

QUALITY? IS IT ALLOWED?

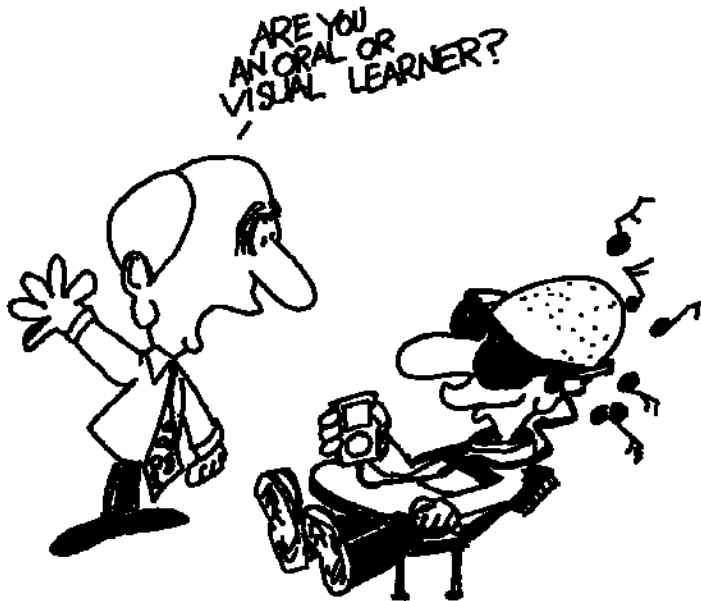


FACTC Focus 2006

Also – Compare salaries at Community and Technical Colleges across the state – full time and part time faculty, college presidents and district CEOs. Plus, a comparison of contract language on sabbaticals. See – The FACTC Facts.

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Shooting In The Dark: Evaluating Distance Learning Instruction

By Stephanie Delaney, Highline

How do

we know when a distance learning instructor is not doing a good job? Most of the time, we don't. This is because faculty evaluation practices have not kept up with the changing pedagogy.

Distance learning faculty members are generally evaluated by students, fellow faculty and administrators who have little or no experience with distance education. When the people evaluating a distance education course are themselves unfamiliar with distance learning, it can be challenging to assess quality.

The evaluators may have difficulty even knowing how to "visit" a class. When the visit does occur, evaluators do not necessarily know what they are seeing and whether it is quality teaching or not. For example, one instructor may post flashy graphics but rarely interact with students. Another instructor may have a plain but content rich online classroom with robust interaction. How

would a novice know which of these distance learning experiences is of higher quality? This problem is exacerbated when the instructing faculty member is also new to distance learning (Bornheimer, 1973).

What should we do about this?

Institutions need to establish clear standards of quality for all courses, not just distance learning courses. After establishing uniform marks of quality for all courses, one can then establish indicators of that quality for distance courses. By establishing clear quality standards for all courses, the risk averse who are concerned that quality education cannot take place in a distance environment can have a way to make a legitimate comparison.

Institutions may also want to have evaluating faculty and administrators participate in a training session that helps them to understand the unique environment of the distance education classroom. Alternately, some institutions have created a team of veteran distance education faculty who

evaluate fellow distance educators and submit reports to tenure and post tenure committees. DEOS Listserv, 2004.

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Bornheimer, D., Burns, G., & Dumke, G. (1973). *The Faculty in Higher Education*. Danville, IL: The Interstate Printers & Publishers, Inc.

DEOS Listserv,

<http://www.ed.psu.edu/acsde/deos/deos-l/deosl.asp>

Trust Who?

Martyn Kingston, Ph.D, Olympic College

Trust and Learning: Crafting an Institutional Conversation that Matters

In a learning-centered college, student learning lies at the heart of what we do. It guides decisions regarding best practices. The core consideration in these efforts is the intellectual journey of the student to, through and beyond our community. Despite widespread rhetoric about continually improving the learning that goes on in communities such as ours, the collective inability to actually talk openly about challenges and opportunities remains a central problem.

Let's consider, then, the following task as the first and primary challenge facing an organization sincerely dedicated towards improving learning: *How to have honest conversation based on trust.*

The learning-centered paradigm imagines an academic community as *institution, organization and culture* existing to produce *learning* rather than to simply provide

instruction. As such, we need to develop an *institutional capacity* to recognize the dangers and pitfalls of mistaking a ‘means’ for an ‘end.’ A necessary part of this mission involves producing a *learning organization* in which the staff and faculty of the institution can encourage the continuing involvement of all members of the college community towards these ends. To achieve this, we must declare and demonstrate ourselves to be a *learning organization*, a place where all are acknowledged as learners and as people who foster the learning of others in a context which recognizes that meaningful growth and change are possible *only* if centered in learning. A significant part of this mission involves harnessing the power of *culture* within an organization. I speak of *organization* simply as sets of rules, roles and routines developed to accomplish some particular purpose, and in this context, I view *culture* as the set of values, beliefs and norms that shape this process and the way of life experienced and practiced by members of the organization.

