

STATE BOARD MEETING AGENDA

Board members

Phyllis Gutiérrez Kenney, Chair // Crystal Donner, Vice Chair // Jay Reich // Carol Landa McVicker
Ben Bagherpour // Fred Whang // Chelsea Mason-Placek // Martin Valadez // Mack Hogans

Paul Francis, Executive Director // Julie Walter, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Location:

Spokane Falls Community College
3410 W. Whistalks Way
Spokane, WA 99224-5288

Student Union Building (SUB) Lounges

Oct. 19

Study Session

- | | | |
|------------------|--|-----------------------|
| 1 p.m. | Welcome and Board Member Introductions
<i>Phyllis Gutiérrez Kenney, Chair</i> | |
| 1:10 p.m. | Land and Labor Acknowledgement
<i>Martin Valadez, Board Member</i> | |
| 1:15 p.m. | Executive Director Priorities
<i>Paul Francis, Executive Director</i> | Tab 1
(Discussion) |
| 1:45 p.m. | Community Roundtable on Enrollment, Retention and Completion | (Discussion) |
| 3 p.m. | Break | |
| 3:15 p.m. | Baccalaureate Degree Quarterly Update and Statements of Need Presentation
<i>Valerie Sundby, Director, Transfer Education</i> <ul style="list-style-type: none"> • Lower Columbia College: Proposed Bachelor of Science in Nursing (RN to BSN) • Lake Washington Institute of Technology: Proposed Bachelor of Applied Science in Applied Art-Illustration • Peninsula College: Proposed Bachelor of Applied Science in Teacher Education | Tab 2
(Discussion) |
| 3:45 p.m. | Report on Best Practices for Part-Time/Adjunct Faculty
<i>Julie Huss, Human Resources Director</i> | Tab 3
(Discussion) |
| 4:15 p.m. | Host College Presentation
<i>Christine Johnson, Chancellor, Community Colleges of Spokane</i> | (Discussion) |
| 4:45 p.m. | Recognition of Community Colleges of Spokane Chancellor Dr. Christine Johnson | [Tab 4h] |
| 5 p.m. | Campus Tour | |
| 5:30 p.m. | Adjourn | |
| 6 p.m. | Dinner with Community Colleges of Spokane Trustees, Staff and invited Guests | |

Oct. 20	Regular Meeting	
9:00 a.m.	Welcome and Introductions <i>Phyllis Gutiérrez Kenney, Chair</i>	
9:05 a.m.	Establish a Quorum and Adopt Meeting Agenda <i>Phyllis Gutiérrez Kenney, Chair</i>	(Action)
9:07 a.m.	Adoption of Consent Agenda	Tab 4 (Action)
	a. AppConnect Northwest Consortium: Bachelor of Science in Computer Science Approval Resolution 22-10-45	
	b. South Puget Sound Community College: Bachelor of Applied Science in Craft Beverage Management Approval Resolution 22-10-46	
	c. Bellevue College: property acquisitions Resolution 22-10-47	
	d. Olympic College: Shelton Warehouse Lease Resolution 22-10-48	
	e. Spokane Community College: local capital expenditure authority increase Resolution 22-10-49	
	f. Highline College: local capital expenditure authority increase Resolution 22-10-50	
	g. Recognizing Dr. Christine Johnson Resolution 22-10-51	
	h. Aug. 23, 2022, State Board Special Meeting Minutes	
9:20 a.m.	Long-Term Advocacy Task Force Update <i>Chelsea Mason-Placek, Task Force Chair</i>	Tab 5 (Discussion)
9:30 a.m.	2023 Legislative Agenda and Priorities Preview <i>Arlen Harris, Legislative Director</i>	Tab 6 (Discussion)
10:15 a.m.	SBCTC Tribal Government Affairs Update <i>Lynn Palmanteer-Holder, Director of Tribal Government Affairs</i>	Tab 7 (Discussion)
10:45 a.m.	ACT Report <i>Greg Dietzel, ACT President</i>	
10:55 a.m.	WACTC Report <i>Christine Johnson, WACTC Past President</i>	
11:10 a.m.	Labor Report	
11:20 a.m.	Executive Director Report <i>Paul Francis, Executive Director</i>	
11:35 a.m.	Public Comment	
11:45 a.m.	Board Discussion and Chair's Report	(Discussion)
12:15 p.m.	Adjourn – Next Meeting, Dec. 7-8, 2022, TBD	

Updated: 10/17/2022

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session. **PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.



LOOKING AHEAD: THE FUTURE OF COMMUNITY & TECHNICAL COLLEGES IN WASHINGTON STATE

Paul Francis, Executive Director
Washington State Board for Community and Technical Colleges
October 2022



AGENDA

- Examining our system: A decade-long retrospective
 - enrollment, headcount, student demographics
- Current challenges
- Looking to the future



SBCTC VISION STATEMENT

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

2020-30 STRATEGIC PLAN ESTABLISHED THREE GOALS FOR OUR SYSTEM

1. Achieve educational equity for students historically underrepresented in higher education.
2. Improve completion rates for all students across all types of programs.
3. Increase enrollment and retention among populations who can benefit the most from college access.

CURRENT SYSTEM CHALLENGES

- Enrollment
- Fiscal health
- Leadership transitions
- Workforce shortages

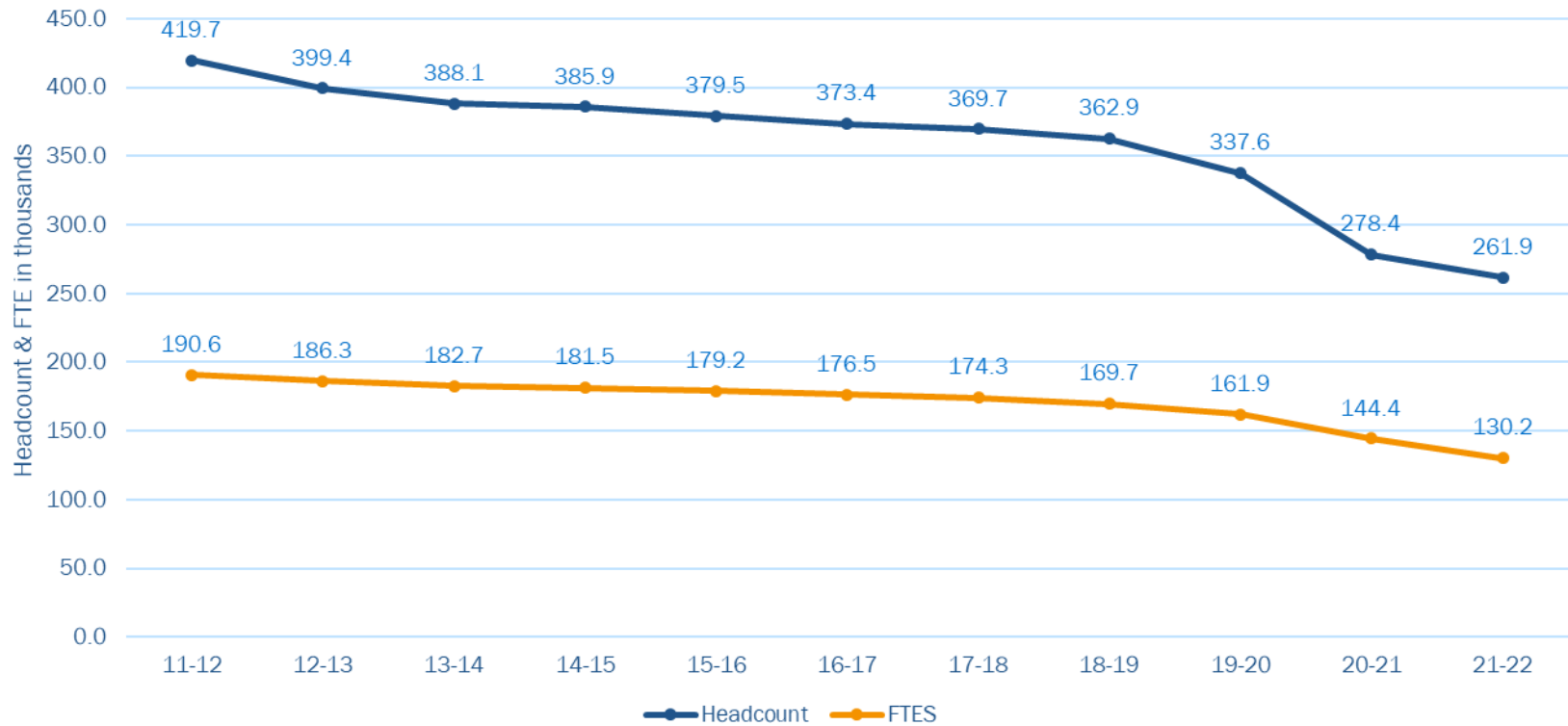
CHALLENGES

- Washington ranks 48th/49th in FAFSA completion.
- We remain a net exporter of high school graduates.
- COVID-19 exacerbated existing opportunity gaps.
- The number of high school graduates will either remain flat/decrease.
- Increased public skepticism about the value of college.

OPPORTUNITIES

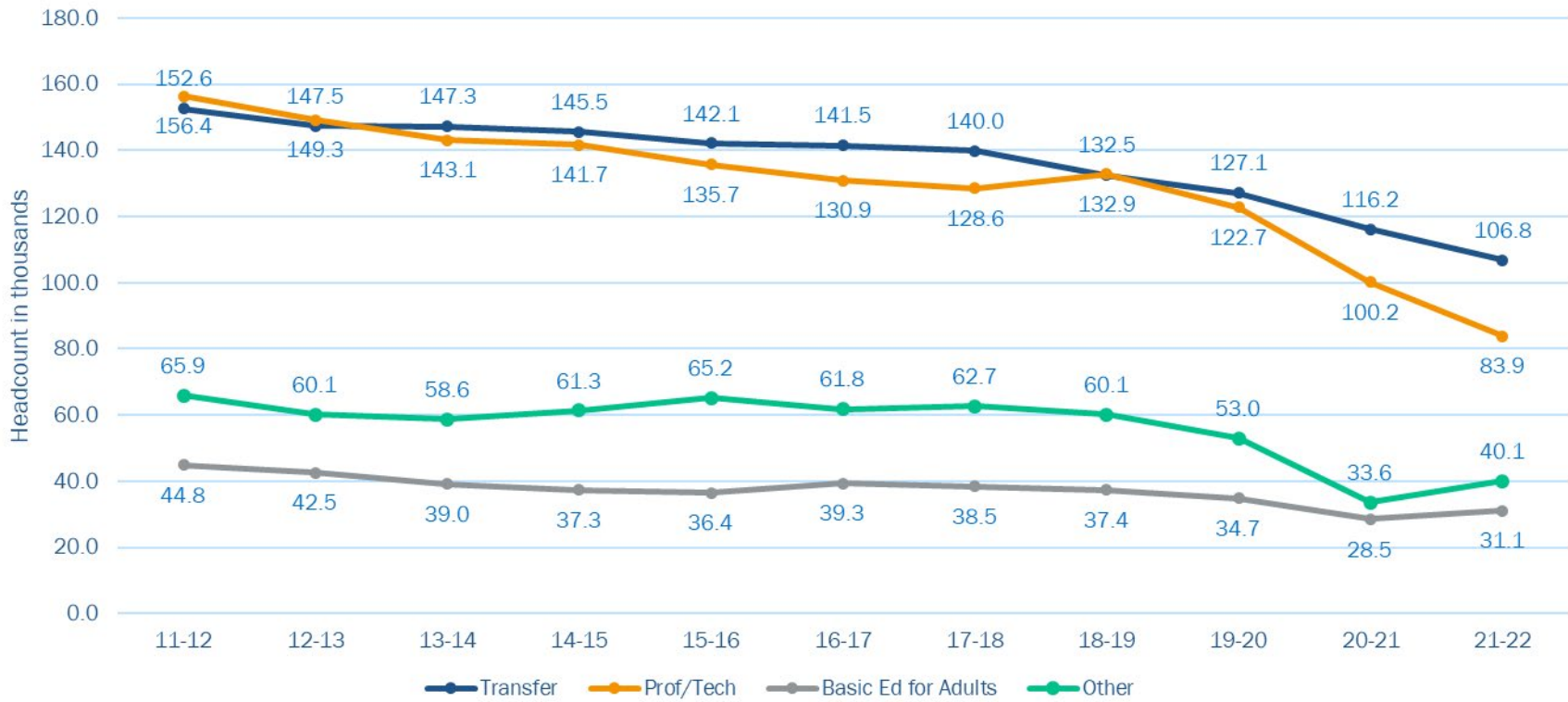
- Nationally-recognized, innovative community and technical college system
- Best state student financial aid program in the nation
- Net importer of college graduates
- Strong higher ed collaboration and with business, labor, nonprofit, and community partners
- 10 straight years of increased state funding

