minimum, a self-evaluation, student evaluations and review of course syllabi. A classroom observation, including a synopsis of the observation provided to the faculty member by the observer, will be required for the first two (2) performance reviews and will be optional, at the request of the faculty member, the dean or program chair (or designee) for subsequent evaluations. The dean may request that program specific issues be incorporated into self-evaluations or classroom observations. Student evaluations will be conducted for all sections taught. At their option, part-time faculty members who teach at least nine (9) courses may choose to exclude one (1) course from the evaluations they collect and submit each year.

24.4.5 A part-time faculty member may elect to supplement the above with class assignments and/or assessments; documentation from a Small Group Instructional Diagnosis; and/or a written review of his/her classroom teaching from a College colleague of his/her choice.

24.4.6 Data obtained will be compiled into a written summary report on a mutually approved form. The summary report will be provided to the faculty member, who will be afforded the opportunity to review the report and respond to it. The final report, and any response to it, will be forwarded to the dean.

24.4.7. The dean will complete an evaluation of the part-time faculty member. The evaluation, along with the final report described above, will be provided to the faculty member, shared with the program chair or program director and placed on file in the Office of Human Resources. The evaluation will result in one of the following ratings:

- a. The part-time faculty member exceeds performance expectations.
- b. The part-time faculty member meets performance expectations.
- c. The part-time faculty member does not meet performance expectations.

Lower Columbia College, 2017-2020 CBA

904 EVALUATION OF ADJUNCT AND AFFILIATE FACULTY

904.1 Purpose

The purpose of this section is to provide professional and personal growth of adjunct and affiliate faculty and to foster a standard of teaching and service that provides quality student education.

904.2 Applicability

The provisions of this section apply to all adjunct and affiliate academic employees who teach in credit programs.

904.3 Process

The initial evaluation process for regular adjunct and affiliate academic employees shall consist of the professional partner program and student evaluation process outlined in Articles 313, 905 and 803. After the completion of the professional partner program, the evaluation process shall consist of the student evaluation process in Article 905 and, where applicable, conferences as outlined in Article 906. Other additional methods of evaluation may be used at the request of the appropriate supervising administrator in consultation with the adjunct academic employee. Nothing in this section shall be construed to preclude summative evaluation consistent with this contract and RCW.

904.4 Classroom Review by Administrators

An adjunct academic employee's supervising administrator may observe some or all of the academic employee's classes for the purpose of data collection and evaluation, provided that such observations are scheduled beforehand with the academic employee.

905 STUDENT EVALUATIONS FOR ADJUNCT ACADEMIC EMPLOYEES

905.1 Frequency

A. Student evaluations will be completed for each class taught by an adjunct academic employee during the first two quarters for which they are appointed.

- B. Student evaluations will be completed for all courses taught in one quarter each academic year thereafter.
- C. Evaluations should occur no earlier than the fifth week nor no later than the eighth week of instruction.

905.2 Student Evaluation Forms

The district form for the evaluation of instruction created under Article 803 .1 shall be used for classroom evaluations.

905.3 Data Gathering

A. Student evaluations shall be conducted in a manner that protects student anonymity and employee confidentiality. Such protection, as a minimum, shall include third party collection of completed evaluations. The information will be typed before it is shared to ensure confidentiality.

B. To assist the professional development of the adjunct instructor, the supervising administrator will consult with the department chair, and director or professional partner as appropriate, to review the student data and offer input to the supervising administrator prior to his/her sharing the information with the adjunct academic employee. The information will be shared by the end of the second week of instruction of the following quarter.

C. The original data will be placed in locked confidential files with access limited to the appropriate administrators. Academic employees may inspect their individual files.

D. As a result of this review, the appropriate supervising administrator may request a conference between the administrator and the employee to discuss the results.

906 CONFERENCES FOR ADJUNCT ACADEMIC EMPLOYEES

Conferences for adjunct academic employees with the appropriate supervising administrator may be held at the request of either party.

Cascadia College, 2015-2018 CBA

Course Evaluations

6.08 Course Instructor Evaluations (CIEs)

The CIEs shall provide information for faculty assessment as per the Tenure, Tenured Faculty Assessment, or Associate Faculty Assessment Articles as appropriate. They also provide meaningful feedback for faculty to improve curriculum and teaching. The College reserves the right to request the administration of a CIE for assessment purposes.

6.08.01 Administration of Course Instructor Evaluations (CIEs)

The faculty member teaching the class shall determine the date and time of the evaluation within the time frame available (usually the eighth through the tenth week of the quarter) for the respective quarter. The CIE shall be administered to every student in attendance at the time of the evaluation. At the faculty member's request, CIEs may be administered multiple times during the quarter to any class that the faculty member is teaching.

6.08.02 CIE Results

The results of each CIE will be documented and maintained separately from other CIEs. CIE results shall be made available to the faculty member after grades for that class have been entered, but not more than three (3) weeks into the succeeding quarter.

6.08.03 Usage of CIEs

Each faculty member shall select the specific CIE class results to be used for her/his evaluation according to the article appropriate to the faculty member's employment status (i.e., the Tenure, Tenured Faculty Assessment, or Associate Faculty Assessment Article). Tenure Review Committees reserve the right to review the CIEs of the respective Tenure Candidates. The College reserves the right to review CIEs for all faculty.