Leadership and the Geography of Trust

Developing an environment and culture of trust is pivotal to this process. Without *trust* and without maintaining it successfully across the complex organization, we will be unlikely to conduct meaningful and sustainable conversation essential to realizing a vision. *Three* types of trust are necessary to establish this culture of meaningful conversation:

1. Personal Trust: Faith in a person’s integrity (trust at its most fundamental and widely understood level). High *personal trust* exists when we answer yes to the questions: Is this person honest and ethical? Will he make good on his word? Is she basically well intentioned? Will he handle confidential information with care and discretion? Will she be straightforward about what she does not know?

2. Expertise Trust: Reliance on a person’s ability in specific areas. High expertise trust exists when we answer yes to the following questions: Is this person expert in her field? Is her knowledge current? Does he present credible information to support his

positions? Is she able to apply her expertise to this situation? Can he offer sage advice on risks, options and trade-offs?

3. Structural Trust: Reflects how roles and ambition may color insight and spin information. High structural trust takes the interests of the advisor into the equation. High structural trust exists when we answer yes to the following questions: Given this person's role and responsibilities, can he offer judgment untainted by his goals or interests? Is she in a position to be fully loyal or personally disinterested? Is he unlikely to spin or filter information? Is it reasonable to assume that she will not move into a role that places structural constraints on our level of trust? (Joni, 2004: 82-88).

What does this mean for our collective work within a learning college?

Effective organizational leaders understand that institutional trust is a function of high degrees of *personal integrity, expertise and relationships*. They recognize that relationship-based, structural trust is affected by where people stand on the organizational map. It is tempting to believe that trust simply derives from affinity and esteem, that we trust those whose characters make them trustworthy! Certainly, this is, or ought to be, the case with personal relationships. But competence, too, is crucial to trust in any organizational or professional context such as ours. However, this is not the end point because as individuals rise through organizational ranks, their trust of others, and whether others trust them, changes in response to relative status, competition, perceived and/or actual requirements and interests of the position within the organization, politics and other factors.

Enormous levels of personal, expertise and structural trust are woven into the relationships and core fabric of successful complex organizations with enduring reputations. Without this trust, which takes time and conscious effort to build and maintain, key relationships may not be strong enough to allow effective, strategic change to take place. Uncompromised relationships, extraordinary expertise and

unimpeachable integrity are essential to fulfilling the learning college vision through cultural and organizational considerations within the institution.

Crafting an Institutional Conversation that Matters

How do we craft an institutional conversation that matters given the complexity of the organization? How can we better ensure that the conversation that happens can make a positive difference to our mission? Here are some suggestions for establishing and maintaining an honest and effective institution-wide conversation that takes place in an institutional environment of trust:

- 1) **Truth over power!** In the conversation truth must be able to speak to power.

- 2) **Distill and prioritize!** The conversation must be able to wake up and energize the community *because* it is about the issues that matter most. It's too easy to become swamped in operational details of management. The tough and honest conversations about fundamental issues that determine long-term success and primary mission can so easily get crowded out.

- 3) **Get it out in the open!** The conversation must be collective and out in the open. By 'collective' I mean *all* members of the community must have the opportunity to become involved including students, classified staff, faculty (tenured, untenured and adjunct) and all levels of management. By 'out in the open' I mean key players in the organization must be involved and be seen to be actively interested and committed to the process.

- 4) **To uncover truth, protect people!** The conversation has to allow employees to be honest without risking their jobs or status. We must develop ways to get around the fear that being *honest* may hurt careers, endanger jobs or may not lead to change because senior staff may become hurt or defensive.

5) Advocate and inquire! Conversation about strategy will move back and forth between advocacy and inquiry. Most failure in modern organizations starts with two problems. First, when top down advocacy anoints a new direction and develops programs for change without finding out what people in other parts of the organization think of the new focus (set-up for being blindsided). Second, when leaders fail to advocate at all – often in the name of participation and involvement - the result is often widespread confusion and frustration. Employees look to leaders to articulate a point of view to which they can respond. Leaders need to lead and advocate, then inquire and repeat as necessary. Leaders also need to be open and receptive, to hear what is being said, to respond directly and deliberately, including a clear accounting of what changes are possible or not possible and why, given what they have heard.