HEADCOUNT AND FTE, 2011-12 TO 2021-22

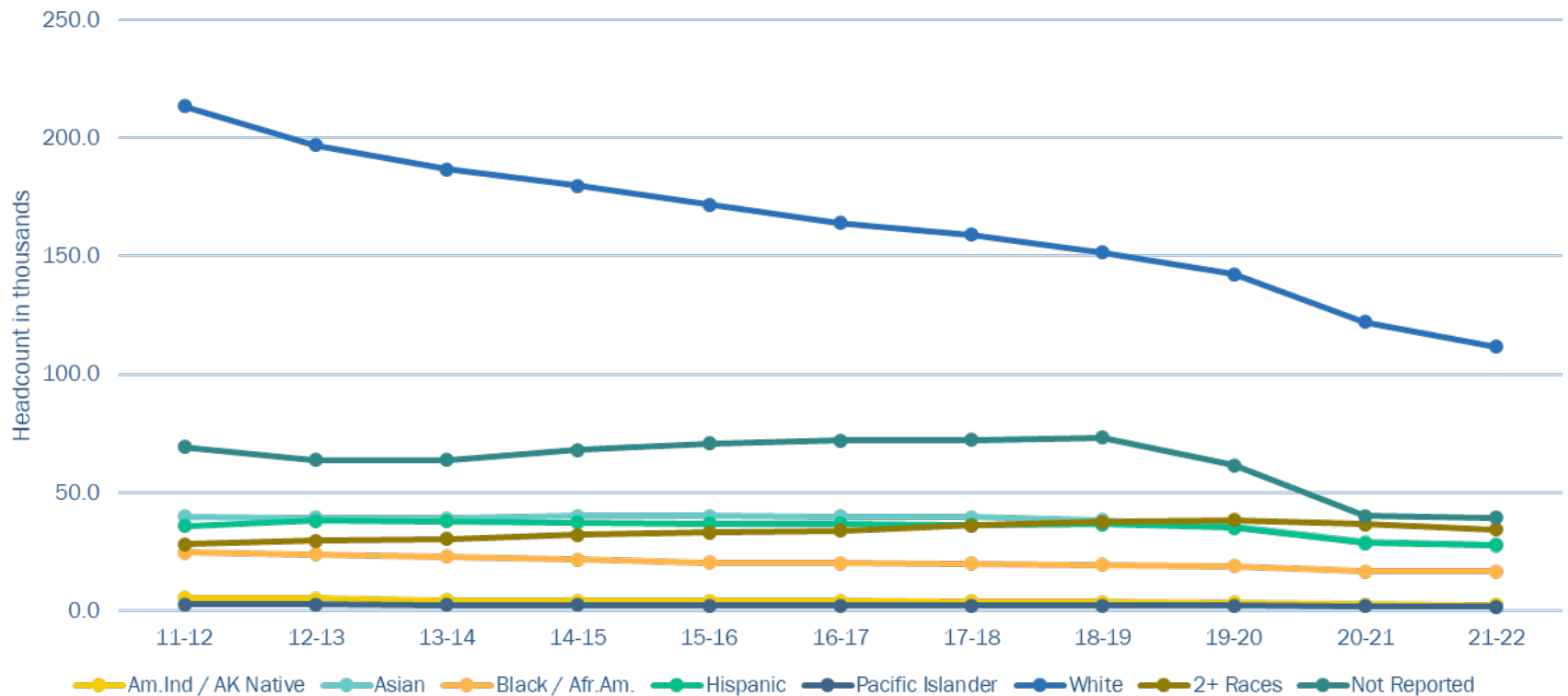




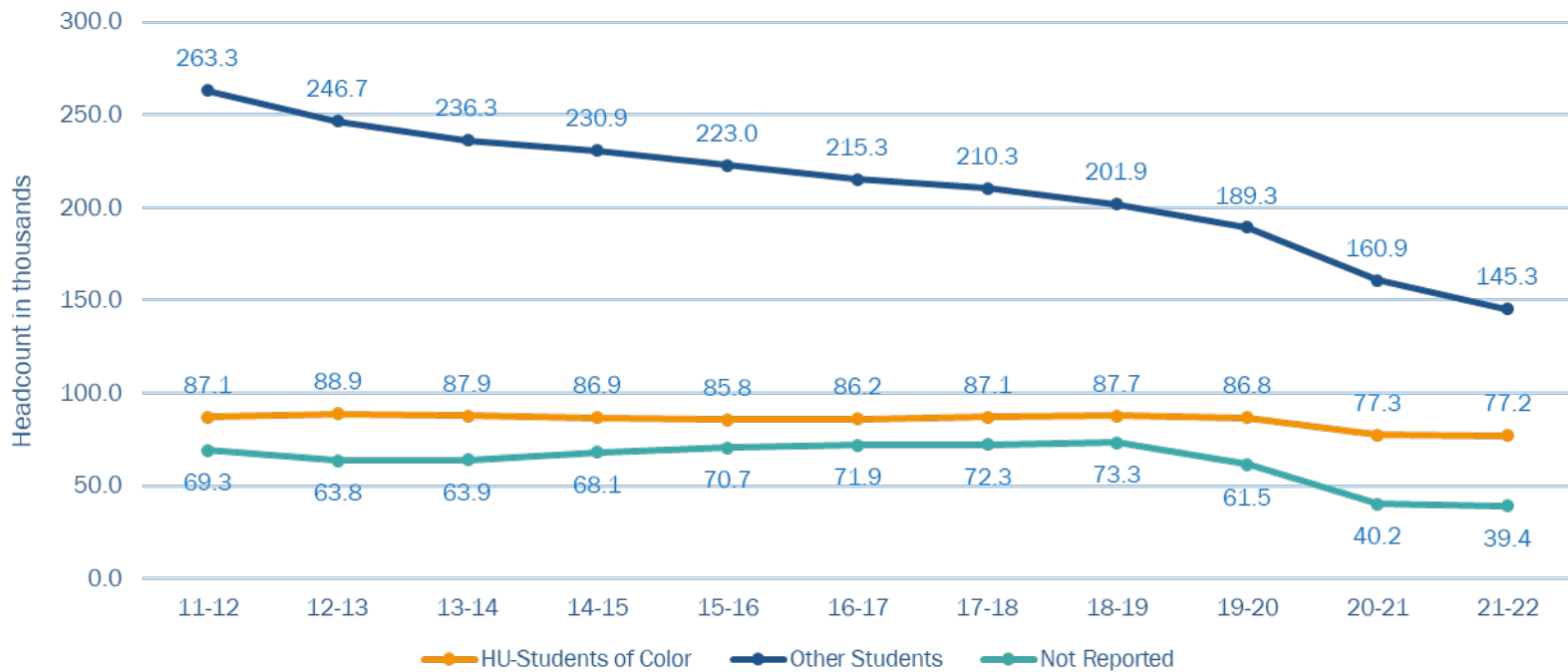
HEADCOUNT BY MISSION AREA



HEADCOUNT BY RACE/ETHNICITY

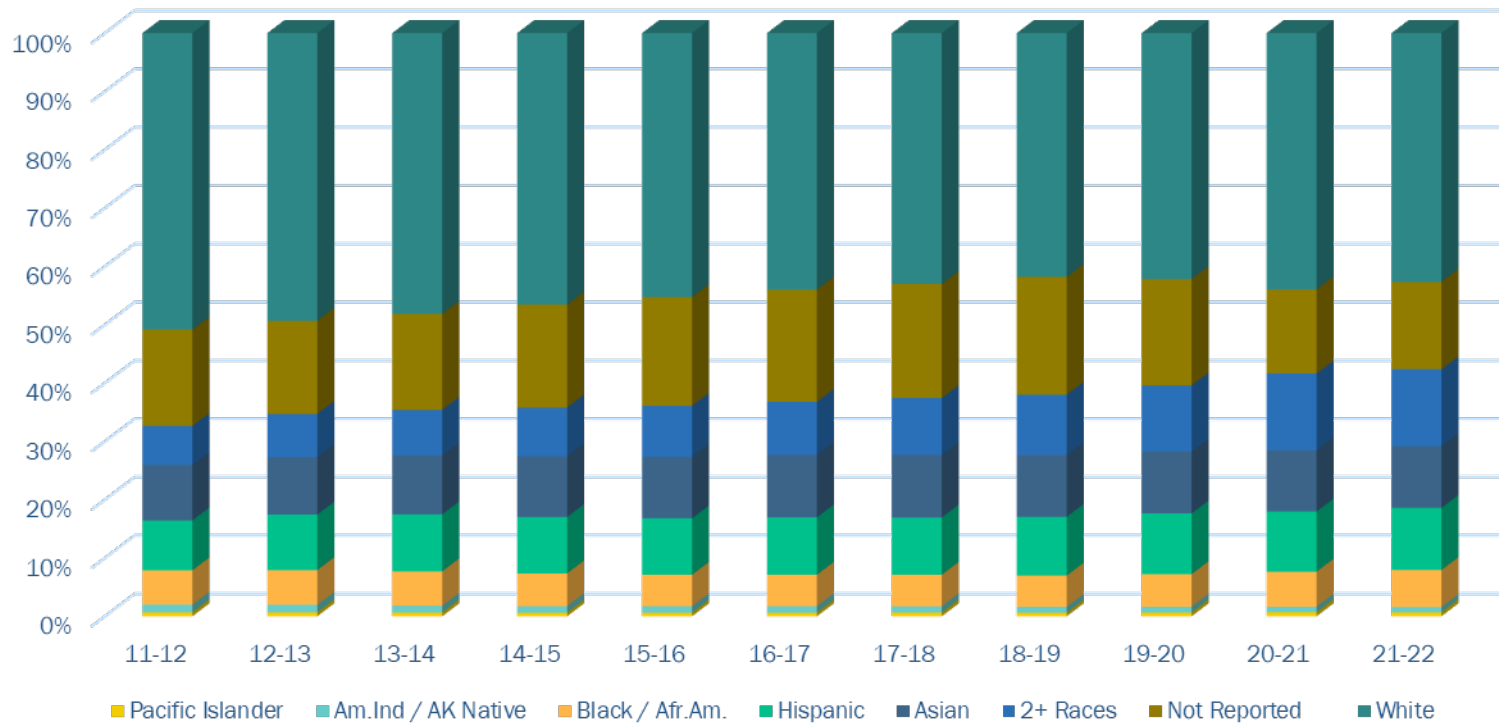


HEADCOUNT OF HISTORICALLY UNDERSERVED STUDENTS OF COLOR



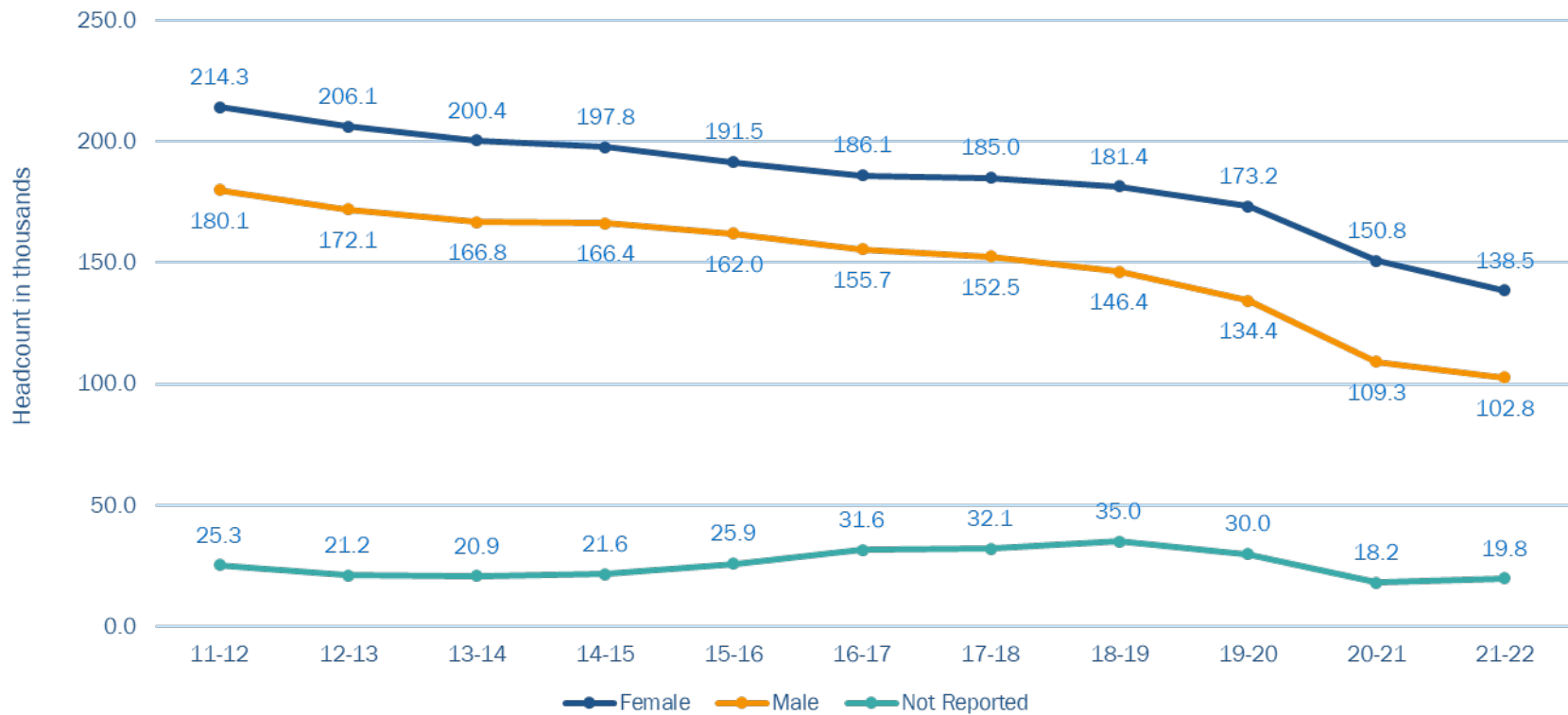


STUDENT RACE/ETHNICITY AS PERCENT OF TOTAL



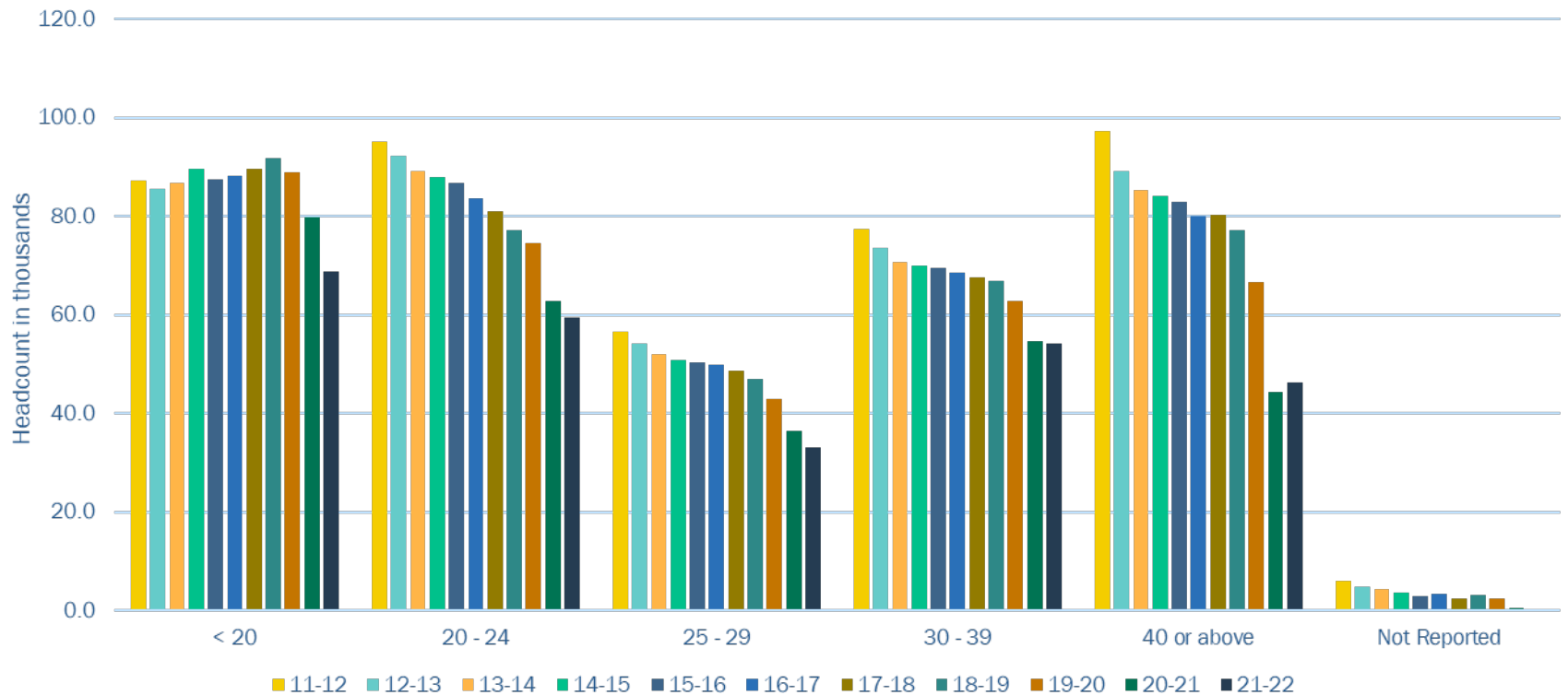


HEADCOUNT BY GENDER

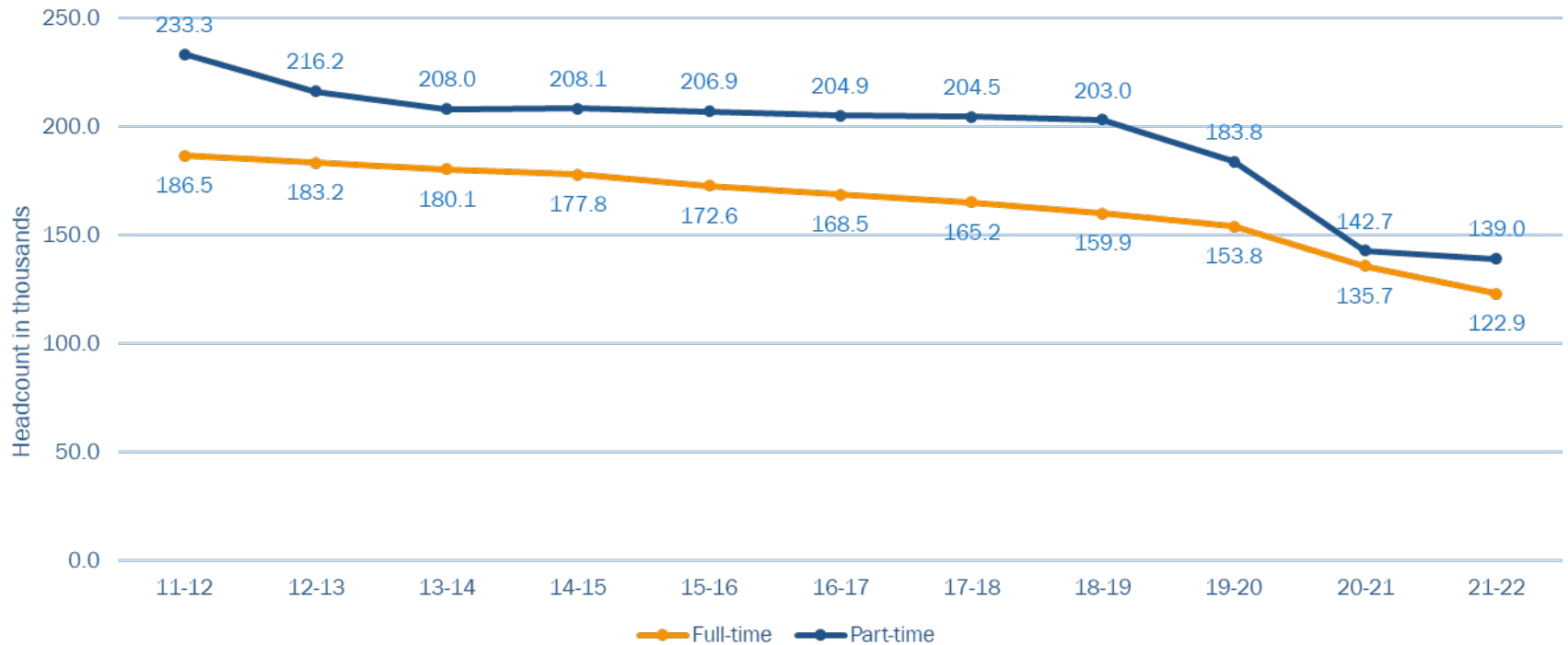




HEADCOUNT BY AGE GROUP

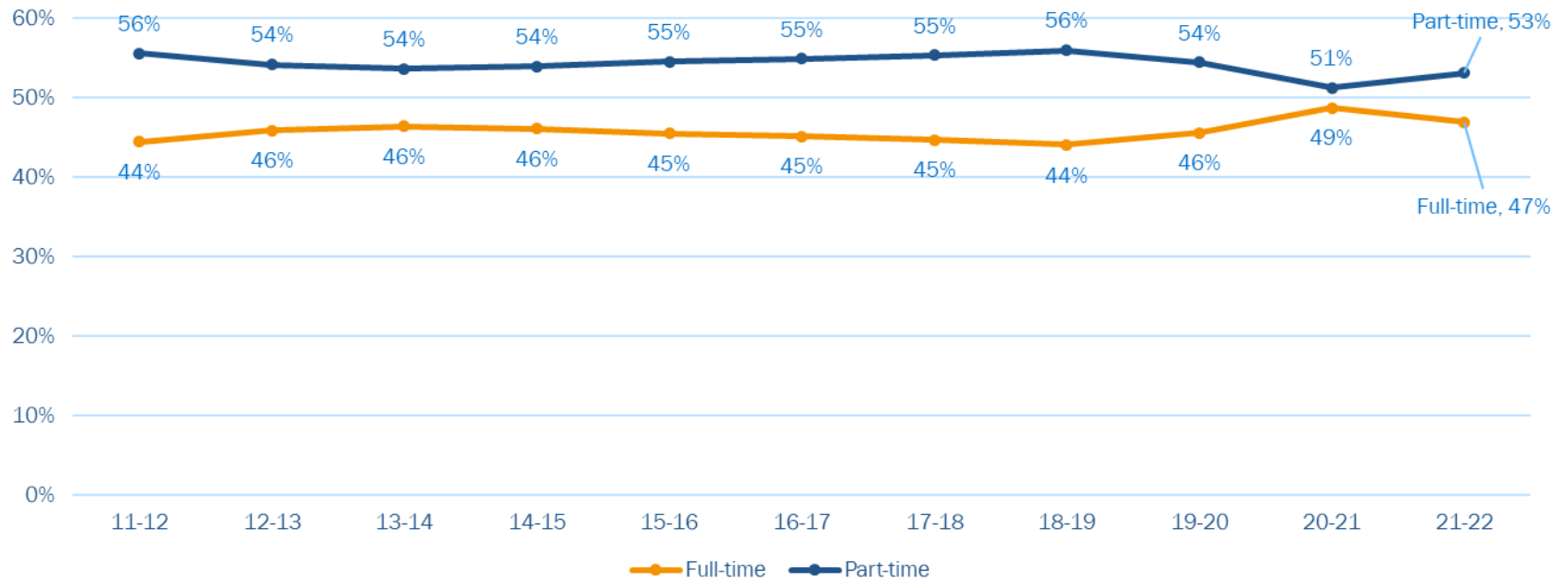


HEADCOUNT BY FULL/PART-TIME STATUS

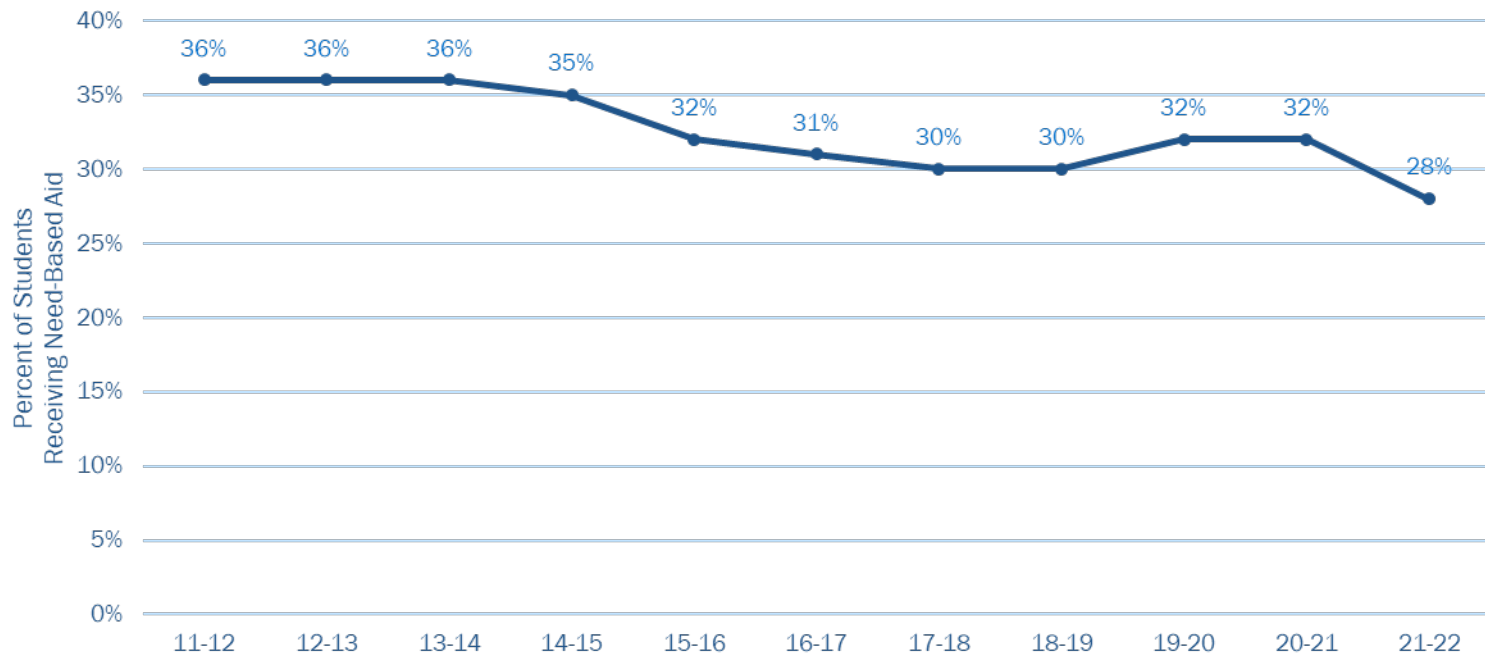




% OF HEADCOUNT BY FULL-TIME/PART-TIME STATUS

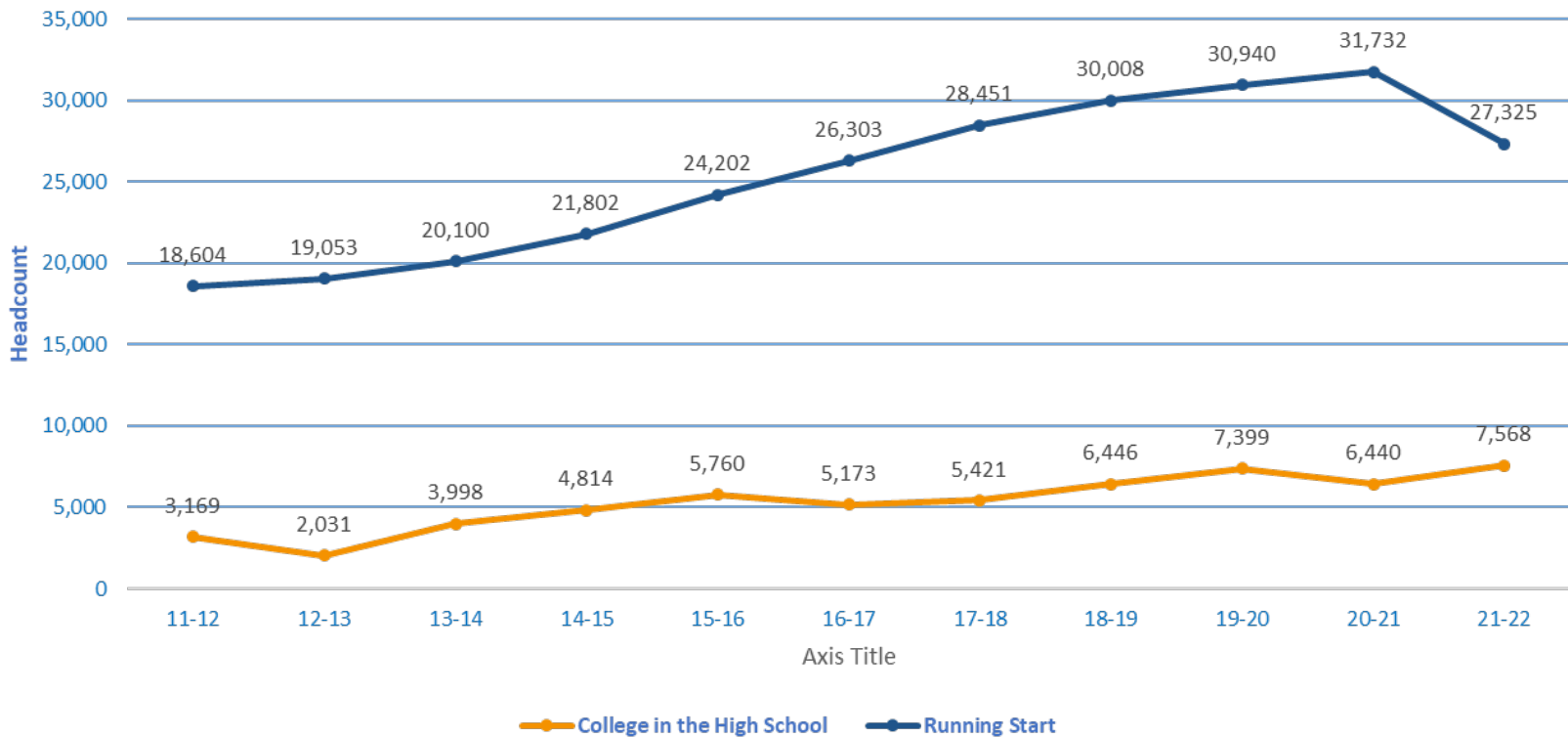


% OF HEADCOUNT RECEIVING NEED-BASED AID IN ELIGIBLE PROGRAMS



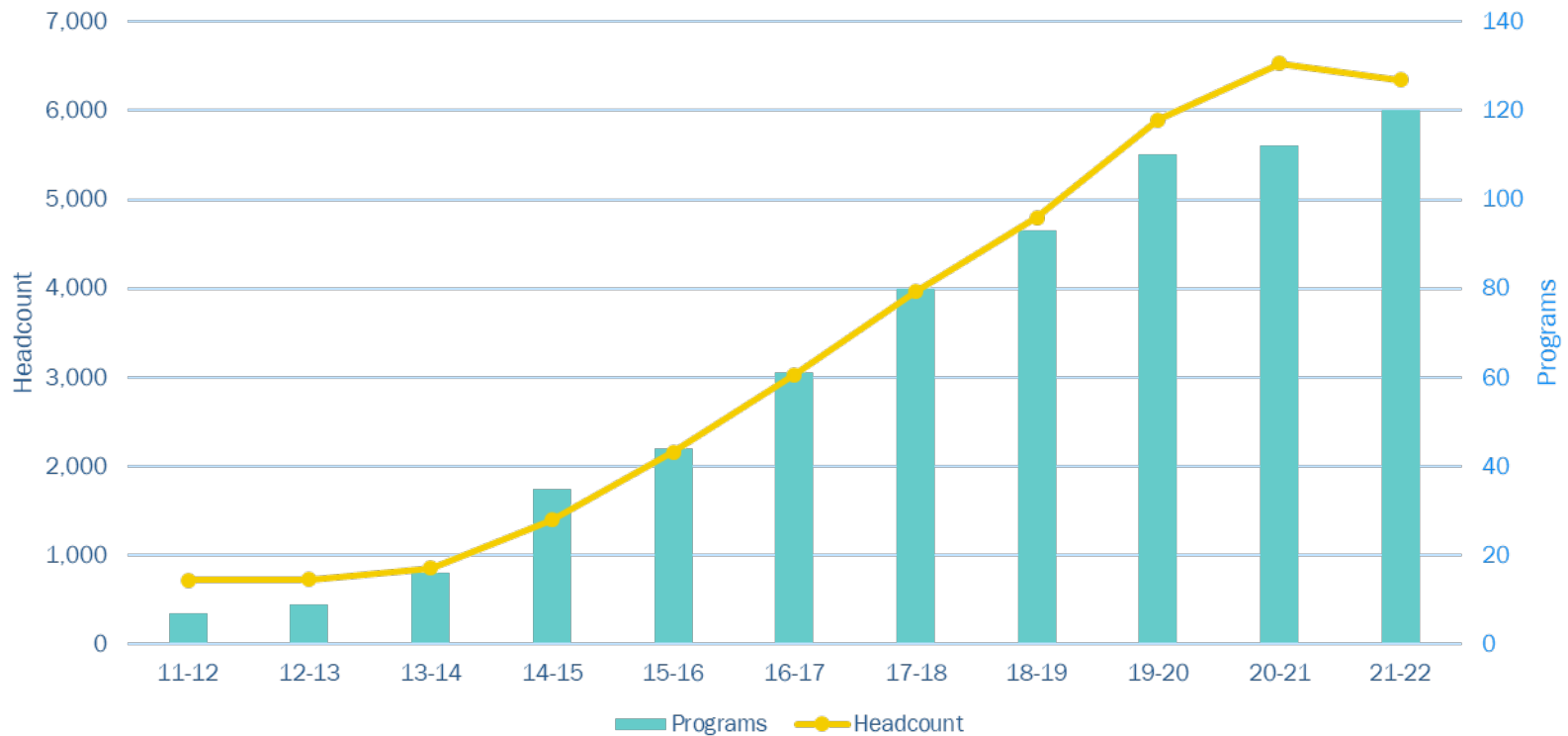


HEADCOUNT BY DUAL ENROLLMENT PROGRAM

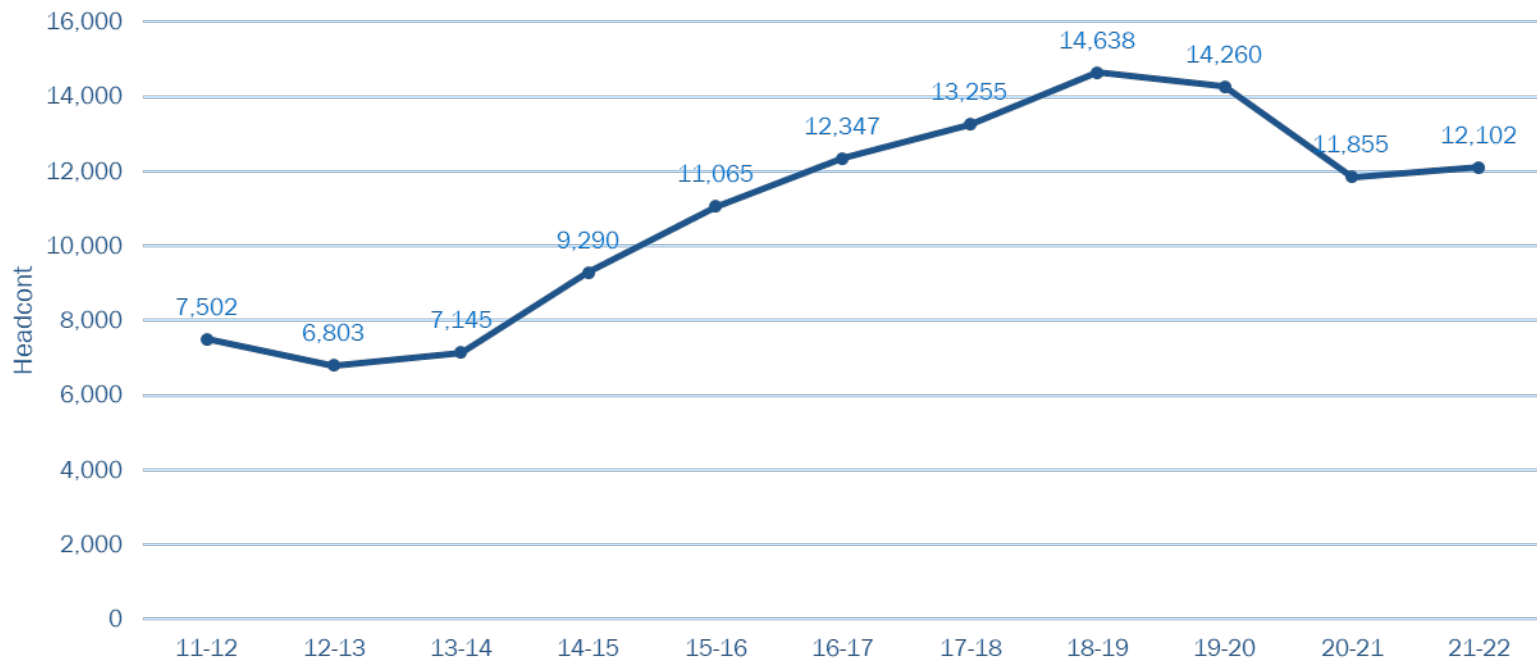




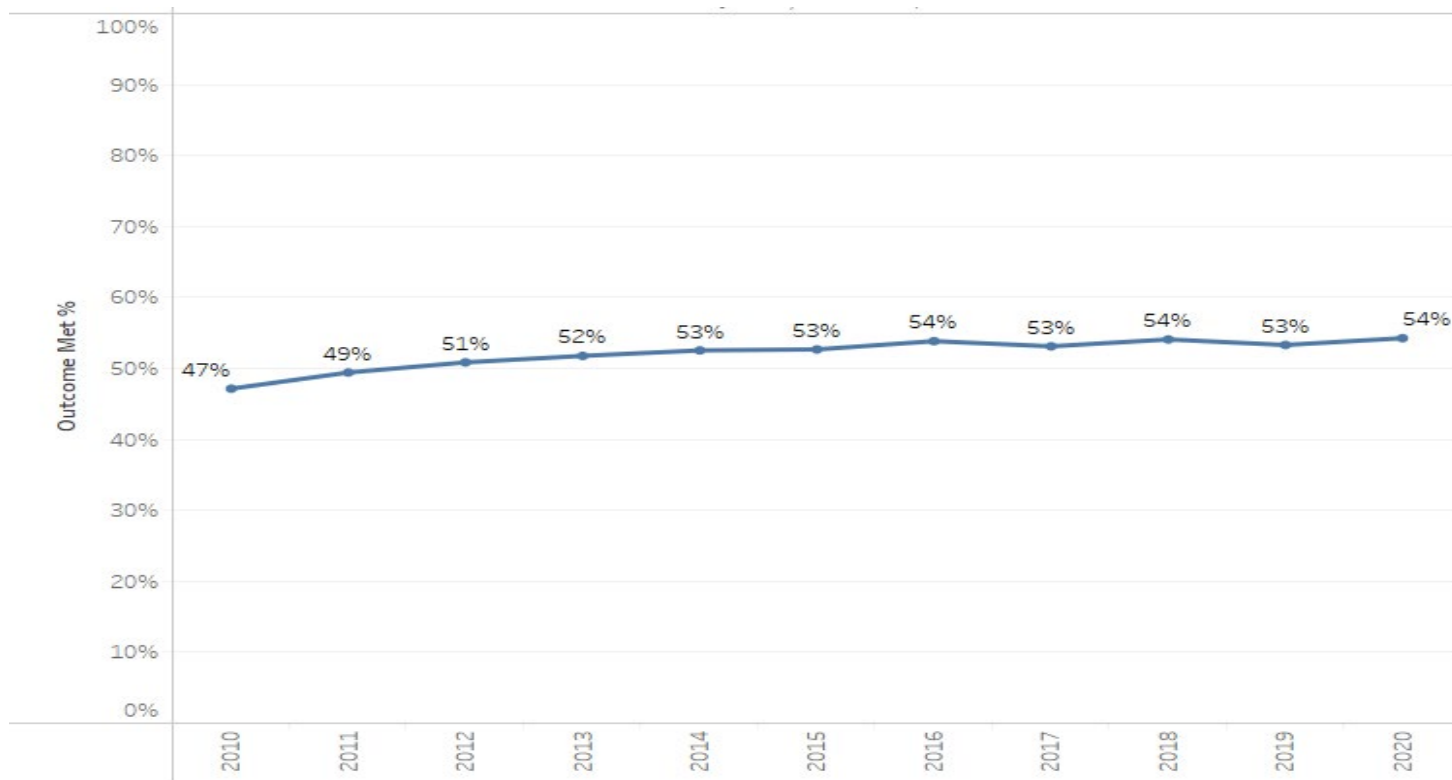
HEADCOUNT IN CTC BACCALAUREATE PROGRAMS



HEADCOUNT IN APPRENTICESHIP PROGRAMS



FIRST FALL TO SECOND FALL RETENTION



ENROLLMENT PRIOR TO THE PANDEMIC

- Decade of declining enrollment
- State goal: 70% of adults (25-44) with a post-secondary credential
- Strategic Enrollment Management Taskforce, 2017
 - Recommendations:
 - Streamline K-12 alignment & remove barriers
 - Adult re-engagement
 - Overhaul/redesign onboarding / entry experiences to college
 - Increase retention and persistence

PROMISING PRACTICES EXCHANGE WEBINAR SERIES & WEBSITE

- Quarterly series, since 2019
- Highlights college practices that support an area of focus in the Strategic Enrollment Management Plan
- [Promising Practices Exchange | SBCTC](#)
- Examples:
 - Green River College: [*Improved Emergency Grant Funding Process and Connection to Resources*](#)
 - South Puget Sound Community College: [*Re-engaging Adult Students, Onboarding New Students through Integrated Media and Marketing*](#)

LOOKING TO THE FUTURE

- **K-12**

- Increase knowledge of and equity in dual credit programs
- Improve understanding of college workforce programs, including apprenticeships
- Continue our partnership with Career Connect Washington

- **Current college students**

- Meet student basic needs
- Continue what works (I-BEST, Guided Pathways, Basic Education for Adults)
- Make transfer pathways more seamless
- Improve remote learning experience

LOOKING TO THE FUTURE

- **New traditional students**
 - Adult re-engagement
 - Washington Reconnect — formerly enrolled students
 - Prior learning assessment
 - Microcredentialing, micropathways
- **Partnerships**
 - Increased partnerships with students, business and industry, labor, tribal partners, community-based organizations, communities of color, other higher ed partners, K-12 schools, policymakers, philanthropic organizations, and more.

QUESTIONS? FEEDBACK?

STUDY SESSION ITEM

Oct. 19, 2022

Tab 2

Bachelor Degree Quarterly Update and Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for over fifteen years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. This past year, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SSB 5401). While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-pay living wage career pathways. The community and technical colleges in Washington State are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system’s Guided Pathways work and will further the State Board’s vision of leading with racial equity.

To date, the State Board has approved over 140 applied bachelor degree programs at 32 colleges, including two Bachelor of Science in Computer Science degree programs. In the 2021-22 academic year, there were 4,791 FTES in baccalaureate-level courses representing 4.8% of state support FTES in the college system. This represents a small baccalaureate FTE decrease over the previous year (-160 FTES). See Attachment A for Bachelor Degree Programs To Date.

How does this item link to the State Board’s Strategic Plan?

In June 2020, the State Board adopted its strategic plan, which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process for bachelor level degree programs:

- Achieve educational equity for students who are historically underrepresented in higher education by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- Improve completion rates by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- Increase access and retention among populations who can benefit the most by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

In August 2021, State Board members supported change in the approval process for bachelor degrees to reflect the expanded authority provided in SSB #5401. State Board staff will continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by board policy. Staff will provide quarterly updates to the board during board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the board. Bachelor degree proposals that meet the board's criteria for final approval will be recommended by staff for board action and placed on the Consent Agenda. The following briefing implements the revised process requested by the Board.

According to board policy, Statements of Need address six areas:

- Relationships to institutional role, mission, and program priorities.
- Support of the statewide strategic plans.
- Employer/community demand for graduates with baccalaureate level of education proposed in the program.
- Applied baccalaureate programs build from existing professional and technical degree program(s) offered by the institution.
- Student demand for program within the service area.
- Efforts to maximize state resources to serve place-bound students.

The following college Statement of Need meets the board's criteria for bachelor of degree proposals, no board action is required on Statements of Need:

a.) Lower Columbia College - Proposed Bachelor of Science in Nursing (RN to BSN)

According to the Bureau of Labor Statistics' Employment Projections 2020-2030, the RN workforce is expected to grow from almost 3.1 million in 2020 to 3.4 million in 2030, an increase of 9% (2022). The Bureau also projects 276,800 openings for RNs each year through 2029 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. Washington's rural areas have fewer practicing RNs per 100,000 population (560) compared with urban areas (888). The average age of rural RNs was higher and lower percentages have a BSN compared with urban RNs (Stubbs & Skillman, 2020). To increase the number of Registered Nurses (RNs) with bachelor's degrees in the rural region of Cowlitz and Wahkiakum counties, Lower Columbia College is proposing a Registered Nurse to Bachelor of Science in Nursing (RN to BSN) degree program.

The proposed Registered Nurse to Bachelor of Science Nursing (RN to BSN) degree supports the mission, vision and values of Lower Columbia College. Furthermore, it is Lower Columbia College's mission to influence lives in ways that are local and global, traditional and innovative. Lower Columbia College is committed to cultivating students through curriculum, student clubs and activities, campus resources, events and service opportunities.

The development and implementation of an RN to BSN at Lower Columbia College will help to address the challenges of increasing local educational opportunities that lead to high wage jobs by:

- Closing the opportunity gap for underrepresented populations and re-engaging adult learners.
- Building upon the strengths of the institution's associate degree nursing program and allowing students to continue along the educational continuum.
- Providing students in the workforce an opportunity to obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.
- Helping close education affordability gaps. Students in Southwest Washington need access to a four-year education at an affordable rate to progress toward the state's attainment goals of providing economic benefits for our residents and a talented workforce to meet the state's economic needs.

Lower Columbia College's current Associate's Degree in Nursing program enrolled 176 students in the 2021-22 academic year and anticipates a growth to 190 in the coming year. In a survey of current students 96% indicated that they would be likely or very likely to apply to a BSN program offered by Lower Columbia College. These results, combined with workforce data, show a clear demand for a local BSN program that provides a low cost and flexible educational experience. This program would be Lower Columbia College's third bachelor's degree program.

b.) Lake Washington Institute of Technology – Proposed Bachelor of Applied Science in Applied Art - Illustration

Lake Washington Institute of Technology's (LWTech) mission is to prepare students for today's careers and tomorrow's opportunities. The college's vision is to be the college of choice for workforce education. LWTech offers robust training in Design, Graphic Design, User-Centered Design, Illustration, Game Design, and Interactive Media. The college works closely with our industry partners to provide opportunities for students to achieve professional certificates, two-year degrees, and bachelor's degrees in Design and Digital Gaming and Interactive Media. Through active dialogue with industry partners, the college learned that there is an increasing need for 2D and 3D illustrators. The skills and training required are unique and necessitate a new bachelor-level degree track in Illustration. LWTech is a leader in responding to needs like this, developing programs that fulfill the college's mission to serve students and industry.