6.08.04 CIE Revisions

The CIEs will not be changed, unless agreed to by the CCCFT and the College.

13.07.08 Discipline Meetings

13.07.08.1 Probationary Associate Faculty shall be invited to participate in discipline meetings and other committees and shall be compensated when pre-approved by the appropriate Dean.

13.07.08.2 Non-probationary associate faculty shall participate in discipline meetings (in-person or virtually) as a part of his/her workload.

ARTICLE 14: ASSOCIATE FACULTY EVALUATION

14.01 Purpose

The purpose for conducting this evaluation process is to ensure quality teaching and professional conduct. The Associate and Priority Hire Associate Faculty Evaluation and Discipline articles describe separate processes that may address issues concurrently.

14.02 Evaluation Process and Documentation

14.02.01 Notification of Evaluation

The College shall communicate in writing the process of evaluation, including general methodologies and timelines to be used, to new Associate Faculty members within three (3) weeks of the person receiving a contract.

14.02.02 Preparing for Evaluation

Upon accepting a teaching assignment at the College, the faculty member will be assigned to a Full-Time or Priority Hire Faculty member who shall serve as mentor.

14.02.03 Compensation for Meetings

Associate and Priority Hire Associate Faculty will be compensated at the additional duties rate for any meeting called by the College as part of their evaluation process. Associate and Priority Hire faculty can be compensated at a reduced "Meeting/Professional Development" rate for certain Professional Development activities made available through the College.

14.02.04 Evaluation Materials

Associate Faculty will be evaluated using multiple instruments:

14.02.04.01 Course Instructor Evaluations

14.02.04.02 Peer Observations

14.02.04.03 Self-Assessments

14.02.04.04 Administrative Observations

14.02.04.05 Any additional materials that the faculty member wishes to include.

The faculty member being assessed has the right to attach her/his response to any evaluation information.

14.02.05 Criteria for Evaluation

Associate Faculty members will be assessed based on the following criteria:

14.02.05.01 ability to instruct in a learner-centered manner,

14.02.05.02 adherence to an outcomes-based assessment model,

14.02.05.03 effective classroom management, and

14.02.05.04 professional conduct.

14.02.06 Course Instructor Evaluations (CIEs) Course Instructor Evaluations will be administered as per Article 6.08: CIEs in all classes for the first three (3) quarters of teaching by the instructor. Thereafter, CIEs will be administered as per Article 6.08 in at least one (1) course each quarter that the faculty member teaches.

At least once a year, the appropriate Dean for Student Learning will review all submitted CIEs for each Associate Faculty member. If any concerns are found, the respective Dean will discuss her/his concerns with the faculty member.

14.02.07 Peer Observations

During the initial quarter of teaching, a Peer Observation will be conducted. Thereafter, a Peer Observation will be conducted at least once every three (3) years unless the appropriate Dean for Student Learning should deem additional the CCCFT and College shall work together to assess and revise the CIE form currently being used by the end of academic year 2013 and thereafter will review annually. The college and the CCCFT shall mutually agree prior to changing the numerical/statistical elements used in faculty evaluation. The current form and form history shall be maintained by the Chief Academic Officer. Individual faculty in the tenure process and/or faculty on an improvement plan may choose to keep the same CIE version throughout the process.

Peer Observation(s) necessary based upon specific concerns related to the evaluation criteria.

Faculty Peer Observations shall be conducted by a Full-Time Faculty member or Priority Hire Associate Faculty who shall be designated by the appropriate Dean. This faculty member should be in the same or a closely related discipline as the 5 faculty member being evaluated. As part of their regular workload, Full-Time Faculty may be asked to perform up to three (3) Associate Faculty Peer Observations per year. As part of their regular workload, Priority Hire faculty may be asked to perform up to two (2) Associate Faculty Peer Observations per year.

The designated observer will write up the findings of the Peer Observation with the faculty member being observed. The faculty member may respond in writing to the peer observation and have his/her response attached to the written peer observation. A written copy of the Peer Observation and any response shall be forwarded to the faculty member and the appropriate Dean for Student Learning.

14.02.08 Priority Hire Contract Self-Assessment

As part of the application for the Priority Hire Pool, an Associate Faculty will complete a written self-assessment. Drawing upon written Peer and Administrative Observations and CIEs, each faculty member shall complete a reflective, self-assessment of no more than three (3) pages. The self-assessment shall be included in the application for Priority Hire status by the end of the third (3rd) week of Winter Quarter. The document should:

14.02.08.01 assess the ability to instruct in a learner-centered manner,

14.02.08.02 discuss instruction methods utilized,

14.02.08.03 specifically address the integration of the college-wide learning outcomes in her/his courses,

14.02.08.04 identify strengths and/or areas where faculty performance/growth might be improved, and

14.02.08.05 respond to CIEs and any other assessments and feedback provided.

14.02.09 Administrative Observation

The appropriate Dean for Student Learning may schedule Administrative Observations to assess a faculty member's teaching and learning. When scheduling Administrative Observations, the appropriate Dean for Student Learning shall provide the faculty member with written notification of his/her intent at least one (1) week prior to the observation.