6) Strategic and structured! The process through which the conversation takes place should be structured and agreed upon. When people hear ‘honest’ they often think ‘spontaneous.’ But conversation that is both ‘out in the open’ and which leads to fundamental change cannot be *spontaneous* because the stakes are so high with things that matter. A delicate path is needed between a ‘power-point’ style and approach frequently characterized by little ‘real’ dialogue and the ‘free-for-all’ style and approach of truly spontaneous, open-ended conversation, which also comes with challenges and problems. To achieve honest, full and frank dialogue and engagement a carefully (but not overly!) structured conversation is needed. Both *art* and *science* are necessary, practiced by skilled and experienced leaders!

7) Diagnose and plan! Conversation about change must rest on the correct diagnosis and planning: Two problems are common. First, moving too quickly to change before the correct diagnosis and plan is in place. This can result in action focused exclusively on short-term fixes or on symptoms rather than root causes. Second, moving *too* slowly can result in a loss of trust and confidence in the idea that leadership is committed to meaningful change or that is able to achieve it. A three-step process is recommended to help prevent such problems. First, identify the core strengths and weaknesses of the

organization as they relate to strategic objectives. Second, have senior representatives of core groups meet to prioritize and sequence which organizational weaknesses severally constrain strategic objectives and which organizational levers – for example, organizational structure, culture, management processes, human resource policies or leaderships teams – have the greatest chance and the least costs for achieving strategic objectives. Third, follow through! Prioritize issues, identify and implement changes while utilizing many of the same leadership groups involved in diagnosis and planning. (Beer & Eisenstat 2004: 82-88).

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Shucking the Security Blanket

Shalin Hai-Jew, Instructional Designer, Office of Mediated Education, Kansas State University

So I defected.

I left a tenured position at Shoreline Community College in December 2005 and headed for my current position as an instructional designer. After so many years of teaching, I couldn't just leave teaching altogether, so I continued with teaching as a part-time composition and research writing instructor for WashingtonOnline Virtual Campus via Walla Walla Community College.

What has led me to my current situation has been that quest to be a better teacher. I'd been perusing the research literature on ways to improve eLearning for years, incorporated that into my doctoral dissertation (about trust in instructor-led online learning), and worked hard to try to meet the needs of my face-to-face and online learners.

One of the best moves I've made towards becoming a stronger teacher has been to leave the teaching profession. This is "for a time," but I

really have no idea for how long of a time. I'm referring to this very moment now. I spend my days working with university faculty to build curriculum. I evaluate online classes. I assist in a very small way in the building of an LMS through advice. I write RoboHelp support files. I maintain websites. I blog. I design automated classes. I also will be creating a co-taught "teaching online" course shortly that I will co-teach with my instructional design colleagues. I immerse in the research. I write research papers which I then present at conferences. I now finally have some time to reflect on my 18 years teaching at universities and colleges.

There's something liberating from walking away from so-called security into new learning. I think of various faculty members I know who've long burned out and who are marking time. They're counting down the days to when they can retire comfortably (or not-so-comfortably). They're tired of their subject matter, and they've made some sideways moves into other aspects

of their fields or gone vertical via the administrator route. They no longer have the appetite to learn more in their chosen fields, and their degrees were from decades ago. The students that they encounter every quarter are of a type instead of individuals.

My fear was that I might become that if I kept on at my former college and just focused on the same course materials. Altogether too much time was spent on mere politics and individual personalities that it seemed like the beginning of marking time.

Regarding online learning, I've discovered some basic truisms about teaching well online. It's wise to have an overall pedagogical approach and plan. It helps to build an online course from a pedagogical blueprint based on solid research theory.

It helps to draw on a deep knowledge of the subject matter to present it to fresh eyes. The learning pieces should be aligned for the highest impact. Various learners' learning preferences should be accommodated in the classroom through a variety of strategies and

assignment designs. A holistic learning experience should be built here.

The technological builds should be platform agnostic and accessible. The multimedia should be designed to support learning not to be glitzy or full-sensory necessarily (see Clark and Mayer). Alpha and beta testing should be done to make sure the technologies and the learning all works. An instructor would do well to be flexible as the course curriculum is tested by the fire of live learners.

Plans should be put into place to update the course over time with new learning, new eyes, and fresh pedagogical perspectives.