The Applied Art-Illustration BAS will fill multiple gaps that exist in educational opportunities, career preparation, and industry partnership. Fine arts education is frequently inaccessible to students who wish to pursue education in the field. Programs are highly competitive with limited admission and are cost prohibitive for low- and middle-income students. This program is specifically designed for students who complete an applied associate degree in our college system with flexibility and affordability in mind. Currently, fine arts degrees offered not only in our state but also nationally and internationally do not fully prepare students for employment in the fast-growing tech sector and beyond. Opportunities for employment as Illustrators have evolved as the skills required and needs of industry shift with technological advancements and cultural aesthetic demands. Instead of having artists and graphic designers cobble together new skills as they are able and industry hire employees outside of Washington, this program responsively integrates fine arts and technology to build our local workforce.

Lake Washington Institute of Technology's Associate of Applied Science – Transfer degree in Illustration serves as the primary entry pathway into this proposed bachelor's program and has experienced rapid enrollment growth from nine students in the inaugural Fall 2020 quarter to 24 students in the Spring of 2022. Combined with the other entry pathways (Design AAS-T and Digital Gaming and Media) there is substantial student demand for this program. This program would be Lake Washington Institute of Technology's thirteenth bachelor's degree program.

c.) Peninsula College – Proposed Bachelor of Applied Science in Teacher Education

Peninsula College aims to have a teaching degree that is affordable, accredited, and easily available for the community. This proposed degree fills a gap in the educational needs of the community and meets the affordability requirement for those seeking to attain a bachelor's degree. Since no BAS in Teacher Education is offered in Peninsula College's service district, the addition of this program increases access and opportunities for place-bound, working adults. In addition, this program meets the needs of Peninsula College associate degree graduates because it is non-duplicative and does not require students to transition to another institution outside the area. The proposed BAS in Teacher Education program is designed to build on and inform students in the Early Childhood Education programs and students who are pursuing the Associate in Arts DTA degree with an emphasis in Education at Peninsula College. Locally preparing students to become certified in education and to teach K-8 will benefit students, school districts, and communities across Clallam and Jefferson counties.

Data show jobs remain unfilled in school districts serving low-income students and students of color in Jefferson and Clallam counties, and conversations with district superintendents indicate a high demand for certified educators. Many prospective students in Peninsula College's service district are place-bound; traveling to another institution may take up to five hours each way and result in time away from jobs and families. A BAS degree in Teacher Education offered locally at Peninsula College will meet a need for the college's students and community.

Peninsula College's Early Childhood Education has been in existence for more than 28 years and continues to maintain strong enrollment. A survey on potential students showed significant support for this program, especially among individuals current employed as paraprofessionals and non-certified teaching staff in local school districts. This program would be Peninsula College's second bachelor's degree program.

Potential questions

- Does the college proposal for bachelor degree meet the vision, mission, and goals of their respective college?
- Does the proposed bachelor degree serve the current and future needs of the colleges' region and the state?
- Does the proposed bachelor degree support the State Board goals and policy focus?

Recommendation/preferred result

Staff will provide a brief overview of the bachelor degree statements of need. Board members will have an opportunity to discuss the statements with staff in the context of meeting college and system goals.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
vsundby@sbctc.edu

Attachment A

Bachelor Degree Completion Status – as of Fall 2022 <i>(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)</i>					
Organized by College					
College	Program	Start Date	Gradates Through 2020-2021	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Bellevue College	Applied Accounting	Fall 2015	130	14/52 FTE	74.1
	Business Management & Technology	Winter 2023	n/a	17/44 FTE	n/a
	Computer Science	Fall 2016	128	15/120 FTE	125.1
	Cybersecurity	Fall 2022	n/a	24/48 FTE	n/a
	Data Analytics	Fall 2014	106	16/64 FTE	84.3
	Digital Marketing	Fall 2017	82	14/44 FTE	114.1
	Healthcare Informatics	Fall 2017	83	25/60 FTE	41.2
	Health Promotion Management	Fall 2016	31	15/30 FTE	19.2
	Healthcare Management and Leadership	Fall 2016	122	34/60 FTE	56.5
	Information Systems Technology	Fall 2013	261	16/50 FTE	143.8
	Interior Design	Fall 2009	447	44/83 FTE	71.5
	Molecular Biosciences (STEM)	Fall 2014	40	20/40 FTE	39.2
	Nursing (RN-to-BSN)	Fall 2013	178	20/30 FTE	34.6
Radiation and Imaging Sciences		28	20/40 FTE	18.1	
Bellingham Technical College	Engineering Technology	Fall 2016	6	27/57 FTE	6.5
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	53	25/57 FTE	34.7
Big Bend Community College	Applied Management	Fall 2021	n/a	13/25 FTE	25.1
Cascadia College	Information Technology: Application Development	Fall 2018	14	15/46 FTE	18.1
	Sustainable Practices	Fall 2014	60	14/45 FTE	26.0

Centralia College	Applied Management	Fall 2012	273	30/62 FTE	75.3
	Behavior Healthcare	Fall 2021	n/a	15/26 FTE	18.8
	Diesel Technology	Fall 2012	50	24/54 FTE	5.9
	Elementary Education and Special Education	Fall 2016	105	15/20 FTE	44.6
	Information Technology in Application Development	Fall 2016	35	20/57 FTE	4.2
Clark College	Applied Management	Fall 2016	102	33/99 FTE	46.4
	Cybersecurity	Fall 2019	19	15/45 FTE	51.3
	Dental Hygiene	Fall 2014	168	17/53 FTE	60.1
	Human Services	Fall 2012	11	20/50 FTE	24.6
	Teacher Education P-3	Fall 2022	n/a	24/72 FTE	n/a
Clover Park Technical College	Cybersecurity	Fall 2020	3	24/85 FTE	12.2
	Interior Design	Fall 2019	6	47/60 FTE	10.1
	Mechatronics Engineering Technology and Automation	Fall 2021	5	22/48 FTE	13.1
	Operations Management (formerly Manufacturing Operations)	Fall 2014	35	25/50 FTE	19.9
Columbia Basin College	Applied Management	Fall 2009	470	35 FTE	85.0
	Community Health	Fall 2022	n/a	20/40 FTE	n/a
	Cyber Security	Fall 2014	204	40 FTE	93.4
	Dental Hygiene	Fall 2016	62	20 FTE	53.6
	Health Physics	Fall 2020	1	20/40 FTE	8.7
	Information Technology	Fall 2017	13	15/30 FTE	19.7
	Project Management	Fall 2013	288	40 FTE	85.6
	Nursing (RN-to-BSN)	Fall 2015	92	20.0/69.3 FTE	38.5
Teaching	Fall 2018	3	20/40 FTE	30.5	
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	0.0
	Child, Youth, and Family Studies	Spring 2017	60	30 FTE	21.8
	Information Technology: Application Development	Fall 2020	n/a	25/60 FTE	0.3
	Integrated Healthcare Management	Fall 2022	n/a	15/60 FTE	n/a
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.0

Everett Community College	Accounting	Fall 2022	n/a	20/44 FTE	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	68	15 FTE	36.4
	Forest Resource Management	Fall 2017	21	4/8 FTE	9.4
	Organizational Management	Fall 2016	33	25 FTE	16.4
Green River College	Aeronautical Science	Fall 2015	94	25/50 FTE	65.7
	Applied Management	Fall 2018	102	24/48 FTE	79.5
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	23	15/25 FTE	20.6
	Forest Resource Management	Fall 2015	49	12/36 FTE	28.2
	Information technology: Network Administration and Security	Fall 2014	348	12/48 FTE	142.8
	Information Technology: Software Development	Fall 2013	269	35/96 FTE	68.0
	Marketing and Entrepreneurship	Winter 2015	175	48/72 FTE	41.3
	Nursing (LPN to BSN)	Fall 2022	n/a	16/32 FTE	n/a
	Real time CourtReporting and Captioning	Fall 2018	2	15/50 FTE	1.3
Highline College	Behavioral Science-Youth Development	Fall 2013	68	15/32 FTE	35.7
	Cyber Security and Forensics	Fall 2013	117	10/15 FTE	89.7
	Early Childhood Education	Winter 2022	n/a	15/75 FTE	n/a
	Global Trade and Logistics	Fall 2014	51	10/15 FTE	32.3
	Integrated Design	Fall 2019	18	12/15 FTE	33.1
	Teaching and Early Learning	Fall 2017	85	15/75 FTE	61.8
	Respiratory Care	Fall 2014	43	10/15 FTE	38.9
Lake Washington Institute of Technology	Applied Management – Entrepreneurship	Fall 2020	6	15/30 FTE	11.6
	Applied Management Human Resource	Fall 2022	n/a	15/50FTE	n/a
	Behavioral Health	Fall 2017	15	34.70/39.56 FTE	24.5
	Computing and Software Development	Fall 2017	61	25/50 FTE	44.5
	Dental Hygiene	Summer 2017	142	30/60 FTE	79.0
	Design	Fall 2009	193	36 FTE	23.1