14.02.10 Additional Materials

The faculty member may submit additional assessment related materials.

14.03 Administrative Observation Process

14.03.01 Timeline

A Probationary Associate Faculty will have an Administrative Observation before the eighth (8th) week of the second quarter of his/her teaching. By the eighth (8th) week, the Probationary Associate Faculty will receive a written Administrative Observation along with an Administrative Evaluation Statement (AES) based on that observation which states that one of the following is the case: a) they are moved into the Associate Faculty Hiring Pool; b) they are not moved into the Associate Faculty Hiring Pool; or c) their probationary period is being extended for one quarter. The documentation will be presented in a face-to-face meeting and will clearly explain the reasons for the decision.

The Administrative Observation along with the AES shall be based on their evaluation criteria. A written copy of the Observation and the AES shall be given to the faculty member. The faculty member will have ten (10) working days to respond in writing to the AES and have his/her response attached to the observation.

Non-probationary Associate Faculty may be scheduled for an Administrative Observation as indicated in Article 14.02.09. Following this observation, an Associate Faculty member will receive a written Administrative Observation along with an Administrative Evaluation Statement (AES) based on that observation which states that one of the following is the case: a) they are continuing on in their appropriate Associate Faculty Hiring Pool; b) they are being asked to develop and complete an Improvement Plan; or c) they will be observed and evaluated again in the following quarter. The documentation will be presented in a face-to-face meeting and will clearly explain the reasons for the decision.

14.03.02 Administrative Evaluation Statement (AES)

The appropriate Administrator shall observe the faculty member's teaching using this and other relevant information to rate their job performance according to the evaluation criteria. A written AES shall summarize the Administrator's findings, noting any specific concerns and/or commendations

14.03.03 Distribution of the AES

The AES shall be shared with the faculty member by the eighth (8th) week of the quarter in which the evaluation takes place. The faculty member shall have ten (10) work days to sign, date, and return the AES and any optional response. The faculty member's signature will acknowledge receipt of the administrative evaluation statement; the faculty member's signature does not indicate agreement with the administrative evaluation statement. The AES and any optional response shall be placed in the employee's personnel file at the conclusion of the ten (10) work days, with or without the faculty member's signature. The faculty member and appropriate Dean for Student Learning shall receive a copy, and the Human Resources Office shall retain the original.

14.03.04 Results of the Administrative Evaluation Rating

In accordance with the Associate Faculty Article, a satisfactory rating from an initial administrative evaluation shall result in placement in the hiring pool. For a non-probationary Associate Faculty, a satisfactory rating from an administrative evaluation shall result in continued placement in the hiring pool. If the non-probationary Associate faculty member receives an unsatisfactory rating from an administrative evaluation statement, an improvement plan will be created.

14.04 Improvement Plan

14.04.01 Construction

The appropriate Dean for Student Learning will meet with the faculty member to develop a plan of action for improving the faculty member's performance. If requested by the faculty member, a CCCFT representative may be present at the meeting. The Dean shall provide a specific list of concerns to be addressed and a timeline for completion. The Dean and the faculty member shall collaborate to develop a list of activities to resolve the concerns, and the outcomes and criteria used to assess the completion of the plan.

14.04.02 Timeframe for Establishing the Improvement Plan

The improvement plan will normally be established and in place prior to the end of the term in which the faculty member received the unsatisfactory rating from the administrative evaluation.

14.04.03 Removal From the Hiring Pool

If the Dean and the faculty member are not able to agree upon an improvement plan within the timeframe or if the outcomes of the improvement plan are not completed within the timeline given in the plan, the Dean may remove the associate faculty member from the hiring pool.

If the Associate Faculty member was previously a Priority Hire Faculty, s/he shall be reinstated into the Priority Hire Pool with no loss of seniority.

14.05 Records Disposition

The appropriate Dean for Student Learning shall maintain a signed copy of the Administrative Evaluation Statement, improvement plan (if initiated) and any attached faculty response and forward the original signed document to the faculty member's personnel file. The administrative evaluation statement, improvement plan and any faculty response shall be considered an official Human Resources record and be maintained in the faculty member's personnel file in accordance with Article 6.09.

The College has the right to retain a copy of any additional optional assessment- related material provided to the Dean for Student Learning and/or the Faculty Lead by the faculty member being evaluated. Intellectual property rights of individual items shall be determined pursuant to the Article 17: Intellectual Property.

Olympic College, 2016-2020 CBA

Appendix D

Section 4. Procedure for Evaluation of Adjunct Faculty and Full-time Temporary Faculty. The Division Dean (Academic Administrator) shall be responsible for the process, including the maintenance of the documents involved and ensuring that student evaluations and faculty evaluations adhere to the schedule.

4.1 Definitions. For purpose of this section, “faculty” shall refer to all adjunct faculty and full-time temporary faculty; “adjunct faculty” will refer solely to adjunct faculty. “Library reference shift” will mean at least one hour of a faculty’s assigned time on the reference desk.

4.2. Evaluation during first three calendar years of employment.

4.2.1 Student Evaluations. Student evaluations will be completed for each class or library orientation session taught; counseling faculty will ensure that student evaluations are completed for at least 20% of individual counseling sessions.