Then, instructors should breathe life into the curriculum through personality and humor and life experiences.

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Write When You Need to Write

Dr. Jan Strever, Spokane Community College

The other day on the Online English 101 discussion board, my student, Lindsey, wrote in reference to one of the handouts I had created for the class, "I liked the part that said something like *think when you need to think, write when you should write, and edit when it's time to edit*. That's so true for me." Through her confirmation of my philosophy, she reminded me of why I do what I do.

We teachers are a busy lot -- we always have

- papers to grade,
- handouts to create,
- curriculum to develop,
- phone calls to return,
- web pages to maintain,
- articles to write,
- meetings to attend,
- students to affirm or calm, ad infinitum.

Often in the midst of our busyness, we forget to practice some of the simple principles we teach; indeed, we often may neglect our own personal goals, but if we are lucky, our students help us remember why we became teachers in the first place.

When I first began my career back in 1987, I did so because I love to write. The way words play upon the page astounds me at times, dismays me at others, and fulfills me always. Yet, often I complain that all my duties as a faculty member take me away from writing. The list continues:

- working with high maintenance students who are ill prepared for college takes me away from writing;

- having to design and execute recruiting material in order to achieve at least minimum enrollment in a paired learning community class, which took far too many hours to plan, takes me away from writing;
- anything and everything can take me away from writing.

However, after reading Lindsey's comments, each of those statements is now followed with *if I allow it to*.

When this Running Start student repeated my philosophy in her paraphrase, she reminded me that writing does not occur in a vacuum, nor do I have to have hours set aside to do it; action is all that is required. Indeed, composing in stages, in short bursts so to speak, will work just as well or maybe even better than sitting for long stretches at a time in front to the computer. Moreover, her comments reminded us that not all writing occurs with fingers on the keyboard.

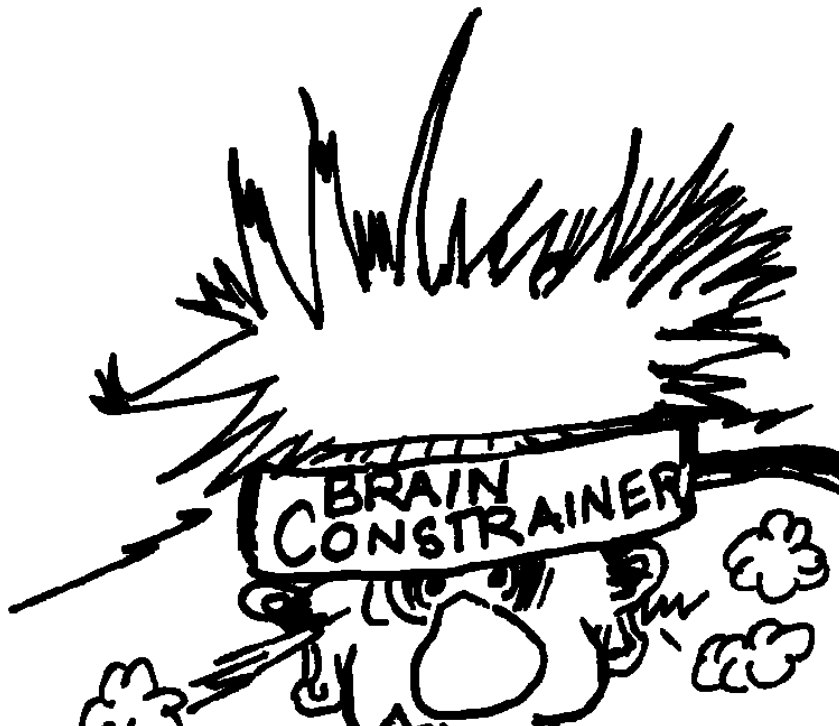
While working with the maladjusted student or sitting in the curriculum meeting or planning assessment strategies for my next learning community, I can be practicing the writing process at the same time because every situation can be a writing moment if I perceive it that way. It's my choice as well. Either I can be consumed by busyness or I can be prewriting, thinking about and gathering information for the next article or the next story.

Lindsey became my teacher when she took the time and energy to jot down her comments that day, and therein lies the truth of why I continue to teach: the most important experiences I have had as a teacher always involve myself as a learner. I hope the day that I am too busy to learn or too busy to write is also the day that I will be smart enough to stop teaching.