	Digital Gaming and Interactive Media	Fall 2009	49	20/40 FTE	38.4
	Early Childhood Education	Fall 2018	13	20/40 FTE	12.1
	Funeral Services Education	Fall 2017	2	15/50 FTE	2.5
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	91	20/35 FTE	33.0
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	71	25/50 FTE	25.1
Lower Columbia College	Teacher Education	Fall 2019	17	24/48 FTE	49.5
	Organizational Leadership and Technology Management	Fall 2021	n/a	24/44 FTE	23.1
Olympic College	Digital Filmmaking	Fall 2017	56	15/36 FTE	30.1
	Information Systems	Fall 2014	74	20/54 FTE	30.2
	Nursing (RN-to-BSN)	Fall 2007	289	15/35 FTE	12.7
	Organizational Leadership & Technical Management	Fall 2015	169	17/47 FTE	57.1
Peninsula College	Applied Management	Fall 2007	252	20/40 FTE	35.1
Pierce College	Applied Business Management	Fall 2019	23	20/30 FTE	43.5
	Construction Management	Fall 2022	n/a	20/57 FTE	n/a
	Dental Hygiene	Summer 2016	130	20/25 FTE	57.6
	Fire Science Leadership	Fall 2019	2	20 FTE	4.7
	Homeland Security-Emergency Management	Fall 2016	47	20/30 FTE	32.4
	Teaching	Winter 2017	129	15/48 FTE	55.5
Renton Technical College	Application Development	Fall 2019	81	9/49 FTE	23.4
	Information Technology: Computer Network Architecture	Winter 2018	29	5.4/29.7 FTE	29.6
	Manufacturing Engineering Technology	Fall 2022	n/a	15/20 FTE	n/a

Seattle Central College	Allied Healthcare Services Management	Fall 2014	383	30/179 FTE	125.5
	Behavioral Sciences	Fall 2009	247	20/40 FTE	53.8
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	24	20 FTE	0.3
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	6	17/44 FTE	37.2
	Application Development	Fall 2014	150	25/60 FTE	62.9
	Computer Science	Fall 2022	n/a	27/81 FTE	n/a
	Early Childhood Education	Winter 2016	190	20/50 FTE	127.8
	International Business	Fall 2013	147	50 FTE	57.5
	Residential and Commercial Property Management	Fall 2017	19	20 FTE	16.0
South Seattle College	Hospitality Management	Fall 2007	279	20 FTE	29.5
	Professional Technical Education and Instructional Design	Fall 2013	73	21 FTE	1
	Sustainable Building Science Technology	Fall 2015	57	20 FTE	22.1
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2024	n/a	20/25 FTE	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	6/13 FTE	n/a
	Applied Management	Fall 2018	54	15/35 FTE	38.0
	Environmental Conservation	Fall 2014	47	13 FTE	7.6
	Product Development	Fall 2023	n/a	9/18 FTE	n/a
Spokane Community College	Respiratory Care	Fall 2017	29	20 FTE	48.0
Spokane Falls	Applied Management	Fall 2016	76	20 FTE	37.2
	Cyber Security	Fall 2017	34	14/33 FTE	18.7

Community College	Information Systems and Technology	Fall 2015	43	11/27.5 FTE	9.9
	Integrated Behavioral Health	Fall 2023	n/a	15/50 FTE	n/a
Tacoma Community College	Applied Management	Fall 2019	31	15/35 FTE	36.3
	Community Health	Fall 2018	8	25/166 FTE	41.0
	Health Information Management	Fall 2016	58	15/50 FTE	34.1
	IT Networking-Information Systems and Technology	Fall 2021	n/a	13/61 FTE	17.4
Walla Walla Community College	Agricultural Systems	Fall 2018	23	15/40 FTE	19.7
	Applied Management & Entrepreneurship	Fall 2018	15	12/30 FTE	98.6
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	9	15/25 FTE	7.2
	Nursing (RN-to-BSN)	Fall 2015	84	25/38 FTE	19.9
	Teaching	Fall 2019	2	15/30 FTE	11.4
Whatcom Community College	Applied Business Management	Fall 2019	17	18/30 FTE	37.0
	Information Technology: Networking Cybersecurity	Fall 2017	52	24/128 FTE	31.4
	Social Work	Fall 2023	n/a	18/30 FTE	n/a
Yakima Valley College	Agricultural Sciences	Fall 2022	n/a	15/39 FTE	n/a
	Applied Business Management	Fall 2014	187	28/60 FTE	53.8
	Dental Hygiene	Fall 2016	149	18/24 FTE	49.3
	Information Technology: Networking	Fall 2015	47	12/20 FTE	25.9
	Teacher Education	Fall 2018	93	30/58 FTE	85.1

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skegitt Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley
Business Management																															
Accounting with International Accounting									√							√															
Applied Accounting	√																														
Applied Management Human Resource														√																	
Business Management	√		√	√	√	√		√				√						√	√				√		√		√		√	√	
Digital Marketing	√																														
Global Trade and Logistics													√																		
Hospitality Management																						√									
International Business																					√										
Management and Entrepreneurship														√																	
Marketing and Entrepreneurship												√																√			
Operations Management		√					√																								
Organizational Management										√					√		√														
Project Management								√																							
Residential and Commercial Property Management																√															
Transportation, Logistics, Supply Chain														√																	
Workforce and Trades Leadership																								√							
STEM Fields																															
Advanced Manufacturing and Materials Engineering									√																						
Aeronautical Science												√																			
Agricultural Systems																												√		√	
Engineering Technology		√																			√								√		
Environmental Conservation																							√								
Forest Resource Management											√	√																			
Molecular Biosciences	√																														
Product Development																							√								
Sustainable Building Technology																								√							
Sustainable Practices				√																											
Health Care, Wellness, and Safety																															

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley
Allied Health Science																					√										
Behavioral Healthcare					√									√												√					
Child, Youth, and Family Studies									√																						
Community Health								√																			√				
Dental Hygiene						√		√						√					√		√	√									√
Fire Sciences Leadership																			√												
Funeral Services														√																	
Health and Wellness	√																				√										
Health Information Management	√								√																		√				
Health Physics								√																							
Healthcare Management	√																														
Homeland Security																			√												
Human Services						√																									
Nursing	√	√						√				√		√							√								√		
Physical Therapy Assistant														√																	
Public Health Administration														√																	
Radiology and Imaging	√																														
Respiratory Care													√								√				√						
Social Work																														√	
Youth Development													√																		
Trades, Construction, Manufacturing																															
Advanced Manufacturing and Materials									√																						
Construction Management																			√												
Diesel Technology					√																										
Mechatronics and Automation						√																									

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley
Information Technology																															
Application Development				√	√				√					√		√				√			√								
Computer Science	√															√															
Application Development				√	√				√					√		√				√		√									
Computer Science	√																														
Cybersecurity	√					√	√	√					√												√	√					
Data Analytics	√																											√			
Digital Film																	√														
Digital Gaming														√																	
Healthcare Informatics	√																														
Information Systems	√							√																√		√					
Integrated Design													√	√																	
Network Administration												√								√	√								√	√	
Network Architecture																				√											
Robotics and Artificial Intelligence									√																						
Software Development											√		√																		

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley	
Education																																
Early Childhood												√	√	√		√																
Professional-Technical Education																							√									
Teacher Education					√	√		√			√		√		√				√										√		√	
Other																																
Court Reporting and Captioning												√																				
Interior Design	√						√																									

*Programs Approved Through Summer 2022



BACHELOR DEGREE PROGRAMS UPDATE

Valerie Sundby
Director, Transfer Education

October 19, 2022



BACHELOR DEGREE LEGISLATION

- HB 1744-(2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- RCW 28B.50.810 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.



PROGRAM STATISTICS

- More than 140 approved bachelor degree programs at 32 colleges
- 4,791 FTES in baccalaureate-level courses during the 2021-22 academic year representing 4.8% of state support FTES
 - There is a small decrease from the previous year (-106 FTE) but enrollments in BAS programs have been more consistent than in other areas
- Bachelor degree programs continue to be an area of focus for potential enrollment growth

PROGRAM STATISTICS

- Fall to Fall retention for all students remains high at 74%.
 - For Black or African American students it is 77%.
 - For Latinx students it is 72%
- Three-year completion rates average 67% over the last 5 years
- 78% of students are employed 3 years after enrollment and earn a median wage of \$55,000. By 5 years out, the employment rate stays the same but the wage increases to \$68,000.
- Business Management, Information and Technology, and Education are the highest enrolled program areas, with 65% of Baccalaureate enrollments.
- Marketing, Education, and Human Services are the fastest growing program areas over the last 5 years.
- In Fall 2021, 35% of new enrollments had previously completed a transfer (DTA) degree at a Washington CTC.
- 46% of CTC Baccalaureate students received some form of need-based aid.



BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- Fall 2022 - North Seattle College became the second college in the Washington CTC system to offer a Bachelor of Science in Computer Science degree
- Additional colleges from around the state are moving forward with the design and implementation of these degrees.
- SBCTC received funding from Amazon in support of this work. These funds will support:
 - Direct awards to colleges to support degree creation, implementation, and expansion
 - A year-long faculty-led workgroup with a focus on designing equity-centered computer science programs
 - Two industry convenings where industry professionals will review draft curriculum, provide feedback, and share emerging needs in their areas.

STATEMENTS OF NEED

TAB 2



LOWER COLUMBIA COLLEGE - PROPOSED BACHELOR OF SCIENCE IN NURSING (RN TO BSN)

- LCC's proposed BSN program will serve the local student and workforce needs of Cowlitz and Wahkiakum counties.
- It will increase local educational opportunities that lead to high wage jobs by:
 - Closing the opportunity gap for underrepresented populations and re-engaging adult learners.
 - Building upon the strengths of the institution's associate degree nursing program and allowing students to continue along the educational continuum.
 - Providing students in the workforce an opportunity to obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.
 - Helping close education affordability gaps.
- This would be LCC's third bachelor degree program and is expected to serve 30 students per year at full capacity.



LAKE WASHINGTON INSTITUTE OF TECHNOLOGY – PROPOSED BACHELOR OF APPLIED SCIENCE IN APPLIED ART - ILLUSTRATION

- LW Tech’s proposed BAS degree will fill multiple gaps that exist in educational opportunities, career preparation, and industry partnership in the field of Art and Illustration.
- The program is designed as an alternative to high-cost selective admissions programs to create access to a program that is both affordable and flexible.
- This would be LWIT’s thirteenth bachelor’s degree program and is expected to serve 36 students per year at full capacity.

PENINSULA COLLEGE – PROPOSED BACHELOR OF APPLIED SCIENCE IN TEACHER EDUCATION

- Peninsula College aims to have a teaching degree that is affordable, accredited, and easily available for the community.
- This program creates an opportunity for students to remain in their community while earning their teaching credential. Many prospective students in Peninsula College's service district are place-bound; traveling to another institution may take up to five hours each way and result in time away from jobs and families.
- Data show jobs remain unfilled in school districts serving low-income students and students of color in Jefferson and Clallam counties. A survey of potential students showed significant support for this program, especially among individuals currently employed as paraprofessionals and non-certified teaching staff in local school districts.
- This would be Peninsula College's second bachelor's degree program and is expected to serve 20 students per year at full capacity.

PROGRAM PROPOSALS

TAB 4



AppConnect Northwest Consortium

- Bachelor of Science in Computer Science
- Seven College Consortium
 - Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College
- These colleges will leverage their partnership to create opportunities for students to specialize in a variety of elective areas and to share resources around curriculum, faculty, and industry connections

South Puget Sound Community College

- Bachelor of Applied Science in Craft Beverage Management and Quality Assurance
- Builds on SPSCC's two-year Associate in Applied Science in Craft Brewing and Distilling and leverages strong ties with highly skilled and passionate local producers, the Thurston County Economic Development Council, the City of Tumwater and Washington's Department of Commerce.
- This will be SPSCC's first bachelor's degree program.



THANK YOU!

Valerie Sundby

Director, Transfer Education, SBCTC

vsundby@sbctc.edu



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STUDY SESSION

Oct. 19, 2022

Tab 3

Best Employment Practices for Part-time Faculty

Brief Description

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

Working with stakeholder groups, the workgroup was established in July 2017 and conducted its first meeting in August 2017. The workgroup reviewed language in faculty collective bargaining agreements to compile a library of existing contract language representing each of the principles identified in the “the resolution. The resulting report retains these principles and added an 11th related to equity, diversity, and inclusion. The report was finalized in 2019 with a presentation to the Board in March 2019. The faculty issued a separate minority report in addition to the workgroups 2019 report.

In fall 2021, a workgroup reconvened and discussed administering a survey to collect information on the use of the best practices at the colleges. The previously used survey from 2015 was reviewed and edits were suggested. With the help of SBCTC institutional research, a new survey was created and sent out to faculty and administration across campuses within our system in January 2022. The survey asked questions about each of the 11 best practices related to progress, steps taken, and any additional information relevant to the use or adoption of the principles at the colleges.

The workgroup convened again to review the survey results and discuss the successes, and areas of growth, reported via the survey. The best practices report from 2019 was reviewed and updated with the most current examples of local contract language that reflect the various principles. Going forward, the survey will be administered on a three-year cycle similar to that of a typical contract and bargaining cycle.

As a result of the most current efforts of the workgroup, a recommendation was made to facilitate an annual meeting of labor and administration representatives from the colleges who expect to bargain in the coming year. The purpose of this joint meeting is to familiarize participants with the best practices principles and give examples from around the state of how the best practices have been implemented in various ways at the particular colleges. Going forward, this joint meeting will occur annually.

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

How does this item link to the State Board's Strategic Plan?

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

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

Background information and analysis

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

Employment Statistics. Based upon 2021 fall quarter data:

- There are 4,270 state funded part-time faculty (headcount) v. (5,028 in fall 2018). They teach 40% of the system's state funded courses. A decrease of 5% since 2018.
- Part-time faculty teach:
 - 61% of Basic Education for Adults courses
 - 38% of Business & Commerce courses
 - 36% of Business Administration courses
 - 44% of Developmental Education courses
 - 58% of Health & Physical Education courses
 - 34% of Health Science courses
 - 48% of Humanities courses
 - 28% of Mathematics courses
 - 21% of Mechanics & Engineering courses
 - 22% of Natural Science courses
 - 50% of Occupational Support courses
 - 44% of Public Support courses
 - 39% of Science courses
 - 49% of Social Science courses
 - 39% of Data Processing courses
- 43% of state funded part-time faculty (headcount) teach one-third or less of a full-time teaching load; 12% teach between one-third and two-thirds of a full-time teaching load and 46% teach two-thirds or more of a full-time teaching load.
- The average age of system state funded part-time instructors is 51; 20% are people of color and 61% are female. (The average age of full-time faculty is 50; 22% percent are people of color and 57% are female.)

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

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

As directed by the legislation, members of the taskforce focused solely on part-time faculty issues with the intent of identifying overarching principles that represent the best practice in a given employment area. The legislation required the Taskforce to submit its findings to the State Board and other interested parties by Dec. 1, 2005. The report was submitted to the State Board and the Legislature in December 2005. In March 2017, a workgroup reconvened and issued a new report in 2019.

Since adoption of the best practice principles in 2005, State Board staff has surveyed the colleges three times (2007, 2015 and 2022) to update awareness of the best employment practices and to share ideas on their local application. As a result of the 2022 survey (**Attachment A**), an updated report was completed by the workgroup. (**Attachment B**).

Through adoption of Resolution 17-03-22, the State Board re-committed its support for the ten best practice principles and through resolution 19-05-23, added an 11th best practice principle specific to equity, diversity, and inclusion - listed below.

1. **Salary.** Part-time instructors should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work.
2. **Benefit Participation.** Eligible part-time faculty should receive all state mandated benefits, and college provided employee benefits proportionate to those received by full-time faculty.
3. **Faculty Mix.** The ratio of full- to part-time faculty at each college district should be based upon program and student need. The funding necessary to improve services to students through increasing courses taught by full-time faculty should be provided by the Legislature.
4. **Initial Recruitment and Selection.** Part-time faculty should be selected through a structured professional process that is based on the same or similar criteria as applied to full-time faculty.
5. **Job Security.** Upon successfully completing a review period, regularly employed part-time faculty should achieve a form of job security.
6. **Performance Review.** Part-time faculty should be evaluated using comparable criteria, standards and procedures which are applied to evaluate full-time faculty.
7. **Professional Development.** Colleges should assist part-time faculty to identify and address their development needs in ways which are accessible and affordable.
8. **Support Services.** Part-time faculty should be treated with the same professionalism as full-

time faculty and provided the necessary support services to do their jobs.

9. **Communications.** Part-time faculty should be afforded easy access to communications from the college and have the means to communicate with the college community.
10. **Equity, Diversity, and Inclusion.** Washington’s 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.
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.

Potential questions

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

Recommendation/preferred result

The intent of the report is to provide the Board members with a better understanding of employment issues related to part-time faculty. Through the review of the best part-time faculty employment practices, State Board members will also have the opportunity to discuss part-time faculty working conditions and the State Board’s role and authority to influence.

In addition to sharing the results of their work and the 2022 survey results, the workgroup recommends administering the survey every three years and holding an annual meeting of labor and administration representatives from the colleges who expect to bargain in the coming year. The purpose of the joint meeting is to familiarize participants with the Best Practices and give examples from around the state of how the best practices have been implemented at particular colleges.

Policy Manual Change Yes No

Prepared by: Julie Huss, director for human resources
jhuss@sbctc.edu

Tab 3, Attachment A

2022 Part-Time Faculty Employment Best Practices Survey

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1

46

Total Responses

January 2022 Survey Results

Complete Responses: 46

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2

Q1: Please describe your primary role at this college.

Answered: 45 Skipped: 1

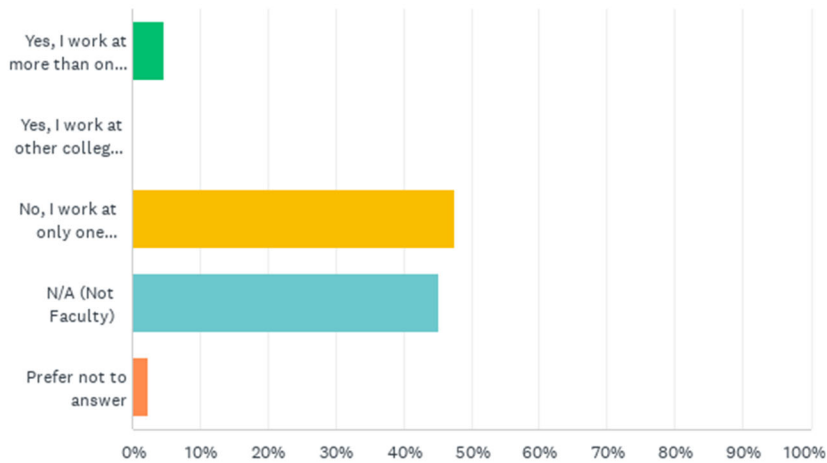
ANSWER CHOICES	RESPONSES	
Administrator (Human Resources)	42.22%	19
Administrator (Other)	11.11%	5
Tenured Teaching Faculty	24.44%	11
Full Time Non-Tenured Teaching Faculty	2.22%	1
Adjunct Teaching Faculty	11.11%	5
Tenured Non-Teaching Faculty	0.00%	0
Full Time Non-Tenured Non-Teaching Faculty	0.00%	0
Adjunct Non-Teaching Faculty	0.00%	0
Other (please specify)	8.89%	4
TOTAL		45

Powered by  SurveyMonkey

3

Q2: If you are faculty, do you work at more than one institution?

Answered: 42 Skipped: 4



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4

Q4: Has the college improved part-time faculty pay rates using local funds?

Answered: 41 Skipped: 5

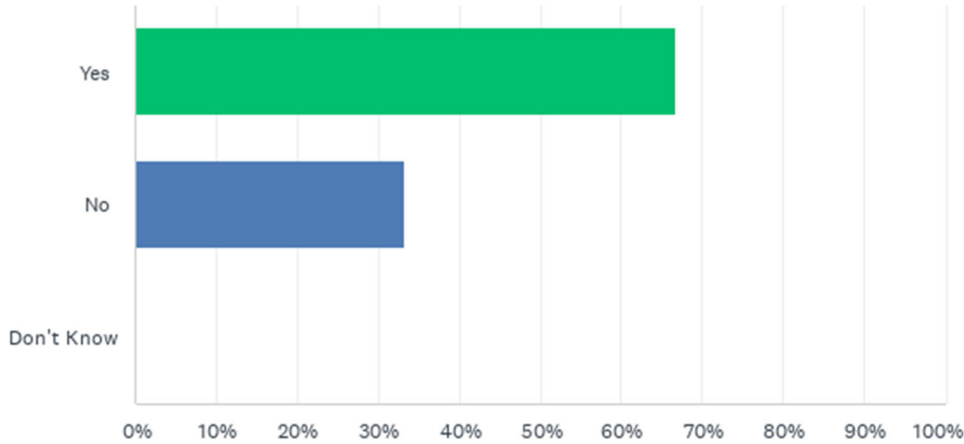
ANSWER CHOICES	RESPONSES	
Yes	65.85%	27
No	29.27%	12
Don't Know	4.88%	2
TOTAL		41

Powered by  SurveyMonkey

5

Q5: Does the college have a part-time salary schedule?

Answered: 42 Skipped: 4



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6

Q6: If the college has a part-time schedule, how do part-time instructors advance? Select all that apply.

Answered: 34 Skipped: 12

ANSWER CHOICES	RESPONSES	
Longevity/Seniority	41.18%	14
Professional Development	29.41%	10
Credits Taught	35.29%	12
Other (please specify)	52.94%	18
Total Respondents: 34		

Powered by  SurveyMonkey

7

Q9: If the college offers non-instructional hourly pay, are part-time faculty eligible?

Answered: 42 Skipped: 4

ANSWER CHOICES	RESPONSES	
Yes	97.62%	41
No	0.00%	0
Don't Know	0.00%	0
N/A	2.38%	1
TOTAL		42

Powered by  SurveyMonkey

8

Q15: Has the college engaged in conversations/discussion/negotiations with faculty, unions, trustees, and/or administrators concerning the mix of full-time and part-time faculty?