4.2.2 Peer Evaluations. Peer evaluation will be completed during the first year of employment. When possible, one peer evaluation of a class, library orientation session, library reference shift, or individual counseling session will be completed during the first quarter of employment with Olympic College. One peer evaluation of a class, library orientation session, library reference shift, or individual counseling session will be completed at least once each year for the next two years of employment. The peer will be assigned by the Division Dean. Adjunct Faculty may request a specific quarter to be evaluated. The peer evaluator will communicate with the adjunct faculty member before the evaluation to discuss the evaluation criteria (Section 4.5), and communicate again after the evaluation to discuss the results. The adjunct faculty member will receive a copy of the peer evaluation.

4.2.3 Dean Evaluations. When deemed necessary, the Division Dean may complete optional evaluations of classes, library orientations, reference shifts, or individual counseling sessions that will focus on the same criteria and follow the same process as the peer evaluations.

4.2.4 Self-Evaluations. The faculty will write a self-evaluation in response to the student and peer evaluations and submit the self-evaluation to the Division Dean’s office by the end of each quarter in which the faculty receives the peer evaluation results. The faculty may provide an optional written response to any peer or Dean evaluation.

4.3 Evaluation for adjuncts after three calendar years of employment. Evaluations proceed as explained in Section 4.2 above, with the following changes:

4.3.1 Student Evaluations. Annually, the faculty will complete student evaluations for each class or library orientation taught during one quarter; the quarter will be designated by the Division Dean. Adjunct Faculty may request a specific quarter to be evaluated. Counseling faculty will ensure that student evaluations are completed for 20% of individual counseling sessions during one quarter designated by the Dean.

4.3.2 Peer Evaluations. Peer Evaluations will be completed once every three years, with no more than three years passing between evaluations. Adjunct Faculty may request a specific quarter to be evaluated.

4.3.3 Dean Evaluations. Same as 4.2.3.

4.3.4 Self-Evaluations. The faculty will write self-evaluations in response to student and peer evaluations once every three years and submit the self-evaluations to the Division Dean’s office by the end of the quarter in which the faculty receives the peer evaluation results. The faculty may submit supplemental materials which may better inform their evaluation.

4.4. Processes.

- 4.4.1 Instructional Support Services will send student evaluation instruments to faculty.
- 4.4.2 Someone other than the faculty member being evaluated will collect completed student evaluations and deliver them to Instructional Support Services to be summarized. When deemed necessary, the Division Dean may designate a third party to administer student evaluations at a mutually agreed time.
- 4.4.3 The results of student evaluations will be posted electronically for the faculty and Division Dean to review no later than three weeks after the end of the quarter.
- 4.4.4 The results of all peer evaluations must be submitted to the faculty member and the Division Dean by the end of the quarter in which the evaluation took place.
- 4.4.5 Results of all evaluations and responses will be retained by the Division office in either paper or digital format.
- 4.4.6 The faculty may submit additional information to their performance file.
- 4.4.7 Additional evaluations (peer, self, or student) may be required by the Dean when deemed necessary.

4.5. Criteria for Evaluations.

4.5.1 Peer and Dean evaluations of classes or orientation sessions will focus on these five criteria:

- 4.5.1.1 Classroom management,
 - 4.5.1.2 Organization,
 - 4.5.1.3 Student-faculty interactions
 - 4.5.1.4 Mastery of the subject matter, and
 - 4.5.1.5 Presentation
- 4.5.2 The peer reference observation of library faculty will focus on the criteria of the American Library Association Reference and User Services Association *Guidelines for Behavioral Performance of Reference and Information Service Providers*. Peers may also evaluate other facets of the library faculty's job description.
- 4.5.3 The faculty counseling observation will focus on these criteria:
- 4.5.3.1 Counselor-student interactions,
 - 4.5.3.2 Knowledge of College/area resources, and
 - 4.5.3.3 Knowledge of graduation, transfer, and technical/professional requirements.
- 4.5.4 The Division Dean's office will make available all relevant criteria to the faculty member upon hire.

4.6 Evaluations Outcomes.

- 4.6.1 The faculty member, Division Dean, and Vice President for Instruction have access to the evaluations for the purpose of improving job performance. In the case of a pattern of student complaints, or if a concern is identified from the student evaluations or peer evaluation, written notification will be given to the faculty by the Division Dean.
- 4.6.2 If there are concerns which are instructional in nature, an improvement plan may be developed by the Division Dean and the faculty member to address the identified concerns.
 - 4.6.2.1 If there is a plan, it must include these elements:
 - 4.6.2.1.1 Major strengths.

4.6.2.1.2 Specific knowledge and skills needed to improve job performance.

4.6.2.1.3 Specific changes in practices and procedures needed to improve job performance.

4.6.2.1.4 A design for achieving the above improvements.

4.6.2.1.5 Identification of resources, including those the College may provide, to achieve the above requirements.

4.6.2.1.6 A specific timeline regarding expected improvements.

4.6.2.1.7 The plan must be objective, measurable, and achievable.

4.6.2.2 A summary of the evaluation and the improvement plan will be submitted to the appropriate Vice President if needed. In cases where the faculty member and the Division Dean cannot agree on the improvement plan, final approval of the plan will reside with the appropriate Vice President. Any developmental opportunities required by the plan will be provided by the College.