The FACTC Facts

FACTC Focus again provides figures on full time and part time salaries for faculty and the presidential/CEO salaries around the state. The following data comes from the State Board for Community and Technical Colleges – website: <http://www.sbctc.ctc.edu/admin/hr.asp>

We also have a chart comparing contract information about sabbaticals. Look for the information on the website where you can take a look at all of the contracts from around the state (that information is included in the article on contracts).



Full-Time Faculty Average Salaries Comparison

FY2005-06 As of June, 2006

WASHINGTON COMMUNITY AND TECHNICAL COLLEGES
 FY2005-06 Full-Time Faculty Average Salaries Comparison
 As of June, 2006

District	Average Salary*	Ave starting Salary	Masters 13 yr experience	Highest Salary	Lowest Salary
Bates ²	50,480	49,074	54,148	83,033	34,485
Bellevue	51,857	42,910	56,977	58,677	36,572
Bellingham	53,643	50,626	54,219	54,219	44,493
Big Bend	46,301	43,601	49,086	53,208	39,719
Cascadia	49,874	45,636	50,700	56,270	41,100
Centralia	49,965	47,286	44,102	60,061	37,738
Clark	48,272	38,920	49,160	59,560	38,090
Clover Park ²	47,861	46,195	66,317	66,317	42,972
Columbia Basin	46,987	39,930	43,136	72,831	36,187
Edmonds	50,416	42,978	50,820	54,580	38,895
Everett	45,736	41,122	44,872	54,282	40,872
Grays Harbor	47,530	39,591	38,840	54,477	31,789
Green River	50,879	47,678	52,739	55,055	35,828
Highline	52,397	49,923	53,719	67,954	44,229
Lake Washington	48,797	45,812	53,684	57,710	38,750
Lower Columbia	50,020	39,098	44,471	59,122	37,634
Olympic	48,429	49,896	42,454	57,859	33,399
Peninsula	44,954	42,450	48,312	60,193	36,969
Pierce District	46,597	41,000	47,596	61,259	38,341
Renton	48,769	45,982	51,976	55,692	30,966
Seattle District	50,110	44,970	45,109	59,519	40,266
Shoreline	53,882	50,109	52,260	55,945	39,358
Skagit Valley	49,996	45,245	53,033	56,734	39,585
So. Puget Sound	48,628	42,698	42,698	60,496	42,698
Spokane District	49,582	40,430	46,190	58,790	40,190
Tacoma	52,763	43,924	50,000	66,934	36,000
Walla Walla	48,168	42,663	43,239	54,067	37,931
Wenatchee	49,127	45,576	54,078	54,078	34,645
Whatcom	45,012	40,560	37,753	56,783	37,101
Yakima Valley	51,571	49,191	50,667	54,660	48,453

*Bates and Clover Park - majority of faculty on eleven/twelve month contracts and are not included in the average salary reported. Average salary includes only 9/10 month contracts.

5-year History of Average Salaries	
FY2005-06	49,518
FY2004-05	\$48,202
FY2003-04	48,303
FY2002-03	47,916
FY2001-02	46,247
FY2000-01	44,162

Part-Time Faculty Annualized Salaries 2006

Washington Community and Technical Colleges

Annualized Part-Time Faculty Salary Funding - January 30, 2006 updated 4/3/06

Part-Time Faculty Report as Required by ESSB 6090, Sec 603(9)