Answered: 39 Skipped: 7

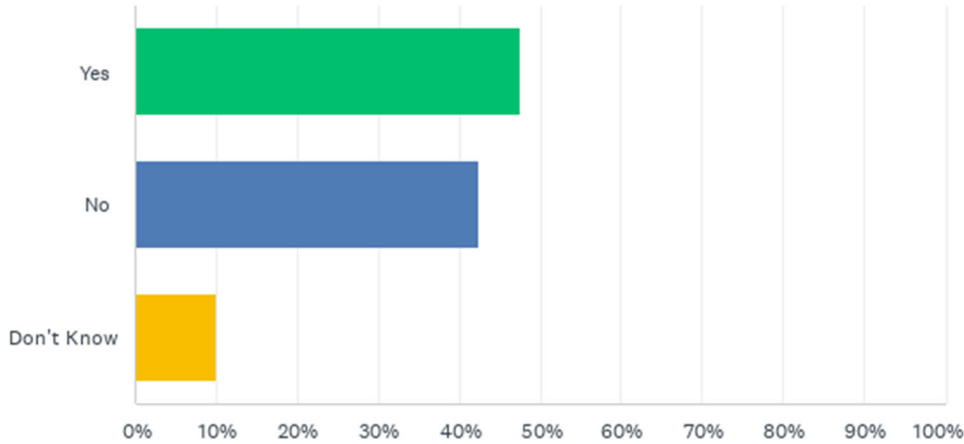
ANSWER CHOICES	RESPONSES	
Yes	82.05%	32
No	17.95%	7
Don't Know	0.00%	0
TOTAL		39

Powered by  SurveyMonkey

9

Q16: Does the college have a policy or procedure for determining how tenure-track faculty positions will be allocated across departments?

Answered: 40 Skipped: 6

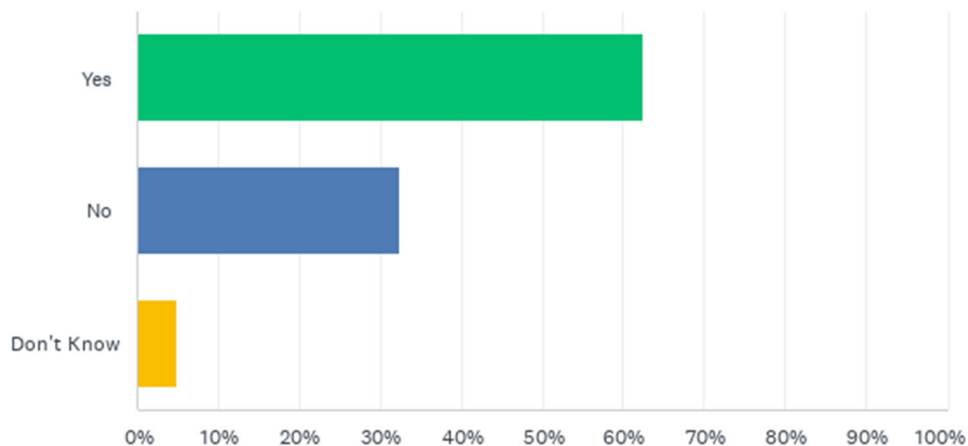


Powered by  SurveyMonkey

10

Q20: When initially filling faculty positions, does the college apply similar qualification criteria to full and part-time faculty?

Answered: 40 Skipped: 6



Powered by SurveyMonkey

11

Q21: In the typical recruitment process for part-time positions, what components does the college use? (check all that apply)

Answered: 40 Skipped: 6

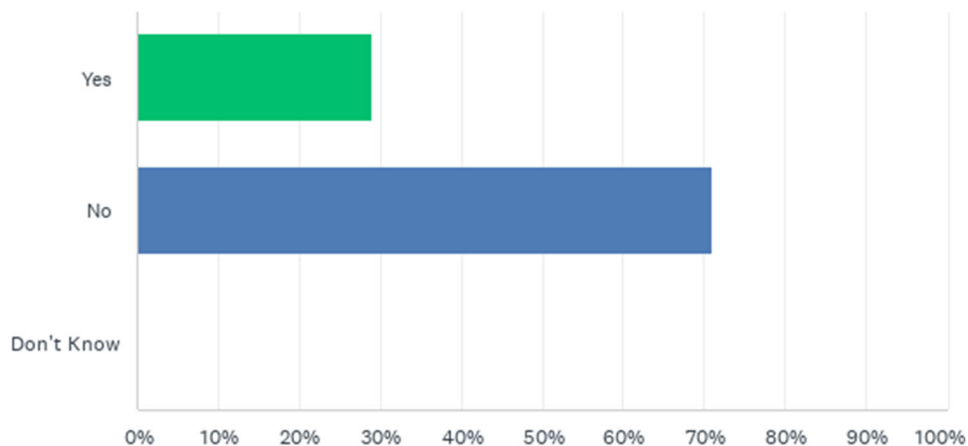
ANSWER CHOICES	RESPONSES	
Advertising	77.50%	31
HR Qualification Screening	62.50%	25
Subject-Matter Screening	72.50%	29
Preliminary Interview	45.00%	18
Single or Final Interview	72.50%	29
Reference Screening	67.50%	27
Equity, Diversity and Inclusion Assessment	40.00%	16
Other (please specify)	25.00%	10
Total Respondents: 40		

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12

Q24: Does the college provide regularly employed, part-time faculty a form of job security at the completion of a review period?

Answered: 38 Skipped: 8



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13

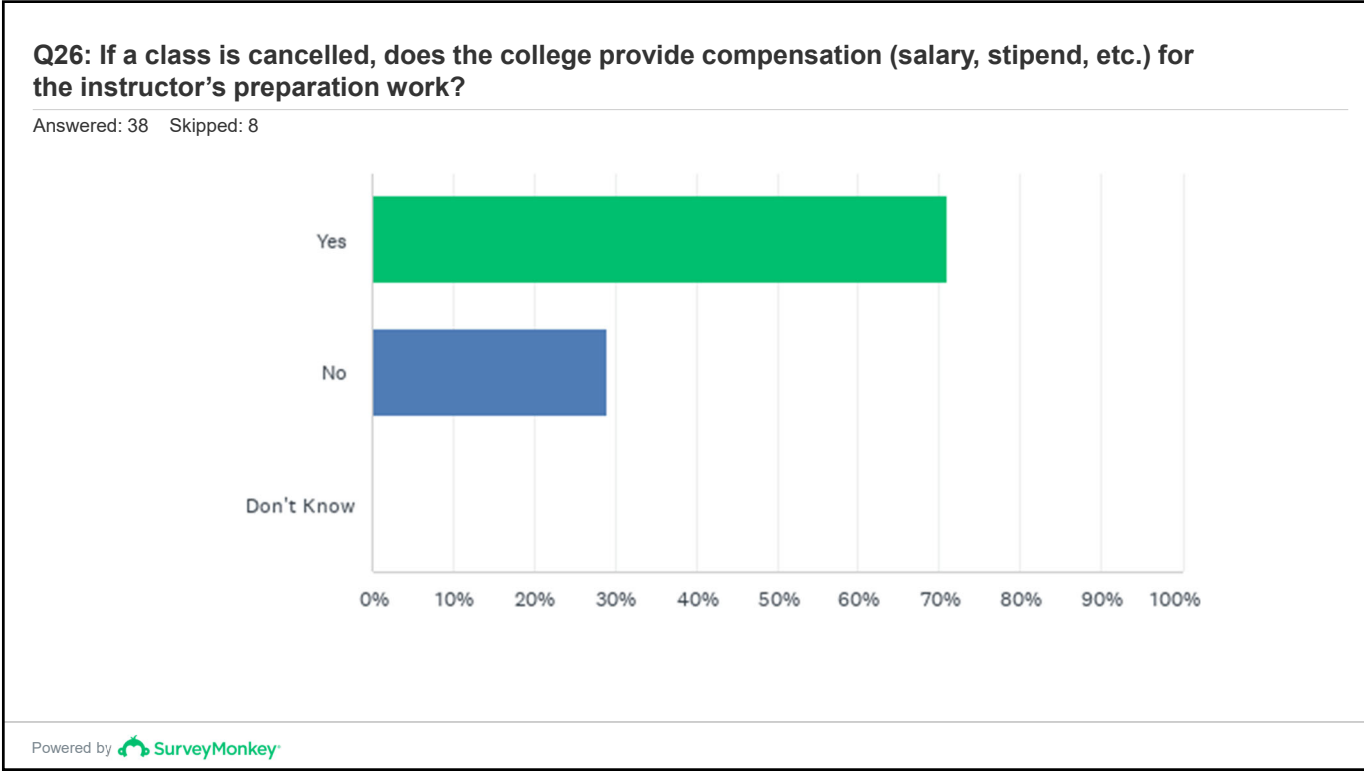
Q25: Which of the following types of contract enhancements does the college offer to part-time faculty? (check all that apply)

Answered: 34 Skipped: 12

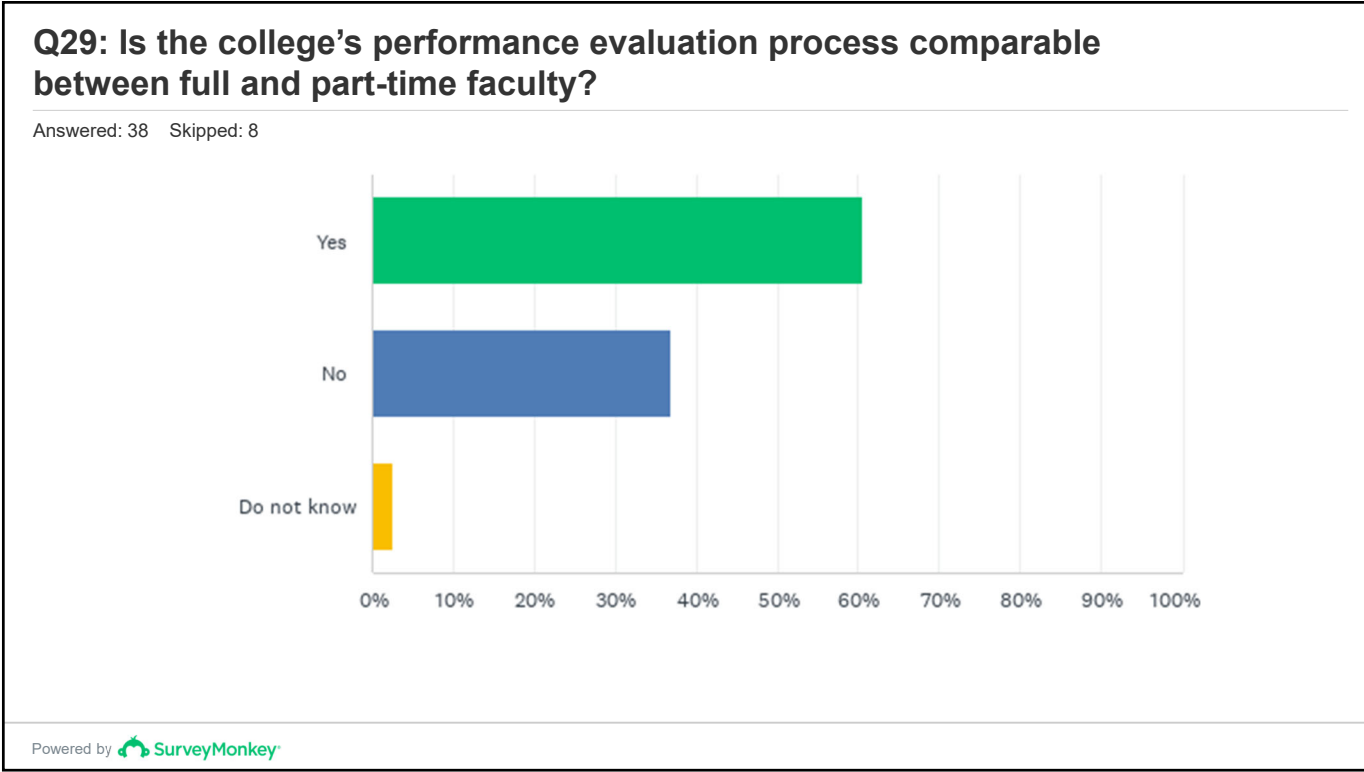
ANSWER CHOICES	RESPONSES	
Multi-quarter contracts	41.18%	14
Annual contracts	26.47%	9
Seniority-based Assignments	23.53%	8
Guarantee of benefits eligibility level of employment	26.47%	9
Priority hiring based on seniority or another factor	23.53%	8
Special designation providing enhanced job security	20.59%	7
Early notification of contract renewal	17.65%	6
Posting name in class schedules	67.65%	23
Routine provision of "reasonable assurance" (RCW 50.44.053)	41.18%	14
Other (please specify)	29.41%	10
Total Respondents: 34		

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14



15



16

Q30: Which of the following components does the college use in performance evaluations for part-time faculty? (check all that apply)

Answered: 38 Skipped: 8

ANSWER CHOICES	RESPONSES	
None of the above	0.00%	0
Student Evaluations	97.37%	37
Department Coordinator Evaluations	34.21%	13
Division Chair Evaluations	36.84%	14
Self Evaluations	39.47%	15
Peer Evaluations	26.32%	10
Group Evaluations	0.00%	0
Mentor Review/Feedback	21.05%	8
Remediation or Improvement Plans	28.95%	11
Other (please briefly describe)	39.47%	15
Total Respondents: 38		

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17

Q32: Does the college terminate or not renew contracts with part-time instructors who poorly perform?

Answered: 38 Skipped: 8

ANSWER CHOICES	RESPONSES	
Yes	78.95%	30
No	5.26%	2
Do Not Know	15.79%	6
TOTAL		38

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18

Q35: What professional development programs does the college offer to part-time faculty? (Check all that apply)

Answered: 38 Skipped: 8

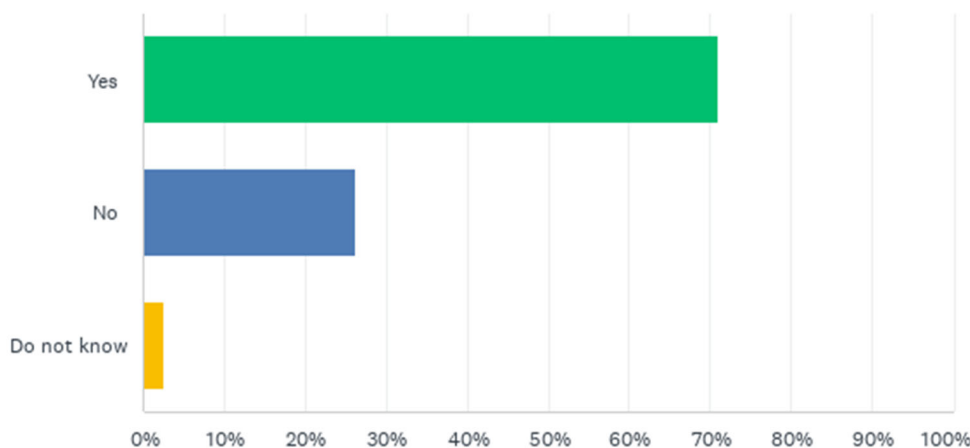
ANSWER CHOICES	RESPONSES	
Professional development offered to both full- and part-time faculty	92.11%	35
Part-time faculty have access to dedicated professional development funds	57.89%	22
Specific funds are earmarked for application to part-time faculty development	39.47%	15
Professional Development Plans are developed for some or all subsets of part-time faculty	26.32%	10
Specific activities/events are developed for part-time faculty development	50.00%	19
Part-time instructors are involved in planning development activities/events	55.26%	21
Have a mentor or peer review program for part-time instructors	23.68%	9
Sabbatical leave for part-time faculty	0.00%	0
Other (please describe)	18.42%	7
Total Respondents: 38		

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19

Q36: Does the college have recognition/awards programs applicable to part-time instructors?

Answered: 38 Skipped: 8

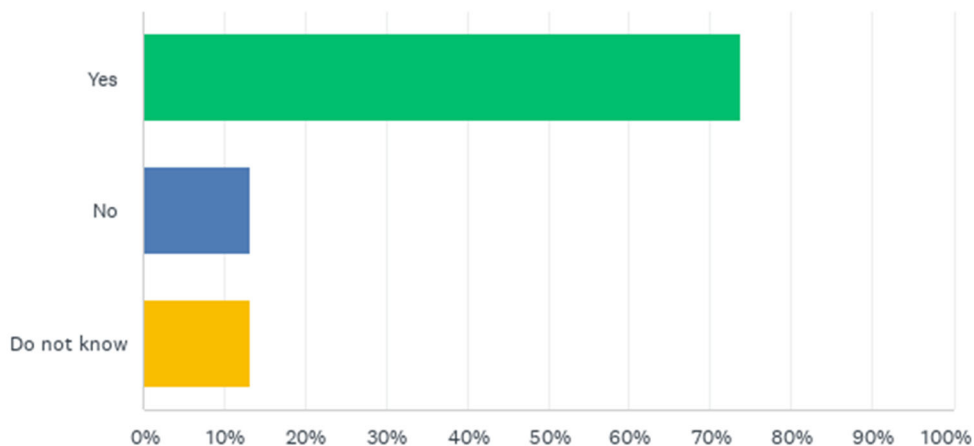


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20

Q38: Does the college offer development activities scheduled at times and places easily accessible to part-time faculty?

Answered: 38 Skipped: 8



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21

Q39: Is professional development a required element in the part-time faculty evaluation process?

Answered: 38 Skipped: 8

ANSWER CHOICES	RESPONSES	
Yes	39.47%	15
No	57.89%	22
Do not know	2.63%	1
TOTAL		38

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22

Q42: Part-time faculty have access to the following (check all that apply):

Answered: 38 Skipped: 8

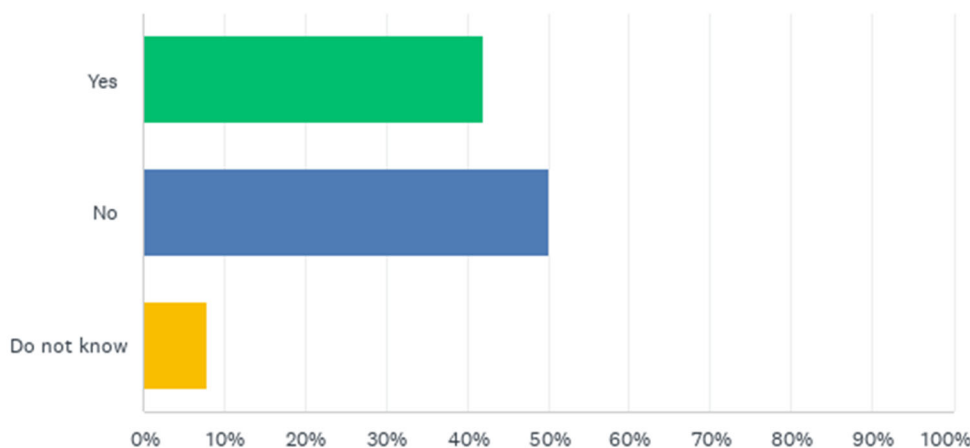
ANSWER CHOICES	RESPONSES	
Computers	89.47%	34
Password protected accounts/files on a shared computer	92.11%	35
Individual e-mail account	100.00%	38
Phone	71.05%	27
Individual voice mail account	73.68%	28
Shared voice mail accounts	7.89%	3
Secured storage (i.e., lockers, desk drawers, etc.) on campus	60.53%	23
Clerical support on same or similar basis as provided to full-time faculty	78.95%	30
Access to copy services on same or similar basis as full-time faculty	97.37%	37
Office space	81.58%	31
Confidential meeting space to meet privately with a student	73.68%	28
Other (please specify)	18.42%	7
Total Respondents: 38		

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23

Q46: Does the college provide letters of intent or appointment notices prior to the start of classes?

Answered: 38 Skipped: 8



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24

Q49: Does faculty leadership have a copy of the Best Practice Recommendations?

Answered: 38 Skipped: 8

ANSWER CHOICES	RESPONSES	
Yes	63.16%	24
No	13.16%	5
Do not know	23.68%	9
TOTAL		38

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25

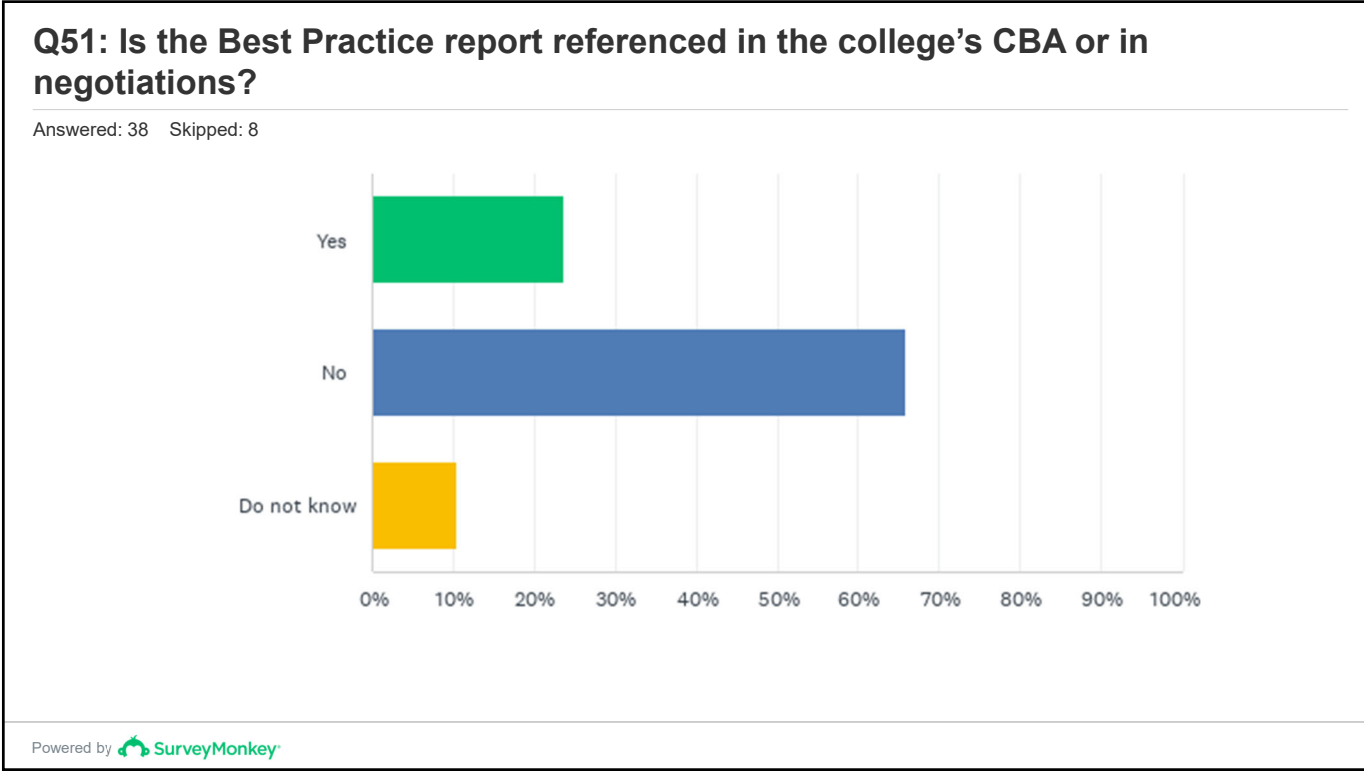
Q50: Does instruction and HR leadership have a copy of the Best Practice Recommendations?