4.6.2.3 The Division Dean or supervisor will review the faculty professional development plan created in this section and progress toward achievement of plan objectives.

Green River College, 2018-2020 CBA

SECTION E PLACEMENT IN THE ADJUNCT FACULTY EMPLOYMENT FILE

1. The Office of Human Resources shall maintain the Adjunct Faculty Employment File. Nothing in the placement process is to be considered a guaranteed offer of continued employment.

2. To be considered for the Adjunct Faculty Employment File, an adjunct faculty member must submit a written request for File Evaluation to the Division Chair and the Dean of the division by the seventh week of the quarter. The Dean shall provide written acknowledgement of the request not more than 20 days from the date the request is submitted.

3. The evaluation process for placement in the Adjunct Faculty Employment File shall begin the quarter after the adjunct faculty member submits a written request as noted in E., 2 above.

4. For placement in the Adjunct Faculty Employment File, instructors will be evaluated for a period of five quarters during fall, winter, and/or spring quarters. Summer quarters are excluded from evaluation. Clustered and sequenced courses may be considered together at the discretion of the division.

5. Prior to the start of the evaluation period, the Division Chair will assign a mentor from within the division to the instructor to be evaluated (evaluatee). The mentor will meet quarterly to review the progress of the evaluatee. The mentor may observe the evaluatee's courses upon invitation of the evaluatee but shall not provide the classroom observation.

6. Additional documentation: An adjunct faculty member may submit quarterly statements for consideration in the evaluation process. These statements shall address how the adjunct faculty member has incorporated information from classroom observations and student evaluations to strive for continuous improvement. Additionally, the adjunct faculty member may reflect on their knowledge of Green River College by discussing items such as:

- a. Student Support Services
- b. Academic Support Services
- c. Divisional Resources
- d. STAR database
- e. Red Flag System
- f. Review of Course Materials (C.A.R.s)

7. These documents shall be made an official part of the adjunct faculty member's personnel file.
8. Quarter 1 (the quarter following the request to be considered for the Adjunct Faculty Employment File):
 - a. The evaluatee will be observed in the classroom by the Division Chair or designee. The evaluator must be available to meet with the evaluatee to discuss the classroom evaluation.
 - b. The evaluatee will be observed in the classroom by the Dean unless the observation occurred in the prior quarter. The evaluator must be available to meet with the evaluatee to discuss the classroom evaluation.
 - c. The division chair or designee will conduct student evaluations.
9. Quarter 2:
 - a. The division chair or designee will conduct student evaluations.
 - b. If a new course or class cluster is being taught, the Dean or designee may conduct another classroom observation.
 - c. The mentor will meet with the evaluatee to discuss the prior quarter Student Evaluations by the fifth week of the quarter. A record of this meeting shall be submitted to the Dean.
10. Quarter 3:
 - a. In consultation with their mentor, the evaluatee will conduct a peer observation of another faculty member within the division.
 - b. The evaluatee will submit to the Dean a written reflection on the evaluatee's observations, student evaluations, and peer observations including identification of areas of growth.
 - c. Prior to the conclusion of the quarter, the evaluatee will meet with the Dean and Division Chair or designee to discuss the evaluatee's progress through the file evaluation process.
 - d. Additional student evaluations may be conducted based on the evaluatee's teaching assignments.
 - e. The mentor will meet with the evaluatee to discuss the prior quarter Student Evaluations by the fifth week of the quarter. A record of this meeting shall be submitted to the Dean.
11. Quarter 4:
 - a. The evaluatee shall submit to the Dean by the third week of the quarter any classes for which the evaluatee wants to be considered.
 - b. The Division Chair or designee will conduct one or more classroom observations depending on, and by agreement, evaluatee's desired file status.
 - c. The Division Chair or designee will conduct student evaluations.
 - d. The mentor will meet with the evaluatee to discuss the prior quarter Student Evaluations, if any were conducted, by the fifth week of the quarter. A record of this meeting shall be submitted to the Dean.
12. Quarter 5:
 - a. By the end of the third week of the quarter, the Division shall consider information provided by the Mentor, Department Chair, Division Chair, and Dean regarding the evaluatee. The Division will recommend to the Dean:
 - b. Whether or not the evaluatee should be placed in the file and for which courses the evaluatee should be placed in the file.
 - c. Placement in the file will be restricted to courses taught and evaluated or courses clustered or in sequence with those taught and evaluated.
 - d. Determination by the Dean must be made no later than 10 days after receipt of recommendation. The Dean shall inform Human Resources, the Division Chair, the Vice President of Instruction, and the evaluatee.
 - e. Failure by the division to recommend or the Dean to determine placement based on the above timeline does not result in the evaluatee's placement in the file. However, such a failure will result in the evaluatee being able to petition in writing directly to the Vice President of Instruction for a determination of file status by the seventh week of the quarter. In such an event, the Vice President of Instruction will make a determination prior to the end of the fifth quarter of evaluation or the evaluatee will be placed in the file for any courses that were evaluated.
 - f. The mentor will meet with the evaluatee to discuss the prior quarter Student Evaluations by the fifth week of the quarter. A record of this meeting shall be submitted to the Dean.