FY2005 Average Annualized*Part-Time Faculty Salaries	Allocations of FY2006 Part-time Faculty Salary Funding	FY06 Local Match for PT Equity Increases			FY06 % PT Increase (Total from All Sources)**	FY2006 Estimated Average Annualized* PT Faculty Salaries
Amount				%		
Bates	\$44,356	\$0	\$0	0%	1.2%	\$44,888
Bellevue	28,120	166,500	33,300	20%	4.7%	29,442
Bellingham	40,486	13,500	0	0%	2.1%	41,336
Big Bend	25,357	20,700	9,315	45%	3.4%	26,222
Cascadia	27,443	35,800	17,900	50%	4.5%	28,686
Centralia	26,181	34,200	34,200	100%	5.0%	27,490
Clark	23,702	127,400	103,605	81%	6.0%	25,124
Clover Park	29,572	36,600	0	0%	4.5%	30,903
Columbia Basin	21,042	78,800	0	0%	3.1%	21,701
Edmonds	28,937	98,800	40,000	40%	4.5%	30,239
Everett	28,485	78,800	Contract negotiations complete; Waiting for Board Approval			
Grays Harbor	22,633	33,500	33,500	100%	5.8%	23,941
Green River	27,178	102,700	Contract negotiations in process			
Highline	28,234	82,000	0	0%	3.9%	29,321
Lake Washington	39,971	55,000	0	0%	1.7%	40,651
Lower Columbia	26,357	25,500	0	0%	2.8%	27,095
Olympic	23,465	82,000	82,000	100%	6.3%	24,943
Peninsula	25,677	41,400	20,700	50%	4.2%	26,755
Pierce	23,547	96,400	67,380	70%	4.7%	24,649
Renton	36,450	31,100	3,732	12%	3.3%	37,653
Seattle	36,346	261,200	0	0%	3.1%	37,469
Shoreline	30,009	113,900	63,600	56%	6.0%	31,798
Skagit Valley	18,157	75,700	75,700	100%	6.5%	19,337
South Puget Sound	25,954	66,900	66,900	100%	6.2%	27,555
Spokane	25,669	190,500	74,295	39%	5.8%	27,158
Tacoma	29,700	93,200	0	0%	1.2%	30,056
Walla Walla	23,773	39,800	39,800	100%	5.0%	24,957
Wenatchee	26,414	47,000	0	0%	4.0%	27,471
Whatcom	24,059	68,500	50,000	73%	5.2%	25,310
Yakima Valley	22,815	52,600	5,450	10%	3.2%	23,536
System Total	27,613	\$2,250,000	\$821,377	37%	4.3%	28,801

*These salaries are calculated representations of how much part-time faculty would earn at each district if they worked a full-time load at the district's part-time pay level. Annualized average part-time faculty salaries are displayed as reported by districts.

** Includes increases from local match, 1.2% general salary increase on July 1, 2005, and part-time increments if applicable.

Presidents and District CEO Salaries

Districts show CEO and college president's salaries if available.

COLLEGE/ DISTRICT	2005-2006 ANNUALIZED SALARY	YRS OF SERVICE/ PRESENT POSITION	FY 2004-05 Annualized Salary	REPORTING RELATIONSHIP
Bates	\$160,000	0	\$145,000	Board
Bellevue	\$150,000	17	\$140,000	Board
Bellingham	\$127,369	5	\$123,420	Board
Big Bend	\$145,000	11	\$128,000	Board
Cascadia	\$160,000	1	\$140,000	Board
Centralia	\$142,830	4	\$138,000	Board
Clark	\$156,350	2	\$151,500	Board
Clover Park	\$175,441	9	\$175,441	Board
Columbia Basin	\$161,856	11	\$132,173	Board
Edmonds	\$160,000	10	\$160,000	Board
Everett	\$150,000	V	\$133,588	Board
Grays Harbor	\$139,320	2	\$135,000	Board
Green River	\$150,000	23	\$135,000	Board
Highline	\$165,000	5	\$131,250	Board
Lake Washington	\$132,275	7	\$128,173	Board
Lower Columbia	\$135,139	0	\$130,142	Board
Olympic	\$156,712	4	\$152,000	Board
Peninsula	\$140,000	5	\$123,403	Board
Pierce-District 11	\$169,750	0	Not available	Board
Pierce-Ft. Steilacoom	\$139,000	0	\$135,000	CEO Multi-Camp
Pierce-Puyallup	\$139,000	0	Not available	CEO Multi-Camp
Renton	\$136,027	5	\$130,662	Board
Seattle-Central	\$132,018	3	\$127,924	CEO Multi-Camp
Seattle-District 6	\$180,001	3	\$174,420	Board
Seattle-North	\$132,018	5	\$127,924	CEO Multi-Camp
Seattle-South	\$132,018	3	\$127,924	CEO Multi-Camp
Shoreline	\$145,000	0 (Interim)	\$160,000	Board
Skagit Valley	\$149,640	3	\$145,000	Board
South Puget Sound	\$138,300	27	\$126,300	Board
Spokane	\$128,422	2	\$124,440	CEO Multi-Camp
Spokane-District 17	\$171,312	4	\$166,000	Board
Spokane Falls	\$128,422	5	\$124,440	CEO Multi-Camp
Spokane - IEL*	\$123,262	4		CEO Multi-Camp
Tacoma	\$156,000	9	\$145,000	Board
Walla Walla	\$145,000	22	\$134,500	Board
Wenatchee Valley	\$140,000	1	\$140,000	Board
Whatcom	\$134,260	22	\$130,000	Board
Yakima Valley	\$116,843	11	\$113,220	Board

*Institute for Extended Learning

	2005-06	2004-05	2003-04
AVERAGE	\$145,884	\$138,482	\$133,913
MEDIAN	\$143,915	\$134,750	\$130,402

Looking at contracts: a comparison of sabbaticals statewide.