Answered: 38 Skipped: 8

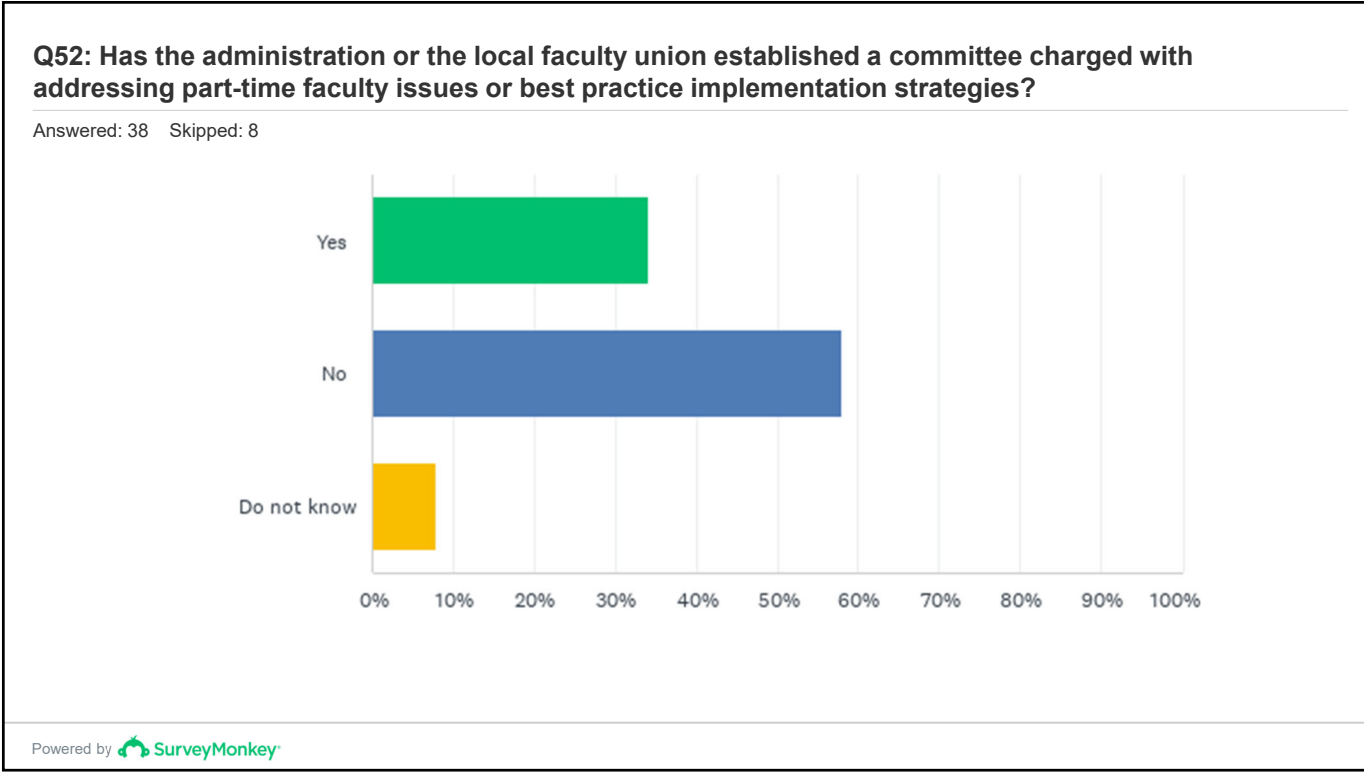
ANSWER CHOICES	RESPONSES	
Yes	52.63%	20
No	0.00%	0
Do not know	47.37%	18
TOTAL		38

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26



27



28

Q55: What steps does the college take to increase the diversity of applicant pools for part-time faculty positions? (check all that apply)

Answered: 37 Skipped: 9

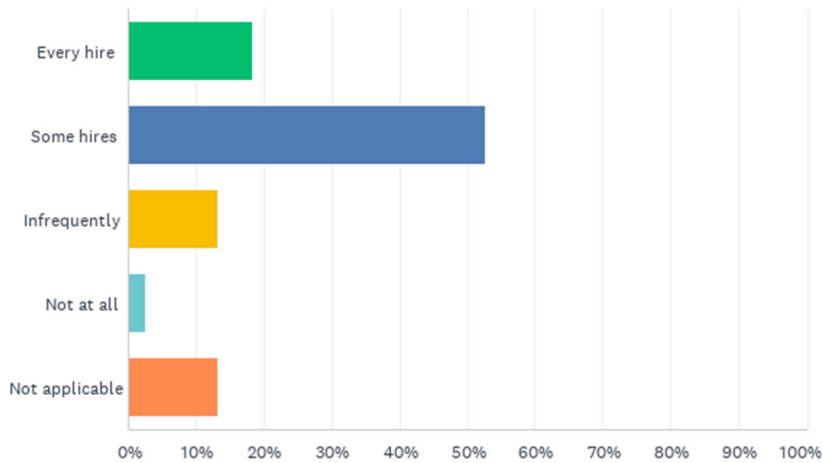
ANSWER CHOICES	RESPONSES
None of the above	8.11% 3
Publicizing adjunct openings to the local community	83.78% 31
Outreach to graduate programs	37.84% 14
Communicate openings with professional organizations and associations for and by Black, indigenous, and other people of color, LGBT people, and women	45.95% 17
Post openings in the newsletters of the Washington Commissions on African American Affairs, Asian Pacific American Affairs, and Hispanic Affairs	18.92% 7
Communicating adjunct openings to community organizations or news outlets targeting historically marginalized groups	35.14% 13
Other (please describe)	21.62% 8
Total Respondents: 37	

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29

Q56: How frequently are the steps you selected in the previous question applied to part-time faculty searches?

Answered: 38 Skipped: 8



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30

Q57: What steps has the college implemented in the adjunct faculty application screening and interview process to increase the overall diversity of part-time faculty hires? (check all that apply)

Answered: 38 Skipped: 8

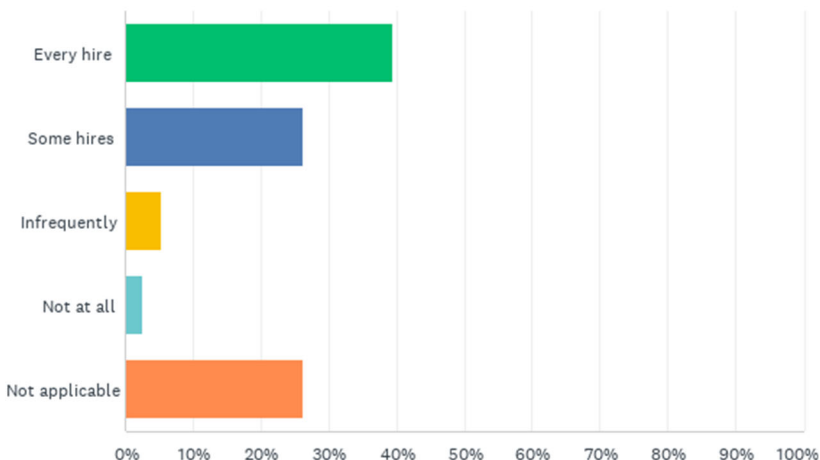
ANSWER CHOICES	RESPONSES	
None of the above	21.05%	8
Establishment of screening committees for part-time faculty positions	31.58%	12
Encouraging more diverse and inclusive screening committees for part-time faculty positions	34.21%	13
Standardization of processes for application screening and interviews	42.11%	16
EDI training for screening committees for part-time faculty positions	36.84%	14
EDI training for employees with hiring authority (organizational or delegated)	57.89%	22
Other (please describe)	18.42%	7
Total Respondents: 38		

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31

Q58: How frequently are the steps you selected in the previous question applied to part-time faculty searches?

Answered: 38 Skipped: 8



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32

Q59: What programs are in place to support current part-time faculty from historically marginalized groups? (check all that apply)

Answered: 37 Skipped: 9

ANSWER CHOICES	RESPONSES	
None of the above	27.03%	10
Equity-minded mentoring or coaching	10.81%	4
Affinity group invitations to part-time faculty	32.43%	12
EDI training for employees with supervisory authority (organizational or delegated) over part-time faculty	62.16%	23
EDI-aware evaluations of teaching	18.92%	7
Other (please describe)	10.81%	4
Total Respondents: 37		

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2022 BEST EMPLOYMENT PRACTICES FOR PART-TIME/ADJUNCT FACULTY

Workgroup Report October 2022

In fall 2021, a workgroup reconvened to discuss the adjunct best practice principles. The group discussed administering a new survey to the colleges with the intent of gathering information on the use of the best practices at the colleges. The information collected would also be used to determine next steps related to this work. The previously used survey from 2015 was reviewed and edits were suggested. With the help of SBCTC institutional research, a new survey was created and sent out to faculty and administration across campuses within our system in January 2022. The survey asked questions about each of the 11 best practices related to progress, steps taken, and any additional information relevant to the best practice principles on the individual campuses.

The workgroup reviewed the results of the 2022 survey and in turn, updated the Best Practices report appendices with the local contract language that has been adopted to achieve those successes at the colleges.

As a result of this work, it is proposed the survey will be administered on a three-year cycle similar to that of a typical contract and bargaining cycle with administration and labor disseminating and encouraging completion of the survey.

The workgroup also proposes an annual meeting of labor and administration representatives from the colleges who expect to bargain in the coming year. The purpose of the joint meeting would be to familiarize participants with the Best Practices, provide examples and resources in how the best practices have been implemented in various ways at the particular colleges.

Contained in this report is an update on progress, and areas for growth, for each of the best practices. 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.

Participants

Administrative Services/Business Officers

- Nolan Wheeler – Lower Columbia College

Human Resources

- Camilla Glatt – Columbia Basin College
- Mark Brunke – Green River College
- Kendra Sprague – Lower Columbia College
- Lesley Hogan – Renton Technical College

WEA representatives

- James Peyton – Highline College
- Tobi Rosenberg – Bellevue College

AFT-Washington Representatives

- Jacqui Cain – Pierce College
- Karen Strickland – AFT
- Enrie Marusya – AFT

Facilitator

- Julie Huss – 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 (SBCTC) 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 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.

In 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.”

The Best Practices Workgroup, in meeting the conditions in SBCTC Resolution 17-03-22, met from August 2017 to Fall 2018, to review and recommend draft language as a resource for possible use in contract negotiations throughout the state.

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 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.

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.

The report was finalized in 2019 with a presentation to the Board in March 2019. The faculty issued a separate minority report in addition to the workgroups 2019 report. The reports can be found at: [Part-Time Faculty Employment Best Practices | SBCTC](#).

One of the recommendations from the 2019 work and report was to add an 11th best practice centered in diversity, equity and inclusion. The Board adopted best practice 11, through resolution 19-05-23.

Work reconvened in late 2021 and continued into 2022. The best practices survey was refreshed and readministered to college administration and faculty. The 2005 and 2019 best practices remain the same and served as the framework to view progress in the different areas as well as update the collective bargaining resources bank.

Process

A call for workgroup participants was made in late 2021 with the goal of reviewing and refreshing the best practices survey. The group reviewed the previously used survey and made suggestions and edits to the language and questions as well as added the 11th best practice principle to the survey tool. The survey was disseminated to college administration and college faculty at the end of January 2022 with a response date the end of February 2022. College administration were asked to coordinate their responses.

Survey results were compiled, assembled, and disaggregated over the next several months with results being shared with workgroup participants to inform next steps and completion of this report.

The descriptions of the principles, considerations, and recommendations provided in the 2019 report remain relevant and appropriate. They are provided below for additional context and reaffirmation.

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.

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 A¹

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.

¹ Please note referenced Appendices (A-K) have been omitted from this attachment. The complete report with appendices can be found at [Part-Time Faculty Employment Best Practices | SBCTC](#)

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 -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 college 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 community and technical college faculty, who serve for five, 10, 20, 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. Washington’s 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 easy to recruit, 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 the SBCTC’s 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.
- Reconvene a workgroup to review the 2022 survey prior to re-administering in 2025 with the goal of measuring progress of the BP principles
 - Comprised of:
 - Administration
 - Faculty, including part-time employees
 - Institutional research
- Produce and distribute BP principles report prior to:
 - February of each biennium.
 - WACTC Commission assess budgetary ask.
 - Hold an annual meeting of labor and administration representatives from the colleges who expect to bargain in the coming year to familiarize participants with the Best Practices, provide examples and resources in how the best practices have been implemented in various ways at the particular colleges.

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 11 best part-time faculty employment practices. 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 are being submitted to the State Board for consideration. Representatives of the workgroup are available to attend a State Board meeting to answer questions.

CONSENT ITEM (RESOLUTION 22-10-45)

Oct. 20, 2020

Tab 4a

AppConnect Northwest Consortium - Proposed Bachelor of Science in Computer Science

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for bachelor of science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

The AppConnect Northwest (AppConnect NW) consortium is composed of seven colleges working collaboratively to propose a new Bachelor of Science Degree in Computer Science. Consortium colleges include Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College. The colleges in the AppConnect NW consortium have a four-year history of collaborating on curriculum development and industry partnerships that has proven to create more opportunities for students.

This consortium was developed as part of a National Science Foundation grant to educate industry on the Bachelors of Applied Science (BAS) degree in Software and Application Development. Through this collaboration, the seven colleges have found a variety of best practices that have helped the development of new degrees, strengthened faculty connections, and have gotten more access to industry.

The proposed Bachelor of Science in Computer Science degree will have many unique aspects that set it apart from existing degrees in the state:

- **Exceptional faculty** – Each participating institution has identified experienced computer science faculty to participate in the construction of this degree. Working in a consortium style, faculty will have the opportunity to collaborate on projects, share resources and best practices, and resolve any program issues as they come up. Class sizes are small, therefore giving students more interaction and support from faculty.
- **Flexible program design** – This Bachelor of Science in Computer Science will utilize multiple modalities to create learning opportunities that will be beneficial to a broad range of students.
- **Extensive Student Support Services** – As community and technical colleges, the participating colleges are experienced in serving non-traditional student populations. Each campus has programs and services that can offer financial, academic and personal support services. Several of the AppConnect NW colleges are currently supporting Bachelor of Applied Science in Software Development students with a robust mentorship program, Mentors in Tech. This program, established by Microsoft Teals founder Kevin Wang, serves to support students from non-traditional IT programs in successfully securing internships and jobs through guidance and interview preparation. The colleges plan to offer this same level of support to Bachelor of Science in Computer Science students.

The colleges represented in AppConnect NW have forged an innovative partnership to build a new degree program that meets the needs to students and employers alike. Their collaborative approach leverages resources from around the CTC system and will serve as a model for future program development.

The AppConnect NW consortium presented the Bachelor of Science in Computer Science Statement of Need during the May 2022 State Board meeting. Since that time, the consortium's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes.

Potential questions

- Do these degrees meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 22-10-45 approving AppConnect Northwest Consortium - Proposed Bachelor of Science in Computer Science

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-10-45

A resolution to approve AppConnect Northwest Consortium’s application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Substitute Senate Bill 5401, passed by the 2021 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve bachelor of science in computer science degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college bachelor of science in computer science degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that the AppConnect Northwest Consortium’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize the colleges represented by the AppConnect Northwest Consortium (Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College) to offer the Bachelor of Science degree in Computer Science;

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

APPROVED AND ADOPTED on Oct. 20, 2020

Attest

Paul Francis, secretary

Phyllis Gutierrez Kenney , chair

CONSENT ITEM (RESOLUTION 22-10-46)

Oct. 20, 2020

Tab 4b

South Puget Sound Community College - Proposed Bachelor of Applied Science in Craft Beverage Management and Quality Assurance

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for bachelor of science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

The craft beverage industry has grown substantially over the last ten years and is predicted to continue to grow both nationally and in Washington State. In just 20 years, brewery, distillery, and winery jobs almost doubled. Training opportunities to support new employees in entering this rapidly evolving industry have not come close to keeping pace with growth and demand. Washington ranks third among states in numbers of craft breweries and sixth in breweries per person and generates

over \$1.6 billion in direct economic impact, employing 14,782 full-time employees with an average wage of over \$44,000. In Thurston County alone, that activity translates into 150 direct jobs, another 100 indirect jobs, and \$10 million in economic impact.

In building its two-year Associate in Applied Science in Craft Brewing and Distilling, South Puget Sound Community College forged strong ties, first, to highly skilled and passionate local producers, aided by the Thurston County Economic Development Council in securing an Innovation Partnership Zone (IPZ) for Craft Brewing and Distilling from Washington's Department of Commerce.

Today, South Puget Sound Community College's two-year program occupies a state-of-the-art facility, constructed through industry and community partnerships designed to showcase the most advanced and sustainable technologies available to the craft beverage industry. This proposed bachelor's reflects the college's mission to weave together the interests of students, regional business-owners, and economic development leaders to provide new opportunities for success across the institution's stakeholders.

South Puget Sound Community College presented the Bachelor of Applied Science in Craft Beverage Management and Quality Assurance Statement of Need during the February 2022 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering industry input and finalizing curriculum. This will be South Puget Sound Community College's first bachelor's degree.

Potential questions

- Do these degrees meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 22-10-46 approving South Puget Sound Community College - Proposed Bachelor of Applied Science in Craft Beverage Management and Quality Assurance

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-10-46

A resolution to approve South Puget Sound Community College's application to offer a Bachelor of Applied Science in Craft Beverage Management and Quality Assurance upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that South Puget Sound Community College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize South Puget Sound Community College's Bachelor of Applied Science degree in Craft Beverage Management and Quality Assurance;

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

APPROVED AND ADOPTED on Oct. 20, 2022

Attest

Paul Francis, secretary

Phyllis Gutierrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-10-47)

Oct. 20, 2022

Tab 4c

Bellevue College property acquisitions, 2615 146th Ave. SE and 14547 SE 26th St. in Bellevue, Washington

Brief Description

Bellevue College seeks to purchase the properties located at 2615 146th Ave. SE and 14547 SE 26th St. in Bellevue, Washington for approximately \$2,450,000.

How does this item link to the State Board's Strategic Plan?

This project supports enrollments and completions by providing expanded campus facilities.

Background information and analysis

Bellevue College has identified the need to acquire adjacent neighborhood properties in their current master plan. Other residential properties in the area have already been purchased by the college. The property at 2615 146th Av. SE consists of a 1,470 square foot residence and 0.38 acre lot. The property at 14547 SE 26th S. consists of a 1,560 square foot residence and 8,712 square foot lot. A map showing the properties relative to the existing campus is in Attachment A.

Bellevue College plans to use the properties for a future maintenance yard and additional campus parking.

The total cost to purchase the property at 2615 146th Ave. SE is estimated to be \$1,400,000. The total cost to purchase the property at 14547 SE 26th St. is estimated to be \$1,050,000. Any operation, maintenance, repairs or renovations in the future will be paid from local funds. The college will obtain appropriate expenditure authority for future capital work.

The Bellevue College Board of Trustees approved this property acquisition on Aug. 25, 2022. The college is working with the Department of Enterprise Services for these purchases.

Potential questions

- Is this project consistent with the State Board's goal of supporting enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 22-10-47 giving Bellevue College authority to spend up to \$2,450,000 in local funds to purchase the properties located at 2615 146th Ave. SE and 14547 SE 26th St. in Bellevue, Washington in the name of the State Board for Community and Technical Colleges.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu

Bellevue College Campus Master Plan



LEGEND
Proposed Buildings
Existing Buildings



PERKINS+WILL
SWIFT COMPANY
DAE
MAGNUSON
ELEMENTAL

BELLEVUE COLLEGE CAMPUS MASTER PLAN / FEBRUARY 2017



**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-10-47**

A resolution relating to Bellevue College's request to purchase the properties located at 2615 146th Ave. SE and 14547 SE 26th St. in Bellevue, Washington for approximately \$2,450,000.

WHEREAS, the college has identified the need to acquire adjacent neighborhood properties in the current campus master plan; and

WHEREAS, the purchase of the properties will provide campus parking and a campus maintenance yard; and

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

WHEREAS, total estimated cost to purchase the property at 2615 146th Ave. SE is estimated to be \$1,400,000 and 14547 SE 26th St. is estimated to be \$1,050,000; and

WHEREAS, Bellevue College's Board of Trustees, approved these property acquisitions on Aug. 25, 2022; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to \$2,450,000 in local funds to purchase the properties located at 2615 146^h Ave. SE and 14547 SE 26th St. in Bellevue, Washington in the name of the State Board for Community and Technical Colleges; and

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

APPROVED AND ADOPTED on Oct. 20, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-10-48)

Oct. 20, 2022

Tab 4d

Olympic College lease for construction trades technology program at the Shelton campus

Brief Description

Olympic College is seeking approval to lease warehouse space from the Port of Shelton to house a construction trades program for the Shelton campus.

How does this item link to the State Board's Strategic Plan?

This project supports enrollments and completions by providing expanded campus facilities, program offerings, and strengthens community partnerships.

Background information and analysis

Olympic College has identified a need for a construction trades program in the Shelton community. In February 2020, the College hosted a Shelton campus event to share information about the potential for starting a construction trades technology program and to hear from members of the community. Twenty-five people attended the event, and all expressed strong support for developing the program.

A new one-year certificate of completion in construction trades technology will be offered in the leased space. The program will prepare graduates for careers in the residential and light construction industry as carpenter's helper, construction laborer, and construction apprentice.

The College has identified a 5,000 square foot steel warehouse building on 0.25 acres owned by the Port of Shelton at the Sanderson Field Business Park. The total cost to lease the warehouse for 36-months is \$126,420 (\$2,633.75 per month for a 36-month lease plus a \$31,605 surety bond).

The lease cost and operations and maintenance are anticipated to be covered indirectly by revenues generated by program enrollments. Any shortfalls will be covered by the College's General Fund or local Strategic Investment funds.

The building will require some tenant improvement to support the shop equipment required by Construction Trades Program such as increasing electrical service capabilities and improving internet/data capabilities. Future improvements will likely include:

- 1) addition of an enclosed classroom within the existing building envelope to allow for both classroom and shop activities to occur simultaneously, and
- 2) exterior fencing to enclose a yard for secure storage of construction supplies and materials.

One time tenant improvement costs are estimated at \$125,000 and are expected to be paid for with gifts, grants, or local institutional reserve funds.

Because the site is neither contiguous to the existing Shelton campus nor was it contemplated in the most recent master plan, approval of the lease requires State Board approval for the college to enter into the lease per State Board policy 6.50.30.