13. Disposition: All documents used in the evaluation process, including observation reports, student evaluations and the final recommendations will be kept on file by the dean. Student evaluations and observation reports will be kept on file for a period of three years or until the evaluatee completes the Adjunct Faculty Employment File process.

14. Student Evaluations: Student evaluations will be compiled by a member of the college administration or a designee. A copy of the evaluations and pertinent verbatim comments will be forwarded to the mentor, dean and the adjunct faculty member.

15. The division may also decline to schedule an adjunct faculty member to a class if the adjunct faculty member is not in the Adjunct Faculty Employment File after attempting evaluation and placement.

16. Reconsideration: If an adjunct faculty member is not placed in the Adjunct Faculty Employment File, the adjunct faculty member may notify the division chair and the Dean of an intent to reapply for the Adjunct Faculty Employment File. The reconsideration shall consist of repeating quarters one and two of the evaluation process which includes observations, student evaluations, a meeting with the dean, a recommendation by the division, and a decision by the dean as described above.

17. Consideration for a New Course: The consideration for a new course shall consist of completing quarters one and two of the evaluation process which includes observations, student evaluations, a meeting with the dean, a recommendation by the division, and a decision by the dean as described above.

Appendix G

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.

Bellevue College, 2014-2017 CBA

Article 21 , Professional Development

Section 21.3., Professional Development Funds. For the duration of this Agreement, the College shall budget annually at least \$1150 per full-time faculty member for faculty professional development. Such amount shall be distributed to the Divisions on the basis of the number of full-time faculty in each Division. These funds are available to full-time and part-time faculty.

Article 16, Salaries and Benefits

Section 16.4.4 Professional Development. Part-time faculty in the academic divisions who are employed fifty percent (50%) or more of full-time during Fall, Winter, or Spring Quarter of the applicable year, and all affiliated faculty, will be paid \$155 upon attendance at one (1) professional development day or one (1) college issues day annually. Part-time faculty in the academic divisions who are employed fifty percent (50%) or more of full-time during Fall, Winter, or Spring Quarter of the applicable year, and who are compensated at a Senior rate or hold the title of Lecturer I or II, will be paid \$155 upon attendance at an additional professional development or college issues day annually. Part-time faculty in the academic divisions who attend an orientation session at the beginning of Fall or Winter Quarter shall receive \$75.

Section 16.4.5 Payment for Governance and Essential College Duties. The College and the Association recognize that faculty are often asked to perform essential duties of the College that extend beyond their contractual workload. The College will provide \$2500 annually to compensate part-time faculty who are asked to serve on College-identified priority committees and contractual task forces of direct impact to adjunct faculty, and for part-time faculty who serve as pluralism advocates on screening and interviewing committees.

Big Bend Community College, 2013-2015 CBA

Article XXXIV – Exceptional Faculty Award.

Section A.

A maximum of \$13,000 may be granted per academic year for Exceptional Faculty Awards. Each award may be granted up to a max of \$2,000.

Section D. Awards are available to academic employees, whether full or part-time.

Cascadia College, 2015-2018 CBA

An Associate Faculty member is a faculty member who is neither tenured, tenure track, nor on a temporary full-time contract. By definition, an Associate Faculty is a part-time faculty member.

Section 16.05 Associate Faculty Funding.

The College will budget an additional five thousand five-hundred dollars (\$5,500) annually to support Associate Faculty professional development. Each Associate Faculty member is limited to a total award of seven-hundred dollars (\$700) over the course of the three years of this contract.

Centralia College, 2017-2020 CBA

Article VII, G, 4.

The College will provide a budget to support two hundred fifty (250) hours of adjunct meeting/training compensation for the College campus.

Article XI, Section 3, E.

\$5,000 will be made available annually to compensate adjunct faculty for learning management systems training.

Edmonds Community College, 2016-2019 CBA

Article II, Employment Practices

Section 2.12.4 Part-time Academic Employee Professional Development. The College will provide a pooled fund of \$25,000 for each year of the Agreement for part-time academic employees to participate in professional development and division and department activities.

Olympic College, 2016-2020 CBA

Article V

Section 21, Professional Development

21.2 Part-time Academic Employees.

The Employer will provide \$7,500 annually to support the professional development activities of part-time faculty.

Seattle Colleges District, 2017-2020 CBA

Article 10 – Provisions Regarding Part-time Faculty

Section 10.2 Released Time for Professional Activities. Part-time faculty will be eligible for released time for prior-approved, work-related professional activities.

Article 13, Curriculum Development

Section 13.2 Curriculum Projects.

The District shall budget an amount of ten thousand dollars (\$10,000) for each instructional year of this Agreement to be used for curriculum projects initiated by part-time faculty and for **part-time-faculty professional development**.

Article 14. Professional Development

Section 14.2 District Faculty Development Program Coordinator.

The District also agrees to \$60,000 in funding for the District Faculty Development Program.

Shoreline Community College, 2017-2019 CBA

Article VII, Professional Growth

2. For Associate Faculty: \$19,500 will be made available for professional growth opportunities for associate academic employees not otherwise employed as full-time employees.

Appendix H

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.