The members of FACTC decided it would be useful for faculty to compare contract language in some areas. The FACTC Focus will present data taken from current faculty contracts at the community and technical colleges from across Washington state. This issue presents a comparison of the sabbatical provisions in various contracts; the editor made a chart to identify common elements: **number of quarters actually awarded for the 2006-07 year, payment, number of faculty allowed sabbatical at a time and dates applications are due.**

Some of this information is compressed, but readers should note that the full information is available at the following URL address: <http://www.sbctc.ctc.edu/HR/FacultyCollBargain.asp> (except for actual quarters awarded: that information was provided by FACTC representatives or by office of vp of instruction).

With regards to salary, most of the colleges would allow sabbatical payment up to 150% of the faculty member's salary and this would include the hiring of a replacement (Walla Walla is an example of an exception in that funding must not exceed 115% of the recipient's full time salary). Most of the colleges also required the faculty member who takes a sabbatical to return and continue employment for a time period that at least equaled the length of the sabbatical. Wenatchee Valley, however, has this language: "Upon return from sabbatical leave, the faculty member must remain employed with the District for (3) times the length of sabbatical leave or reimburse the District" The contracts generally required faculty members who didn't return to repay all or most of the salary they earned while on sabbatical.

Compensation varied with many colleges offering a lower percentage of pay for sabbaticals of more than one quarter. Spokane's contract had this unusual language: "Compensation for professional leave shall be eighty (80) percent of the academic employee's annual salary reimbursement or eighty (80) percent of the average of the highest quartile of a rank order of salaries of all annually contracted academic employees, whichever is less."

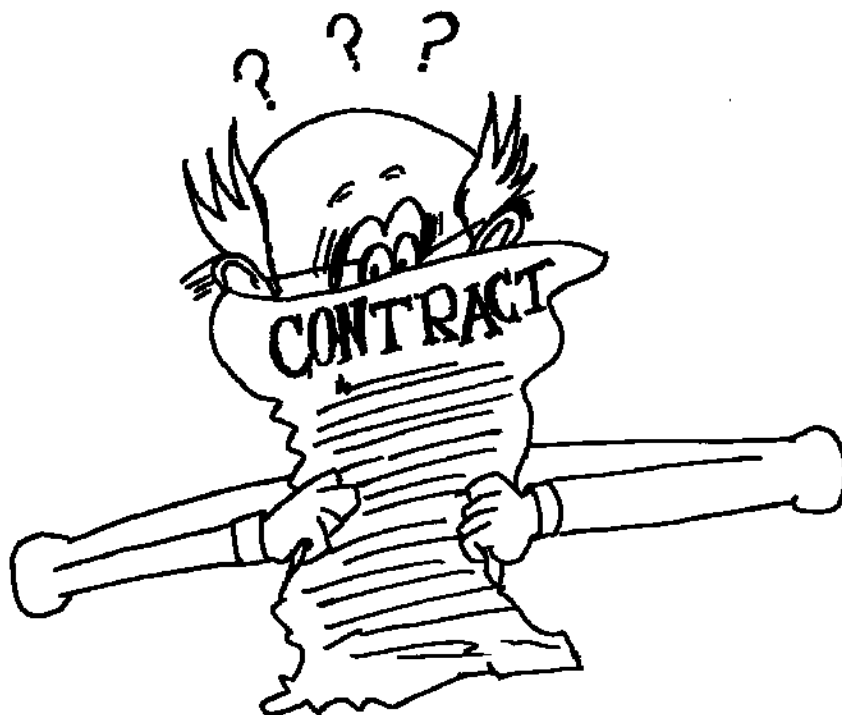
Many colleges required the faculty member who takes sabbatical to submit a written report – usually within a year, but those time periods changed. One college required two reports: one to the campus community and one to the board of trustees.

One question many readers might have is how well colleges are funding these sabbaticals. Most of the contracts have a provision to provide sabbaticals to a fixed percentage of the faculty, say 4%, but many also say that all this depends on the fiscal situation. The actual number of quarters awarded for the 2006-07 academic year are shown for many colleges. If any turn out to be inaccurate, please make note at FACTC's blog site: <http://factc.blogspot.com/>

This is a summary and as such may not be absolutely accurate as the material is not presented in complete context. This is more of a snapshot and anyone who reads it is encouraged to look at actual contracts (see URL above) to get a more complete idea of contract language.