Potential questions

- Will the leased facility and program be consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 22-10-48 authorizing Olympic College to enter into a lease with the Port of Shelton for a warehouse building to create and house a construction trades technology certificate program. The Department of Enterprise Services Real Estate Services will execute the lease on behalf of the college and State Board.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu





STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-10-48

A resolution relating to Olympic College's request to lease a warehouse building from the Port of Shelton to create and house a construction trades technology certificate program associated with the Shelton campus.

WHEREAS, Olympic College has a branch campus located in the south end of its district in the City of Shelton, Mason County; and

WHEREAS, through community outreach, Olympic College identified the need and found strong support for a construction trades technology program in the Shelton community; and

WHEREAS, a construction trades technology program will prepare graduates for careers in the residential and light construction industry as carpenter's helper, construction laborer, and construction apprentice; and

WHEREAS, a diverse program advisory committee was formed to provide ongoing program support and curriculum guidance; and

WHEREAS, current facilities at the Shelton branch campus do not provide the physical space needs required for a construction trades technology program; and

WHEREAS, leasing an approximately 5,000 square foot warehouse at the Port of Shelton Business Park will allow the college to meet its vision and expand education programs and community partnerships in the Shelton community; and

WHEREAS, State Board policy 6.50.30 requires State Board approval for agreements relating to acquiring property that is neither contiguous to an existing owned college site or within a master plan area of an existing primary campus; and

WHEREAS, the college will work with the Department of Enterprise Services to develop the lease; and

WHEREAS, the total cost to lease the warehouse for 36-months is \$126,420; and

WHEREAS, the lease costs and operational and maintenance costs are anticipated to be covered indirectly by revenues generated by program enrollments, and any shortfalls will be covered by the College's General Fund or local Strategic Investment funds.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to work through the Washington State Department of Enterprise Services to execute a lease for a 5,000 square foot warehouse building to offer a construction trades technology program at the Shelton campus; and

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

APPROVED AND ADOPTED on Oct. 20, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-10-49)

Oct. 20, 2022

Tab 4e

Spokane Community College local capital expenditure authority increase for Building 19 renovations

Brief Description

Spokane Community College seeks to spend up to an additional \$11,000 in local funds to complete renovations in Building 19 for the Heavy Equipment program.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention by providing safe and modern facilities.

Background information and analysis

Spokane Community College is completing final renovations of Building 19 for the Heavy Equipment program. The college has combined \$1,437,000 in state funds and \$450,000 in local funds approved in State Board Resolution 21-10-53 for this work.

Final project costs are estimated to be \$1,898,000 leaving a shortfall of \$11,000.

The Spokane Community College chief financial officer, under delegated authority by the Community Colleges of Spokane Board of Trustees approved this local capital expenditure request increase on Aug. 25, 2022.

Potential questions

- Is this project consistent with the State Board's goal of supporting enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 22-10-49 giving Spokane Community College authority to spend up to \$11,000 in additional local funds to complete Building 19 renovations for the Heavy Equipment program.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-10-49**

A resolution relating to Spokane Community College's request to spend up to an additional \$11,000 in local funds to complete Building 19 renovations for the Heavy Equipment program.

WHEREAS, Spokane Community College is using \$1,437,000 in state funds and \$450,000 in local funds approved in State Board Resolution 21-10-53 to complete Building 19 renovations for the Heavy Equipment program; and

WHEREAS, final estimated project costs are \$1,898,000, leaving a shortfall of \$11,000 and

WHEREAS, Spokane Community College's chief financial officer, under delegated authority by the Community Colleges of Spokane Board of Trustees approved this local capital expenditure request increase; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to an additional \$11,000 in local funds to complete Building 19 renovations for the Heavy Equipment program; and

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

APPROVED AND ADOPTED on Oct. 20, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-10-50)

Oct. 20, 2022

Tab 4f

Highline College local capital expenditure authority increase for Building 23 elevator repairs

Brief Description

Highline College seeks to spend up to an additional \$100,000 in local funds to complete repairs of the Building 23 elevator.

How does this item link to the State Board's Strategic Plan?

This project supports student success and retention by providing safe and modern facilities.

Background information and analysis

Highline College is replacing the hydraulic jack elevator in Building 23 with an electric traction elevator. The college is currently using \$286,000 in Minor Works state funding as well as \$700,000 in local funds approved by the State Board Executive Director on Oct. 19, 2021.

Final project costs are estimated to be \$1,086,000 leaving a shortfall of \$100,000.

The Highline College vice president of administrative services, under delegated authority by the Highline College Board of Trustees approved this local capital expenditure request increase on Sept 27, 2022.

Potential questions

- Is this project consistent with the State Board's goal of supporting enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 22-10-50 giving Highline College authority to spend up to \$100,000 in additional local funds to complete the Building 23 elevator repairs

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-10-50**

A resolution relating to Highline College's request to spend up to an additional \$100,000 in local funds to complete repairs of the Building 23 elevator.

WHEREAS, Highline College is currently replacing the hydraulic jack elevator in Building 23 with an electric traction elevator; and

WHEREAS, the college is using \$286,000 in Minor Works project state funds and \$700,000 in local funds approved by the State Board Executive Director on October 19, 2021; and

WHEREAS, final estimated project costs are \$1,086,000, leaving a shortfall of \$100,000 and

WHEREAS, Highline College's vice president of administrative services, under delegated authority by the Highline College Board of Trustees approved this local capital expenditure request increase on Sept. 27, 2022; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Highline College to spend up to an additional \$100,000 in local funds to complete elevator repairs in Building 23; and

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

APPROVED AND ADOPTED on Oct. 20, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-10-51

A resolution relating to congratulating Dr. Christine Johnson on her retirement after 12 years of service as the chancellor of the Community Colleges of Spokane.

WHEREAS, Dr. Christine Johnson is retiring from the Community Colleges of Spokane, after serving as chancellor for the past 12 years;

WHEREAS, A first-generation student, Dr. Johnson is a lifelong educator, beginning her career in 1976 as a high school English and Spanish teacher, becoming a principal, a position for which she was recognized in 1986 as Colorado Principal of the Year, and executive director for Littleton Public Schools before moving into higher education administration with positions at the University of Colorado Denver, the Colorado Community College system, and the Community College of Denver;

WHEREAS, Upon being appointed chancellor, Greg Bever, then chair of the Community Colleges of Spokane Board of Trustees, called Dr. Johnson “a change master and problem solver who is unafraid to take on challenges and looks for opportunities to build consensus.”

WHEREAS, As chancellor, Dr. Johnson launched innovative initiatives in cybersecurity, a Grants and Sponsored Research department, online and competency-based education, and a cross-border partnership with Selkirk College in southeastern Canada to better serve First Nations communities;

WHEREAS, Dr. Johnson volunteers her time in the greater-Spokane community for organizations like Washington STEM, Greater Spokane, Inc., Gonzaga University Board of Trustees, Eastern Washington University’s Advisory Council, and the Washington State University Medical School President’s Advisory Council, as well as being called upon by six United States Secretaries of Education for her insights into national education policy through service on national boards and commissions;

WHEREAS, Dr. Johnson’s dedication to the students, faculty, and staff of the Community Colleges of Spokane solidified its already strong reputation of putting students first, providing them with an excellent education that transforms their lives and expands their opportunities;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges hereby congratulates Dr. Christine Johnson for her years of distinguished service to thousands of students and many communities. The State Board offers its congratulations and best wishes.

APPROVED AND ADOPTED on Oct. 20, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair



SPECIAL STATE BOARD MEETING MINUTES

Tuesday, Aug. 23, 2022

Board members

Phyllis Gutiérrez Kenney, Chair // Crystal Donner, Vice Chair // Jay Reich // Carol Landa McVicker
Ben Bagherpour // Fred Whang // Chelsea Mason-Placek // Martin Valadez // Mack Hogans

Paul Francis, Executive Director // Julie Walter, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Welcome

Chair Phyllis Gutiérrez Kenney called the meeting to order at 1 p.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Phyllis Gutiérrez Kenney note that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Carol Landa McVicker, seconded by Crystal Donner, and unanimously approved by the Board the agenda for the Aug. 23, 2022, Special State Board meeting.

Approval of Consent Agenda

- a. Centralia College, property acquisition
Resolution 22-08-39
- b. Olympic College, increase of local expenditure authority
Resolution 22-08-40
- c. Skagit Valley College, local expenditure authority
Resolution 22-08-41
- d. Wenatchee Valley College, property acquisition
Resolution 22-08-42
- e. June 30, 2022, State Board Meeting Minutes

Motion: Moved by Martin Valadez seconded by Carol Landa McVicker and unanimously approved by the Board the adoption of the Aug. 23, 2022, consent agenda.

Executive Director Report

Chair, Phyllis Gutiérrez Kenney welcomed Paul Francis, Executive Director to his first official State Board meeting since being hired as Executive Director.

Executive Director, Paul Francis reported on the following topics:

- Senator Murray's Aug. 18 press event on the [CHIPS and Science Act](#).
- 2022 ACCT Pacific Region award recipients
 - Faculty Member: Dr. James Chen, South Sound Community College
 - Chief Executive Officer: Dr. Christine Johnson, chancellor, Community Colleges of Spokane
- \$1.8 million Department of Education grant for the Open ProfTech project.

WACTC Report

Chris Bailey, WACTC president, reported on the July 6-8 WACTC retreat.

Consideration of 2023-25 Biennial Operating Budget Proposal (Resolutions 22-08-43)

Over the last several months the college system has been collaborating on a series of budget requests to strengthen student success in a post-pandemic world. At this meeting, the State Board was asked to approve an outline of the maintenance and policy-level budget requests and grant authority to the executive director to submit the final budget to the Governor and Legislature in mid-September.

The community and technical college system presidents and State Board members have agreed on the importance of four key budget priorities: 1.) increased compensation, 2.) adequate funding for high-cost/high-demand programs, 3.) support for Equity, Diversity, and Inclusion (EDI) initiatives, and 4.) modernizing the system's capacity for hybrid learning.

Budget requests have two tiers, maintenance level and policy level. Maintenance-level requests reflect funding needed to continue current service levels or carry out policies already enacted by the Legislature. Policy-level requests are focused on new funds that would allow colleges to improve the quality or quantity of educational services provided to their students and communities.

Motion: Moved by Crystal Donner seconded by Carol Landa McVicker and unanimously approved by the Board the adoption of Resolution 22-08-43 approving the 2023-25 Biennial Operating Budget Proposal and granting the Executive Director authority to adjust consistent with Board member discussion and submit the final budget to the Governor and Legislature.

Consideration of North Seattle College Ground Lease for Affordable Housing (Resolution 22-08-44)

North Seattle College is seeking approval to negotiate a lease of property rights to Bellwether Housing and Chief Seattle Club for construction, maintenance, and operation of affordable housing on the North Seattle College campus. North Seattle College has worked with the Bellwether Housing and Chief Seattle Club to develop a proposal to satisfy requirements of the State Board before executing a ground lease.

In the initial stage of the development process this space was envisioned to include a longhouse. As the Board was informed, both the College and Bellwether Housing/Chief Seattle Club decided that rather than sharing space it would be best to develop a facility dedicated to serving the College's needs. The elimination of the longhouse also lessens the acreage required to lease, and gives the college dedicated rather than shared space.

This dedicated space will enable the creation of an Intellectual House for North Seattle College. The Intellectual House will be a multi-service/multi-cultural learning and gathering space for American Indian and Alaska Native students, faculty, and staff, as well as others from various cultures and communities. The Intellectual House will be centered on developing relationships between Tribal communities and the Seattle Colleges community and as a resource for student recruitment and retention. Since the Intellectual House will be owned by the college, the college can ensure its use for this intended purpose long-term.

The State Board established conditions in resolution 21-03-10 for the college to adhere to. An update of the project was given during this presentation describing what has changed and requested authorization to begin drafting a ground lease for State Board review.

Motion: Moved by Chelsea Mason-Placek seconded by Martin Vladez and unanimously approved by the Board the adoption of Resolution 22-08-44 approving the North Seattle College authorizes North Seattle College to enter formal negotiations for a ground lease with Bellwether Housing and Chief Seattle Club for the development of affordable housing and space in condominium for the college on the North Seattle College campus.

ACT Report

Greg Dietzel, ACT president reported on the following:

- Aug. 18-19, 2022 Board of Directors retreat
- Sept. 13, 2022 Trustee Tuesday: Back to School
- Nov. 17-18, 2022 Fall Conference

Public Comment

No public comments.

Board Discussion

Phyllis Gutiérrez Kenney thanked the Board members for their time and the State Board staff for their presentations.

Adjournment/next meeting

There being no further business, the State Board adjourned its Aug. 23, 2022, special meeting at 4 p.m. The next meeting will be Dec. 7-8, 2022.

Paul Francis, Secretary

Phyllis Gutiérrez Kenney, Chair

REGULAR ITEM

Oct. 20, 2022

Tab 5

Long-Term Advocacy Task Force Update

Brief Description

The Board will hear an update on the Sept. 13, 2022 meeting of the Long-Term Advocacy and Communications Task Force from State Board member Chelsea Mason-Placek, who is now serving as task force chair.

How does this item link to the State Board's Strategic Plan?

This item is consistent with strategy four of the State Board's strategic plan: "Strengthen advocacy and community partnerships."

Background information and analysis

Established by the State Board in 2017, the Long-Term Strategic Advocacy and Communications Task Force works to strengthen and expand our system's advocacy network so more people and organizations actively promote funding for, and support of, community and technical college students and the colleges that serve them.

Through the task force, system stakeholders work to build long-term advocates within the Legislature, the Governor's Office, local organizations, business and labor organizations, ethnic commissions and other influential groups.

By bringing together all sectors of our system, the task force helps ensure our system has a consistent message and presents a unified front throughout our advocacy efforts.

The task force is comprised of:

- State Board: Three State Board members to include the State Board chair and vice chair
- Presidents: WACTC president and Legislative Committee chair and vice-chair
- Trustees: ACT president and Legislative Action Committee co-chairs
- Labor: Representatives of the American Federation of Teachers (AFT), the Washington Education Association (WEA), the Washington Public Employees Association (WPEA), and the Washington Federation of State Employees (WFSE)
- Two student leaders, WACTCSA (Washington Community and Technical College Student Association) representatives or SBCTC legislative interns
- Chair of the Faculty Association of Community and Technical Colleges
- Chair of the Student Services Commission
- Chair of the Public Information Commission
- Chair of the Diversity, Equity and Inclusion Commission
- State Board staff

Potential questions

- What key issues will our system face in the 2023 legislative session?
- What steps should people take right now to advocate for our system?
- How are we building mutually beneficial relationships with other organizations to advance our legislative goals?

Recommendation/preferred result

State Board members will have an opportunity to hear outcomes from the Sep. 13, 2022 task force meeting and to provide recommendations for future advocacy.

Policy Manual Change Yes No

Prepared by: Laura McDowell, communications director
lmcdowell@sbctc.edu

REGULAR ITEM

Oct. 20, 2022

Tab 6

2023 Legislative Agenda and Priorities - Preview

Brief Description

The board will review the system 2023 legislative priorities.

How does this item link to the State Board's Strategic Plan?

The system operating and capital budget requests are essential in providing for student success at all 34 of Washington's community and technical colleges:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges possess the necessary resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policymakers to support colleges in advancing student success.

Background information and analysis

The primary focus entering the 2023 legislative session is a sustainable operating budget for the college system and the capital budget request.

As our state and nation recover from the COVID-19 pandemic, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy – to pull people and businesses through this crisis stronger than they were before. We train students of all ages and backgrounds for real-time job opportunities and upskill workers for business and industry of all types across the state. Our 2023-25 operating budget request will help Washingtonians in local communities recover and thrive.

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a tight and changing job market.

Operating Budget Priorities (See Attachment A for complete operating budget request):

- **Fully funded competitive compensation**
 - A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.
- **Advance Equity, Diversity, and Inclusion**
 - Additional investments will support further implementation of college Equity, Diversity and Inclusion (EDI) plans, close equity gaps, and improve the employment, earnings,

and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.

- **Support Workforce Development Programs**
 - State investments are needed to help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.
- **Expand Learning Technology**
 - State investments would help colleges expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

Capital Budget Request (See Attachment B for complete capital budget list):

For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students. The capital list leads off with \$216 million in much needed minor works and includes funding request for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.

New for 2023 is a request for the legislature to fund \$22.8 million in needed preventative maintenance and building repairs from the state general fund.

Potential questions

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

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
aharris@sbctc.edu

WASHINGTON'S
**COMMUNITY AND
TECHNICAL COLLEGES**

2023-25 OPERATING BUDGET REQUEST

SEPTEMBER 9, 2022

The COVID-19 pandemic fundamentally changed higher education in Washington. Our 2023-25 operating budget request would turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

Provide Fully Funded, Competitive Compensation (\$157 million)

Colleges are losing outstanding employees and job applicants to better paying K-12 schools, private employers, and other colleges and universities. Low pay has been an issue for a long time, but the consequences are more severe as we work to teach and serve students derailed during the pandemic. Faculty and staff are leaving to work in the very fields students hope to learn. A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.

Advance Equity, Diversity and Inclusion (\$26 million)

Students of color have been profoundly affected by racial injustice, institutional barriers and the COVID-19 pandemic. Our colleges' ongoing, mission-driven work to advance equity, diversity and inclusion was strengthened by the Legislature in 2021 with the passage of Senate Bills 5194 and 5227. Additional investments will support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.

Support Workforce Development Programs (\$77 million)

Many industries in Washington — such as healthcare, advanced manufacturing, transportation, and aerospace — were struggling to find skilled employees even before the pandemic. COVID-19 made skill gaps worse. However, colleges are having difficulty maintaining workforce programs because of the high cost of small class sizes, specialized equipment, consumable materials, and inflation. In many cases, these programs are the only pipeline into specialized fields. Investments would help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.

Expand Learning Technology (\$93 million)

Remote options hastened by the pandemic are now the new normal. Students, especially working adults, value the flexibility of learning in classrooms, online, or in a mix of the two. Unlike one-time emergency funding during the pandemic, this investment would support lasting progress in the digital evolution of higher education. Colleges would expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

CONTACT INFORMATION

Cherie Berthon
Operating Budget Director
phone: 360-704-1023
email: cberthon@sbctc.edu



2023-25 CAPITAL BUDGET REQUEST

SEPTEMBER 15, 2022

Capital Investments Serve Students and Communities

Washington's system of 34 community and technical colleges deeply appreciates the Governor's and Legislature's support over the past two sessions.

For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students.

Minor Works

Only 68% of our system's 21 million square feet of facilities is in at least adequate condition. As facilities age, the costs to repair, maintain and preserve existing facilities grows.

With minor works funding, colleges undertake small but critical projects that preserve and keep campus spaces viable, relevant and useful. The projects prolong the life of buildings, preventing or delaying more costly renovation and replacement projects in the future.

Under our request, our state's 34 community and technical colleges will receive funding for high-priority facility repairs – such as roofs, walls, windows, mechanical systems and site repairs – and for infrastructure replacement projects.

All colleges will also receive funding to reconfigure existing space to meet post-pandemic education needs. For example, the funding will allow colleges to modify classroom space to facilitate hybrid teaching and learning, create active learning and multimedia rooms, expand shared areas, and repurpose open space.

Major Projects

Our capital budget request also includes funding for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.

The projects will support space for instruction, labs, student services, and vocational programs in high-demand fields like clean energy, automotive technology, advanced manufacturing and allied health. Nearly 1.4 million square feet of the college system's oldest and least functional teaching and learning space will be replaced or renovated.

As requested by the State Board and directed by the Legislature, we are requesting funds to both design and construct each project rather than making separate requests for each project phase over different state budget cycles.

Fully funding our capital request will benefit students at every college, create valuable public assets for local communities, and put people to work in well-paying jobs that support the local economy in every corner of the state.