Pierce College District, 2016-2019 CBA

Section 11.15: WORKING CONDITIONS FOR ADJUNCT FACULTY

Administration will make every attempt to provide adjunct faculty with access to personal lockable facilities, such as file cabinets, where they may store valuables and sensitive materials. These lockable facilities will be located as near to the adjunct work stations and/or offices as is practical. Computers will be available for use for all adjunct faculty members. Adjunct faculty will have a secure desktop on these computers, including file storage capacity.

Section 5.7: STAFF SUPPORT

The administration will make every effort to provide adequate staff and facilities support during all faculty contracted days and during times classes are held, including evenings and weekends. Support shall include such things as an instructional coordinator or other person with administrative authority, Learning Resource Center staff, Information Desk staff, scientific lab technicians, and, except on weekends, instructional secretarial staff.

Section 5.8: PARKING

Sufficient parking for faculty will be provided free of charge in areas reserved for employee use. If problems with parking arise, the issue will be a matter for discussion and possible resolution by the Federation/Administration Committee.

Shoreline Community College, 2016- 2019 CBA

ARTICLE VII: TERMS AND CONDITIONS OF EMPLOYMENT

SECTION E. General Benefits

1. Parking shall be provided for all academic employees during the term of their assignments.
8. Technology.
 - a. All academic employees should be provided the basic configuration, as follows: telephone, voice mail, computer, e-mail, internet access, and printer access. Health and safety needs such as work stations designed to minimize workplace injuries and in accordance with OSHA/WISHA standards, should be considered part of the basic configuration.
 - b. All faculty shall be provided support in the use of the above technology.

Edmonds Community College, 2016-2019 CBA

Article III - Working Conditions.

Section 3.2.2 All academic employees shall be able to use their office space at any time of the day or week. The College shall provide academic employees with access to facilities necessary for conducting and fulfilling their professional duties. In addition, each division shall provide appropriate work and student consultation space for use by part-time academic employees. Corrections employees must abide by the security restrictions at each DOC institution.

3.2.3 The College shall furnish all equipment and supplies necessary to teach class.

3.2.6 Both parties agree that every reasonable effort shall be made to maintain safe working conditions. All academic employees shall follow safety rules and precautions as they shall be promulgated.

3.2.7 The College shall provide building and classroom maintenance to ensure academic employees, students, and guests a clean, safe and healthy environment for any buildings under the direct control of the College.

3.2.8 No academic employee shall be required to work under known unsafe or hazardous conditions or to perform tasks that endanger his or her health, safety, or well-being.

3.3.1 Parking. The College shall provide academic employees working on College property with designated on-campus parking.

Bellevue College, 2014-2017 CBA

Section 7.4. Safety. Both parties agree that every reasonable effort shall be made to maintain safe working conditions. All faculty shall follow safety rules and procedures as they shall be from time to time promulgated. Faculty shall be given immediate notice of any known or imminent danger to body or property, whether from physical or human origin.

Section 7.7.1 The College will provide accessible e-mail and College network access for all faculty. The College's electronic resources are considered State resources, the use of which is governed by State law and College policy. Materials produced, transmitted or stored on College computers or electronic systems are subject to inspection and disclosure as required by College policy and State law.

Section 7.7.2 The College will identify standard software installed on faculty computers. The College acknowledges that faculty may require non-standard computing resources. The College will work collaboratively with individual faculty/programs to meet software needs. Faculty recognize that the College must document legal software compliance, and will provide personal ownership documentation to the College before personally-owned software is installed on College computers.

Section 7.7.3 Unless otherwise required by operational necessity or the College's legal obligations, the College will notify a faculty member prior to deleting nonstandard software or electronic files stored his/her computer. If there is a dispute over the need to remove software or files from a faculty member's computer, he/she may request a review of the dispute by the Vice President or designee before any action is taken.

Seattle Colleges District, 2017-2020 CBA

Section 11.2, Instructional Day: Without prior approval of the faculty, no faculty can be assigned contact hours to exceed a contiguous period (span) of seven hours, including meal and travel times. The daily assignment span may be increased where it can be satisfactorily demonstrated to the parties to this Agreement that the extension is beyond the control of the administration.

Section 6.4 Health and Safety:

The District in cooperation with the AFT shall provide a safe and healthful environment in compliance with applicable federal and state laws as well as related District policy. The District and the AFT will promote a positive climate for ensuring such compliance.

A. The District agrees that no faculty member should work, or be directed to work, in a manner or condition that does not at least comply with minimum accepted safety practices or standards as established by applicable law. Recommendations by relevant professional bodies may also be considered.

A faculty member who has reason to believe that an unsafe working condition exists may report the condition, in writing to the unit administrator and/or an appropriate supervisor. Upon receipt of the written report, the administrator shall investigate and provide a written response to the faculty member within three business days. The written response will indicate whether or not an unsafe working condition exists and, if so, the proposed remedy.

B. The District agrees to create and maintain College Safety committees in accordance with applicable law. The committees shall have access to information about health and safety complaints and shall have the ability to investigate and evaluate such complaints.

In accordance with applicable law, the District will provide the safety committees and the AFT with timely notification of any College or District-wide decisions that have a potential impact on safe working conditions.