The editor could not find sabbatical information in the contracts for Big Bend, Cascadia and Clover Park.

Neither the editor of FACTC Focus nor FACTC is expressing any opinion regarding contracts or negotiations having to do with contracts. This is just information we felt our readers would find useful. For the chart, see the next page.



Sabbatical information chart.

Chart below: NM means not mentioned in contract. N/A means info not provided before deadline.

College	Number of quarters actually awarded for the current year.	Eligibility (# of years)	Payment	# of faculty allowed sabbatical during a given year in theory.	Date apps are due
Bates	N/A	7 years	50% of ft	2 faculty per year	Mar 18
Bellevue	15	3 years	80%*	5 max	
Bellingham	N/A	5 years	75%	5% of faculty	March 1
Big Bend	0	5 years	60%**	Nm	End of October
Centralia	N/A	5 years	1 st qrtr 90% 2 nd 80% 3 rd 70%		Jan 15
Clark	11	5 years	1 st qrtr 100% 2 nd 75% 3 rd 65%	5%	6 mo before 1 st day of quarter
Columbia Basin	7	6 years	2 qrtrs 100% 1 year 50%	5%	6 months before sabbatical
Edmonds	N/A	NM	85%	NM	NM
Everett	N/A	NM	NM	4%	Last work day December
Grays Harbor	N/A	3 years	75%	4%	Jan 20
Green River	8	5 years	75%	NM	5 th contract day Winter quarter
Highline	9	5 years	100% 1 qrtr 75% subs.	NM	NM
Lake Wa	0	NM	NM	NM	10 th day of qrtr before qrtr of leave
Lower Columbia	3	5 years	1 st qrtr 85% 2 nd qrtr 80% 3 rd qrtr 75%	4%	1 st day of quarter
Olympic	10	6 years	100% one qrtr, 75% 2 nd & 3 rd qrtrs	NM	NM
Peninsula	N/A	7 years	Up to 100%	NM	March 15
Pierce	6	7 years	1/9-3/9 of annual salary per qrtr	NM	Jan 15
Renton	0	NM	No pay	NM	NM
Seattle	10 for entire Seattle district	3 years	1 qrtr 100% 2 qrtrs 80% 3 qrtrs 60%	4%	1 st Friday of December, Fall Quarter
Shoreline	35	9 consecutive qrtrs	86%	4% (also says 3 full time positions)	NM

Sabbatical chart continued.

College	Reasons	Eligibility (# of years)	Payment	# of faculty	Date apps are due
Skagit Valley	N/A	5 years	1 st qrtr 100% 2 nd 85% 3 rd 70%	4%	6 months prior to quarter or year of sabbatical
South Puget Sound	6	6 years	100%	3 faculty	Jan 15
Spokane	Spokane Falls – 9 SCC – 8	7 years	80% or 80% of the highest quartile of the rank order of salaries of all annually contracted salaries, whichever is less.	4%	Jan 15
Tacoma	6	3 years	1 qrtr – 100% more than 1 quarter, 75%	Depends on fiscal considerations	Feb 1
Walla Walla	4	6 years	1 qrtr 85%, 2 nd , 3 rd 75%	5%*	Jan 15
Wenatchee Valley	0	5 years	90% *	NM	NM
Whatcom	N/A	3 quarters of teaching = 1 quarter of leave. Add one quarter leave for each subsqnt six quarters of emplmnt.	75%	NM	Jan 15
Yakima Valley	2	6 years	3 qtrs 65% 2 qtrs 75% 1 qrtr 100 %	4%	1 st week winter q.

Weird abbreviations: emplmnt=employment; qrtr = quarter; prof=professional

*Wenatchee’s actual compensation language is as follows: sabbatical shall be at a rate of ninety percent (90%) of he employee’s annual salary rate divided by one-hundred seventy-five (175) multiplied by the number of days requested and approved.

**Big Bend offers 60% of pay for those who commit to return at least one year, 75% for those who commit to two years, 90% for those who commit to three years.



**FACULTY ASSOCIATION
OF COMMUNITY & TECHNICAL COLLEGES**

Comments, replies, letters to the editor can be sent by e-mail to the following
address: <http://factc.blogspot.com/>

FACTC is our Network

Faculty at Community and Technical Colleges in Washington State must be active in the discussion of important community and technical college issues. We network with each other, with other higher education organizations, with legislators, and with state board staff and administration. If your community or technical college is not represented at FACTC, we invite you to join us.

FACTC Focus is a publication of:

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