CONTACT INFORMATION

Darrell Jennings
 Capital Budget Director
 360-704-4382
 djennings@sbctc.edu

2023-25 SBCTC Capital Request for New Appropriations

Priority	College	Funding Phase	Project	2023-25 request	Cumulative total
1	Statewide	2003 operating fund swap	Preventive Facility Maintenance and Building System Repairs	\$ 22,800,000	\$ 22,800,000
2	Statewide	Design & Construct	2023-25 Minor Works - Preservation	\$ 28,724,000	\$ 51,524,000
3	Statewide	Design & Construct	2023-25 Minor Repairs - Roof	\$ 11,207,000	\$ 62,731,000
4	Statewide	Design & Construct	2023-25 Minor Repairs - Facility	\$ 39,446,000	\$ 102,177,000
5	Statewide	Design & Construct	2023-25 Minor Repairs - Site	\$ 6,171,000	\$ 108,348,000
6	Statewide	Design & Construct	2023-25 Minor Repairs - Infrastructure	\$ 40,300,000	\$ 148,648,000
7	Statewide	Design & Construct	2023-25 Minor Works - Program	\$ 68,000,000	\$ 216,648,000
8	Lake Washington	Construct	Center for Design	\$ 38,949,000	\$ 255,597,000
9	Bates	Construct	Fire Service Training Center	\$ 38,135,000	\$ 293,732,000
10	Olympic	Construct	Innovation & Technology Learning Center	\$ 27,678,000	\$ 321,410,000
11	Everett	Design & Construct	Baker Hall Replacement	\$ 37,904,000	\$ 359,314,000
12	Tacoma	Construct	Center for Innovative Learning and Engagement	\$ 35,514,000	\$ 394,828,000
13	Wenatchee	Construct	Center for Technical Education and Innovation	\$ 46,471,000	\$ 441,299,000
14	Shoreline	Construct	STE(A)M Education Center	\$ 39,692,000	\$ 480,991,000
15	Lower Columbia	Construct	Center for Vocational and Transitional Studies	\$ 39,522,000	\$ 520,513,000
16	Columbia Basin	Design & Construct	Performing Arts Building Replacement	\$ 44,505,000	\$ 565,018,000
17	Whatcom	Design & Construct	Technology and Engineering Center	\$ 39,981,000	\$ 604,999,000
18	Cascadia	Construct	CC5 Gateway building	\$ 38,136,000	\$ 643,135,000
19	Edmonds	Construct	Triton Learning Commons	\$ 40,357,000	\$ 683,492,000
20	Renton	Construct	Health Sciences Center	\$ 50,682,000	\$ 734,174,000
21	Bellingham	Design & Construct	Engineering Technology Center - Bldg J Replacement	\$ 17,359,000	\$ 751,533,000
22	Centralia	Construct	Teacher Education and Family Development Center	\$ 10,501,000	\$ 762,034,000
23	Spokane	Construct	Apprenticeship Center	\$ 36,177,000	\$ 798,211,000
24	Skagit	Construct	Library/Culinary Arts Building	\$ 30,603,000	\$ 828,814,000
25	Highline	Design & Construct	Welcome Center for Student Success	\$ 44,401,000	\$ 873,215,000
26	Clark	Design & Construct	Hanna/Foster/Hawkins Complex Replacement	\$ 29,507,000	\$ 902,722,000
27	Peninsula	Design & Construct	Advanced Technology Center	\$ 22,522,000	\$ 925,244,000
28	South Seattle	Design & Construct	Rainier Hall Renovation	\$ 47,916,000	\$ 973,160,000
29	Seattle Central	Design & Construct	Broadway Achievement Center	\$ 31,995,000	\$ 1,005,155,000
30	Yakima	Design & Construct	Prior-Kendall Hall	\$ 28,275,000	\$ 1,033,430,000
31	Everett	Design & Construct	Student & Family Resource Center	\$ 18,867,000	\$ 1,052,297,000
32	Tacoma	Design & Construct	Student Support Center	\$ 35,421,000	\$ 1,087,718,000
33	Renton	Design & Construct	Trades and Industries Building	\$ 50,066,000	\$ 1,137,784,000
34	Columbia Basin	Design & Construct	Center for Applied Science and Agriculture	\$ 49,840,000	\$ 1,187,624,000
35	Clover Park	Design & Construct	Center for Innovative Teaching and Community Connections	\$ 46,703,000	\$ 1,234,327,000
36	South Seattle	Design & Construct	Georgetown Campus, Building B	\$ 23,648,000	\$ 1,257,975,000
37	Bates	Design & Construct	Student Success Center	\$ 29,929,000	\$ 1,287,904,000
38	Wenatchee	Design & Construct	Immersive Technology and Engineering Center	\$ 18,790,000	\$ 1,306,694,000
39	Seattle Central	Design & Construct	Welcome Center & Edison Technical Modernization	\$ 45,233,000	\$ 1,351,927,000
40	Highline	Design & Construct	Academic Pathways and Technology Center	\$ 45,124,000	\$ 1,397,051,000
41	Spokane Falls	Design & Construct	Teaching & Learning Commons	\$ 52,018,000	\$ 1,449,069,000
42	Lower Columbia	Design & Construct	Welcome Center	\$ 33,229,000	\$ 1,482,298,000
43	Shoreline	Design & Construct	Comprehensive Student Services Center	\$ 33,687,000	\$ 1,515,985,000
44	Big Bend	Design & Construct	Health Science and Performing Arts Center	\$ 31,953,000	\$ 1,547,938,000
45	Skagit	Design & Construct	Industrial Technology & Public Safety Building	\$ 49,918,000	\$ 1,597,856,000
46	Spokane	Design & Construct	Allied Health Building	\$ 47,171,000	\$ 1,645,027,000
47	Lake Washington	Design & Construct	East Building Renovation and Expansion	\$ 48,469,000	\$ 1,693,496,000
48	Bellingham	Design & Construct	Building A Renovation & Building Y Replacement	\$ 9,974,000	\$ 1,703,470,000

REGULAR ITEM

Oct. 20, 2022

Tab 7

SBCTC Tribal Government Affairs Update

Brief Description

Washington state's 34 Community and Technical Colleges reside on traditional territories of 29 Federally Recognized Tribes, to be clear, 29 Sovereign Nations representing diverse government structures, histories, languages, economies, and cultures. Washington's public educational institutions have embraced RCW 43.376 Building Government to Government Relationships with local Tribes and hiring Tribal liaisons to facilitate authentic Tribal Consultation protocols, processes and policies between state agencies and Tribal governments e.g., early learning, K-12, and six public baccalaureate colleges and universities. For decades, Washington's public educational institutions have made efforts to make space for Indigenous Knowledge(s), develop formal research and community partnerships and design pathways for Tribal student recruitment, retention, and completion rates. The State Board of Community and Technical Colleges' intentional efforts to expand this work was accomplished by adding a director of tribal government affairs. For years, Tribes have requested workforce education, job skills and career technical training to meet their unique workforce needs and align professional transfer degrees across four-year colleges and universities.

How does this item link to the State Board's Strategic Plan?

Washington state's American Indian populations are by far the most historically underrepresented population across postsecondary education. Tribal students represent the smallest 'N', which has caused gaps and distorted statistical analysis impacting American Indian student recruitment, retention, completion rates, and other post-secondary attainment trends.

SBCTC has exhibited intentional hiring by including a director for tribal government affairs at the executive level. This office will prioritize goals to build meaningful relationships between 34 community and technical colleges and 29 Federally Recognized Tribes. These goals will ensure professional training, curriculum development, webpage of resources and foster formal partnerships. This will be done through Tribal Consultation protocols, processes, and policies.

These Tribes represent Washington's first peoples, the symbol 'N' most of the time is represented by an 'asterix' because the population is too small to identify or the data soars to deficient trends e.g., lowest enrollment, highest drop-out rate, lowest representation in faculty and staff, particular career fields etc. SBCTC's Tribal Government Affairs Office will support best government-to-government practices by way of creating local Tribal Advisory Committees at the local community college level to develop specific Tribal partnership plans and include G2G goals in each DEI plan.

Background information and analysis

A handful of community and technical colleges maintain formal relationships with Tribes and demonstrated reciprocal benefits for Tribal, non-Tribal communities and community colleges. Formal government-to-government relationships have included customizing programs in collaboration with Tribal governments e.g., Adult and Basic Education, Tribal Business & Gaming Certificates, Tribal ECE-Language Immersion Certificates, American Indian Indigenous Studies Programs, Tribal Government and History Courses, Indigenous Language, etc. These postsecondary programs have increased Tribal student recruitment, retention, and completion rates and fulfilled aspirations from school to work. Tribal economies and service industries are prime partners and are in high need of training, education, and transfer degree opportunities. American Indian Indigenous Studies or coursework is not for American Indian peoples; rather, it is an opportunity to raise the consciousness of the importance to expand knowledge systems from a 'western one fits all' to an inclusive and non-competitive approach whereas we honor and value diverse ways of knowing and being. We look forward to sharing something the board may or may not have known. To close, Washington Tribes economic impact has contributed to Washington's tax base in the millions of dollars. According to a 2022 [Washington Indian Gaming Association \(WIGA\)](#) report, 1 of 86 Washington jobs are funded by Tribes. Seventy percent of these employees are non-native.

Potential questions

- How does the work of the SBCTC's Tribal Government Affairs director align with the board's 2020-30 Strategic Action Plan and systemwide efforts?
- What reciprocal benefits between Tribes and community and technical colleges do you envision will support stronger Washington communities?
- How do we develop an authentic 'land acknowledgement' to honor the original people of the land we live, work, play and raise our families?

Recommendation/preferred result

Board members will get an update on tribal government affairs.

Policy Manual Change Yes No

Prepared by: Lynn Palmanteer-Holder, director of tribal government affairs
lpalmanteer-holder@sbctc.edu

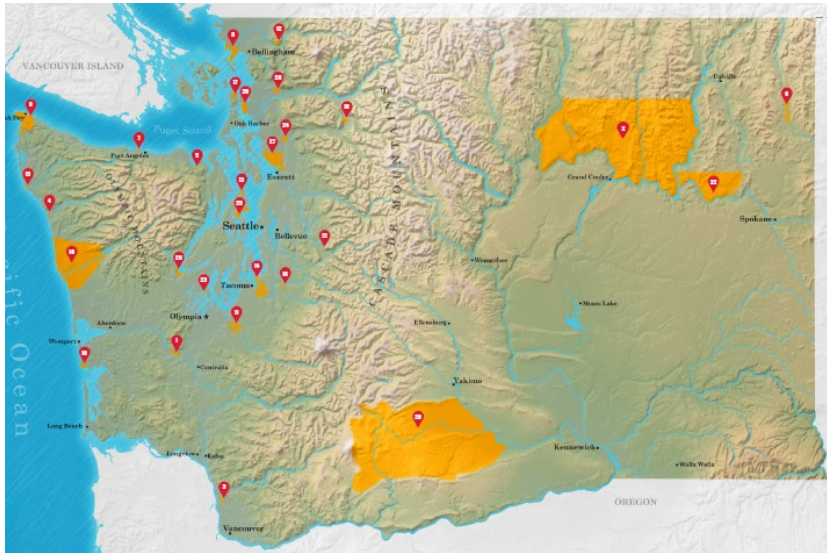
Leading With Racial Equity, Our Colleges Maximize Student Potential And Transform Lives Within A Culture Of Belonging That Advances Racial, Social, And Economic Justice In Service To Our Diverse Communities.

TRIBAL GOVERNMENT AFFAIRS

Lynn Palmanteer-Holder, PhC (ABD)., MEd | Colville
Director, Tribal Government Affairs - SBCTC
lpalmanteer-holder@sbctc.edu

Maya Esquivido, MSW | Nor Rel Muk Wintu | Hupa
Graduate Student Intern, SBCTC
mesquivido@sbctc.edu

Who? WA 29 Federally Recognized Tribes



Confederated Tribes of Colville
 Confederated Tribes of Chehalis
 Confederated Tribes of Yakama
 Cowlitz
 Hoh
 Jamestown S’Klallam

Kalispel
 Lower Elwha Klallam
 Lummi
 Makah
 Muckleshoot
 Nisqually
 Nooksack
 Port Gamble S’Klallam
 Puyallup
 Quileute
 Quinault
 Samish
 Sauk-Suiattle
 Shoalwater Bay
 Skokomish
 Snoqualmie
 Spokane
 Squaxin Island
 Stillaguamish
 Suquamish
 Swinomish
 Tulalip Tribes
 Upper Skagit

OVERVIEW OF WASHINGTON STATE PUBLIC EDUCATION INSTITUTIONS 2012 RCW 43.376

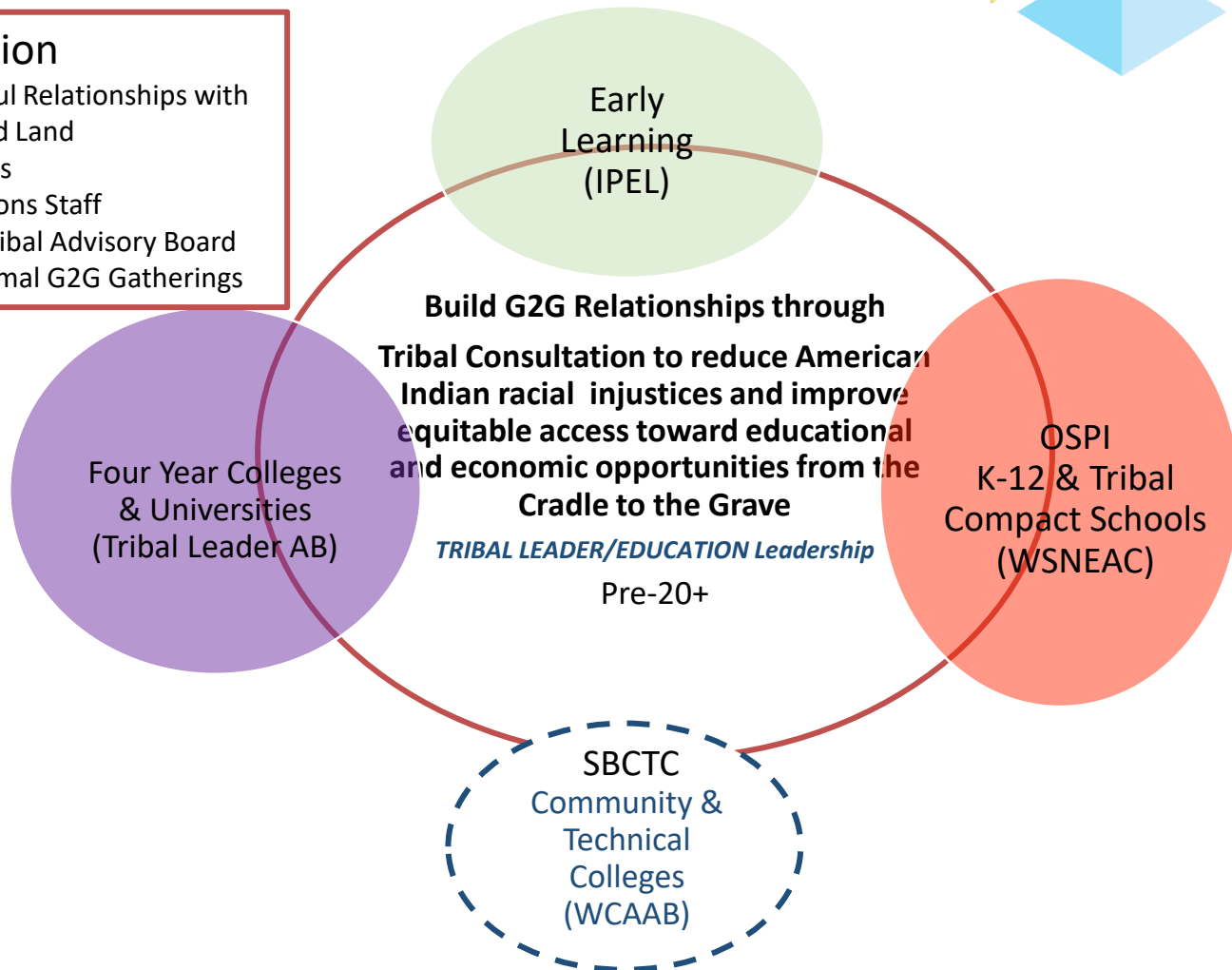
WA's 34 CTCs To Build Government-To-Government Relationships with 29 Tribes

- 295 WA State Public School Districts
- 9 Educational Service Districts
- 7 State-Tribal Education Compact Schools
- **34 COMMUNITY & TECHNICAL COLLEGES**
- 6 Public Four-Year Colleges & Universities



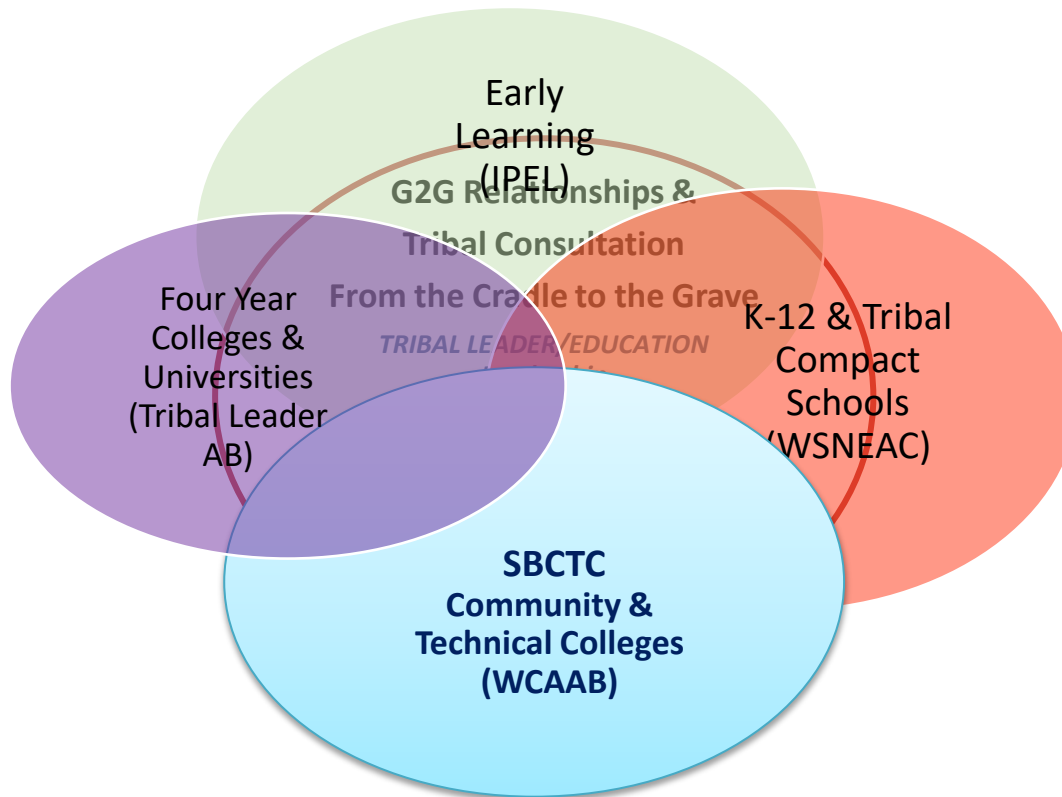
Tribal Consultation

- Building Meaningful Relationships with local Tribes-beyond Land Acknowledgements
- Hiring Tribal Relations Staff
- Development of Tribal Advisory Board
- Committing to Formal G2G Gatherings



2021 formal relationships between WA Public Education Systems and WA Federally Recognized Tribes

Imagine, 2025 WA State Board of Community and Technical Colleges intersects Tribal G2G Relationships through DEI Policies across WA Public Education institutions. *Imagine*, WA CTCs embrace traditional territories alongside WA's 29 Federally Recognized Tribes in efforts to eliminate AI/AN education & employment disparities, and advance racial, social and economic justice in all communities.



Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.

Aligning with SBCTC Strategic Plan

Washington State's American Indian populations are by far the most historically underrepresented population across post-secondary education. Tribal students represent the smallest 'N' which has caused gaps and distorted statistical analysis impacting American Indian student recruitment, retention, completion rates and other post-secondary attainment trends.

WA SBCTC has exhibited intentional hiring by including a Director for Tribal Government Affairs at the executive level, this office will prioritize goals to build meaningful relationships between 34 Community and Technical Colleges and 29 Federally Recognized Tribes. These goals will ensure professional training, curriculum development, webpage of resources and foster formal partnerships. This will be done through access to Tribal Consultation protocols, processes, and policies.

These Tribes represent WA first peoples, the N most of the time is represented by an '*asterix*' because the population is too small to identify or the data soars across deficient trends e.g., lowest enrollment, highest drop-out rate, lowest representation in faculty/staff, particular career fields etc. SBCTC Tribal Government Affairs Office will support best Government-To-Government practices by way of creating local Tribal Advisory Committees at the local Community College level to develop specific Tribal partnership plans and include G2G goals in each DEI plan.



Strong Tribal Economies Benefit All Washingtonians- WA 29 Federally Recognized Tribes Generate:

-----ECONOMIC ACTIVITY-----

\$6.6 billion

Gross state product

\$1.5 billion

in wages & benefits

\$1.2 billion

in State & local taxes

-----JOBS-----

37,371

Direct employment

54,000

jobs traced back to Tribes

1 in 86

WA Jobs

IMPROVING LIVES-Tribes in Washington are making significant investments in the state's quality of life. They are large employers, fiscally independent governments and contributors to the public good. Growing tribal economies fund schools, housing programs, health clinics, environmental rehabilitation, infrastructure development, law enforcement, firefighting and other public services for Indians and non-Indians alike.

Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Board - WCAAB

WA CTC Leaders/Commissions/Councils		WA Tribal Leaders/ Indian Education Organizations/Indigenous Scholars	
WACTC	President Dr. Yoshiko Harden, Renton Technical College	WSIEA	Chair Anna Armstrong (Kalispel)
IC	Vice President Dr. Kerry Levett, Cascadia College	WSNEAC	Chair Jennifer LeBret (Spokane)
DEOC	Chair, Robert Britten, Lake Washington Institute of Technology	TLC	Chairman Leonard Forsman (Suquamish)
WSSSC	Dr. Chio Flores, Wenatchee Valley College	Tribal College	Dr. Denise Bill (Muckleshoot)
WEC	Jaclyn Jacot, Spokane Community College	IPEL	Tleena Ives (Port Gamble S'Kallam)
BAS/WF	Dr. T. Powers, Highline College (St. Lawrence Yupik)	UW AIS	Chair Dr. Christopher Teuton (Cherokee)
AIS Instructor	David Ortiz, Cascadia Founding	CBO	Jessica Porter (Chinook)
DEI Founder	Dr. Vik Bahl, Green River College	Coastal Salish Artist	Ty Juvinel (Tulalip)
Native SS	Dr. Leander Yazzie (Navajo), Green River College	SBCTC Grad Intern	Maya Esquivido (Nor Rel Muk/Hupa)
SBCTC	Paul Francis, Executive Director	Linguist/Historian	VACANT
SBCTC	Dr. Carli Schiffner, Deputy Executive Director, ED	SBCTC	TGA Lynn Palmanteer-Holder (Colville)
SBCTC	Monica Wilson, Student Success Center		

Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Committee (WCAAB)

Tribal Government Affairs-WCAAB GOALS:

1. **Professional Development** – RCW 43.376 G2G Relationship Building Through Tribal Consultation across 34 CTCs (Regional Training for CTC Leadership, G2G Roundtables and expand AIIS Curriculum Development through Faculty Learning Communities for Indigenous Knowledge(s) training.)
2. **Tackle Contemporary Challenges** (Recruit and Hire Tribal Relations Professionals-Administrators/Faculty/Staff/Student Services/Students/Community Scholars)
3. **Raise the Awareness of AI/AN Historical Burdens**(Intergenerational Historical Trauma i.e., MMIW, Boarding Schools, Relocation & other genocidal policies)
4. **Reduce AI/AN Education and Economic Disparities** Develop WA Tribal Student Pathways with intentional recruitment, retention, completion policies and practices, formalize G2G relationships with Tribes to support local workforce training needs.

DRAFT Goal #1
Professional
Development

WASHINGTON STATE BOARD OF COMMUNITY AND TECHNICAL COLLEGES
TRIBAL RELATIONS AND CURRICULUM DEVELOPMENT
REGIONAL GOVERNMENT-TO-GOVERNMENT SUMMIT AND TRAINING SCHEDULE

Region (Host)	Colleges	Tribes	Dates
EA WA REGION (*Big Bend Community College-Moses Lake, WA) *President Sara Thompson Tweedy	Community Colleges of Spokane <input type="checkbox"/> Spokane Community College <input type="checkbox"/> Spokane Falls Community College Columbia Basin College Walla Walla College Big Bend Community College Wenatchee Valley College Yakima Valley Community College	Kalispel Tribe Spokane Tribe of Indians Colville Confederated Tribes Yakama Nation Nez Perce Tribe	November 14, 2022
PENINSULA REGION (*Peninsula Community College-Port Angeles, WA) *President Suzy Ames	Peninsula Community College	Port Gamble S’Klallam Tribe Jamestown S’Klallam Tribe Lower Elwa Klallam Tribe Makah Tribe Hoh Tribe Quileute Tribe	December 12/13(TBD)
NORTH SEATTLE REGION (*Shoreline College-Shoreline WA.) *President Jack Kahn	5 Star Consortium Everett Community College Shoreline Community College Edmonds Community College Lake Washington Technical College Cascadia College	Tulalip Tribe Suquamish Tribe Muckleshoot Tribe	January (TBD)

In closing, Education is a tool to healing historical underserved racially subjugated communities.

QUESTIONS????

PALMANTEER-HOLDER WORKFORCE

ICU Nurse Manager
ECE Teacher
Elementary TEACHERS
MACHINISTS
Administrative
ELECTRICIAN
BUSINESS MANAGERS
ENTRAPRENEURS
PUBLIC SAFETY
CRIMINAL JUSTICE
SECURITY
ARCHEOLOGISTS
PROFESSOR/ADMINISTRATOR
STUDENTS

CANINE PROTECTOR of
horses, goats, steer,
rabbits and cats.