C. The District will, within budgetary considerations, provide proper desks, chairs and other equipment to maintain ergonomically appropriate faculty office spaces. Training will be offered in the proper use of equipment.

Appendix I

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, consistent and collegial 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. NOTE: Each college should define collegiality.

Cascadia, 2015 - 2018 CBA

Section 13.07.07 Office Space

All Associate Faculty shall be provided access to a workspace containing a college-provided computer and phone in order to do curriculum preparation, assessment, and shall be provided conference space that affords the ability to confer with students in a way that protects the student's privacy.

Bellevue College, 2014-2017 CBA

Article 7 Faculty Rights

Section 7.7.1 The College will provide accessible e-mail and College network access for all faculty. The College's electronic resources are considered State resources, the use of which is governed by State law and College policy. Materials produced, transmitted or stored on College computers or electronic systems are subject to inspection and disclosure as required by College policy and State law.

Appendix J

Best Practice 10: Equity, Diversity, Inclusion

The Washington Community & 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 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 EDI work and to receive support for professional development in areas such as culturally inclusive pedagogies and universal design principles.

Seattle Colleges District, 2017-2020 CBA

Article 12 - Policy Development and Implementation

Section H. Faculty Diversity and Inclusion Committee

The District and the AFT share a mutual interest in hiring and retaining a diverse full-time and part-time faculty that reflects diversity of our students and our community. The District and the AFT are committed to increasing the numbers of faculty members in under-represented groups inclusive of, but not limited to, factors such as race, ethnicity, national origin, gender, gender identity, sexual orientation, veteran status and disability. The District and AFT seek to provide leadership and best practices in advertising faculty positions, conducting search committees, and supporting faculty who bring diversity to our colleges.

Edmonds CC, 2016-2019, CBA

Article II: EMPLOYMENT PRACTICES

2.2.1 Affirmative Action. The College and the Federation will abide by the College's Affirmative Action Policy and Plan, which will be forwarded to each hiring committee upon request.

2.2.2 Diversity in Hiring. The College and the Federation are committed to the goal of increasing the diversity of the College's faculty.

2.3.1 Selection of New Academic Employees. Academic employee vacancies shall be filled in accordance with the College's Policies, Regulations, Affirmative Action Policy and Plan, and the nondiscrimination provision of this Agreement. Position requirements will place the highest priority on addressing student needs and will include an expectation for advancing department, division, and institutional strategic goals which include increasing the diversity of our instructional faculty.

Shoreline Community College, 2016-2019, CBA

ARTICLE XXV: STATEMENT OF INCLUSIVE EXCELLENCE

The Administration and the Federation agree that at Shoreline Community College, our commitment to diversity and inclusion is crucial to fulfilling our mission.

As a college that values inclusive excellence, we are committed to having a faculty that reflects the diversity of our students. A diverse staff allows us to effectively draw on different perspectives to enhance the quality our teaching, deepen the relevance of our strategic plan, and enhance our efficiency and effectiveness. Therefore, we strive to attract, retain, and develop a pool of talent that is diverse along many dimensions, and to leverage the diverse knowledge and experiences of all our employees.

An inclusive work environment encourages different perspectives to be presented and given a fair hearing and accepts diversity of thought as valuable and consequential. At the same time, “Shoreline Community College does not tolerate hateful, violent, or discriminatory actions that target any person or group based on their beliefs, customs, identity, or affiliations.”[1] We welcome the wide range of experiences and viewpoints that a diverse faculty can bring to the College, including those based on nationality, gender, culture, educational and professional backgrounds, race, ethnicity, sexual orientation, gender identity and expression, disability, and age differences, job classification and religion.

We seek to leverage the proven benefits of enhanced innovation and creativity, greater productivity and increased student success that derive from a well-managed, diverse, and inclusive academic environment. Therefore, we are committed to ensuring that the Shoreline Community College faculty is diverse and inclusive.

[1] Community Standard Statement at Shoreline Community College. Note: The Diversity Statement of the IMF has been revised and adapted to create Shoreline Community Colleges Statement of Inclusive Excellence.

Appendix K

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 “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:

Continue posting the principles on SBCTC web site.

Promote awareness of Best Practice Principles

- Include BP principles with Commission meetings (WACTC, HRMC, BAC, etc.)
- Include State Board and ACT. Get on agenda.
- Agenda item for new President and VP orientations
- Faculty associations (FACTC, AFT, WEA, etc.)

Create workgroup to re-design 2015 survey with metrics necessary to solicit data on progress of BP Principles implementation

- Comprised of:
 - Administration,
 - Faculty, including part-time employees
 - Institutional research
- Create an online reporting tool that tracks improvements.
 - After each CBA is finalized
 - Frequency?

Establish schedule and process to update BP Principles

Produce and distribute BP Principles report prior

- February of biennium.
- Report submitted
- WACTC Commission assess budgetary ask.

Ask John for guidance

- Budgetary ask
 - Timing of submittal
 - Audience

Research related to BP Principles should be linked to RCW 28B.50.4892

Advocate to resume funding to implement BP Principles

Review system processes and budgetary priorities that impact Best Practices

Recommendation to Local Negotiators:

Create a Best Practices committee to develop and oversee implementation strategies.

Ensure inclusion of adjunct faculty on bargaining teams